



**Red Ribbon 365:  
Keeping Georgia's  
Scholars Healthy  
So They Can Thrive**



**Elementary Community and  
Home Activity Book**

# **Red Ribbon 365: Keeping Georgia's Scholars Healthy So They Can Thrive**



**Department of Behavioral Health  
& Developmental Disabilities**



**D·B·H·D·D**

Georgia Department  
of Behavioral Health &  
Developmental Disabilities

**Elementary Community and  
Home Activity Book**



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# A letter to our Families

**To our AMAZING Georgia Families,**

In response to the murder of DEA agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction caused by drugs in America. Enrique (Kiki) Camarena was a Drug Enforcement Administration agent who was tortured and killed in Mexico in 1985. In 1988, The National Family Partnership sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.

The Red Ribbon Campaign is a media and activity-driven strategy aimed at building general population (universal) awareness of the importance of a drug-free lifestyle. Each year during the month of October, schools and communities are encouraged to develop messages and activities to demonstrate their commitment to living drug-free lifestyles.

We are excited to present you with a great resource filled with activities to connect to your scholar! Red Ribbon 365 was birthed in response to startling statistics related to drug use and mental health concerns associated with our youth.

While we know that you want to be a part of the solution, we understand that you may not always know what to say and/or do to engage in tough conversations with your children or children you are connected to. We've taken the guesswork out of it for you! This book has lots of adult-guided activities to help deepen conversations around drug awareness and prevention, mental health awareness and building a healthy future. Additionally, we have also included self-guided activities for scholars to engage in. These are activities that scholars can choose to complete independently or with friends.

We hope you will find these activities to be fun and helpful! We'd love for you to share them on your social media pages with the hashtag #RedRibbon365 or #RR365.

**Respectfully,**

**The DBHDD Team**



# Guidance on Book Usage

This book includes activities that have been categorized into one of three strands. The strands - Building for a Healthy Future, Mental Health Awareness and Drug Awareness and Prevention – can be easily identified by the colors seen on the page borders and in the graphic used throughout the resource. Completion of activities will depend on your level of commitment to ensuring that enduring understandings are created for your scholars.

Because these are level specific (and not grade specific) resources, one suggestion is to begin with the Activity Chart, which can be found at the beginning of each month. You may find that a combination of activities is what would work for your family or group. You may also find that the Differentiation Station provides you with more than enough support to engage with children of all ages in one setting. It is completely up to you!

The Relaxation Station includes suggestions for self-guided activities that scholars can complete independently, with a friend or even a large group!

The contents of this activity book may contain sensitive topics for some communities and families. Please use your school district's or organization's guidance and discretion when engaging in these activities with scholars. When necessary, our suggestion is to send written and verbal notices prior to engaging scholars in the Red Ribbon 365 activities and/or discussions.

We hope you and your children will find these activities to be both relevant and worth your time!





# Month at a Glance: January

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Is Meth Really That Bad?	Meth has a negative impact on the mind and body	meth	30-40 minutes
Alcohol, It's More than Just a Drink	Alcohol can have a bad impact on family and friends.	alcohol	45 minutes
Ace's Mood Music	Music can trigger positive and negative choices related to drugs.	mood in music	45 minutes
A Better Way	It is important to know how to make positive choices to avoid drug use.	confidence, social media, peer pressure, experiment, depression, prevention, alternative, coping strategies	45 minutes

# January



# Activity Plan

**Title:** Is Meth Really That Bad?

**Suggested Time:** 30-45 minutes

**Suggested Grade Level(s):** 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand the dangers associated with meth.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>rotten teeth photo</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>meth</li></ul>	<p><b>Activity Overview:</b> Scholars will learn about meth and how it affects their body. Scholars will also discuss how meth use can affect their loved ones.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will begin the session by displaying pictures of meth and asking scholars what they think it is. The facilitator will record responses.</b></li><li><b>Facilitator:</b> Meth is a stimulant drug; it causes people to stay awake. Meth is highly addictive. If something is addictive, it's hard to stop using it once you start. Meth comes in various forms. The most popular is crystal meth, which can also be called "Ice." It also comes in pill or powder form.</li><li><b>Facilitator:</b> <i>Today we will learn about meth and how it can affect our bodies and change our appearance. We will also discuss how it can affect your loved ones.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will display the photo of the person with rotten teeth and ask scholars what they think caused this person's teeth to look like this. The facilitator will record scholars' responses.</b></li><li><b>Facilitator:</b> <i>These are the teeth of someone who uses meth. Meth can cause your teeth to fall out and cause gum disease. How do you think you would feel if you lost all your teeth? Call on several scholars to share their answers.</i></li><li><b>Facilitator:</b> <i>Again, meth is a stimulant that causes people to feel full of energy. As a result, they don't get the rest their body needs, which affects their brain and body. What do you think happens when people don't get enough rest? Call on several scholars to share their answers.</i></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>The damage to your brain can cause you to have memory problems, mood swings, and react violently. How do you think this will affect those around you? Turn and talk with your partner. Call on several scholars to share their answers.</i></li> <li>• <b>Facilitator:</b> <i>Meth also causes rapid heart rate, high blood pressure, headaches, and blurred vision.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that you know more about the dangerous side effects of meth use, we are going to design posters to educate others on its dangers.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can provide scholars with sentence stems to assist them with writing on their poster.  
Example: Meth is dangerous because \_\_\_\_\_.

Scholars can create a PowerPoint presentation on the dangers of meth.

The facilitator can provide scholars with picture cards with matching words to assist scholars with writing.

## **Activity Reflection:**

Scholars will share their posters with the group. They will also discuss how their family might be impacted if a family member was using meth.

## **Supplemental Resources:**





# A Smile Can Say a Lot



# Activity Plan

**Title:** Alcohol, It's More than Just a Drink

**Suggested Time:** 30–45 minutes

**Suggested Grade Level(s):** K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how alcohol abuse can affect others.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>It's Not Just Alcohol- It's a title</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>alcohol</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn about how alcohol abuse not only affects them, but can affect their loved ones as well. They will develop a writing in response to what they learn.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will begin the session by showing scholars photo A, the man holding the beer bottle and the police car behind him.</b></li> <li><b>Facilitator:</b> <i>What do you think is happening in this photo? Turn and talk with a neighbor. Record responses as scholars share.</i></li> <li><b>Facilitator:</b> <i>In this photo, the police stopped this man because he was driving while drinking. It may be ok to drink water or juice while driving, but it's never ok to drink alcohol. When you drink alcohol, it can affect your brain in a way that makes it difficult to think clearly. What could happen if someone were to drink alcohol and drive? How will it affect their family or friends?</i></li> <li><b>The facilitator will explain to scholars that they will learn about how alcohol abuse can affect their friends, family, and even strangers.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The man in the photo was driving while drunk. Driving while drunk is illegal and could result in a person having to spend time in jail. How do you think your family and friends would feel if you had to go to jail? Record the responses of scholars.</i></li> <li><b>Facilitator:</b> <i>When you drink alcohol, you can't think clearly. You might also have trouble doing things like walking and talking normally. You may not be able to see clearly.</i></li> <li><b>The facilitator will have scholars view photo B, the blurred letters, and tell them that too much alcohol can blur your vision.</b></li> </ul>



	<b>Boost (Teach)</b>	<ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>If you were to drink and drive when you can't see clearly, who could this affect? Record scholar responses.</i></li><li>• <b>Facilitator:</b> <i>Too much alcohol can also make your stomach hurt and you can end up vomiting. It can also affect your memory and may cause you to pass out.</i></li><li>• <b>The facilitator will have scholars view photo C of the man who passed out and ask them how they think their family or friends would feel if they passed out in a strange place? Record scholar responses.</b></li></ul>
	<b>Build (Rehearse &amp; Build for Transfer/Close)</b>	<ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>When you abuse alcohol, it not only affects you, but those you love and care about as well. It can also affect strangers. For example, if you choose to drink and drive, you can hurt yourself, a loved one, or strangers.</i></li><li>• <b>Facilitator:</b> <i>Today you will create a one-page paper on how alcohol can affect your family, friends, and even strangers.</i></li></ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide scholars with sentence stems to help support their writing.**

**Scholars can create a video PSA on how alcohol abuse affects your friends and family.**

**The facilitator can provide scholars with pictures and sentence stems to help support their writing.**

## **Activity Reflection:**

Scholars will choose a partner and share their one page with them. They will discuss any similarities and differences they noticed.

## **Supplemental Resources:**



# It's Not Just Alcohol Photo cards

Photo A



Photo B



Photo C



# Activity Plan

Title: Ace's Mood Music

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will analyze how their emotions affect their choices and mood.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>TV or movie theme songs</li><li>timer</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>mood in music</li></ul>	<p><b>Activity Overview:</b> Scholars will recognize their emotions with different songs and develop a playlist of songs that fuel a happy mood and prevent drug use.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Playing or listening to music can help us channel our energy into a healthy activity that makes us feel calm or relaxed. Does your favorite musician's lyrics talk about drugs? Have you ever noticed your mood change after listening to that music?</i> <b>Post/Project definition for mood in music.</b></li><li><b>Facilitator:</b> <i>In music, mood is the feeling that a song or piece of music causes you to feel. If we choose to use music to help us make healthy, positive choices, what are some things we can prevent?</i> <b>Chart student responses. Sample responses: drug use, fighting, use of offensive language.</b></li><li><b>Facilitator:</b> <i>Throughout this activity, think about how our musical selections could influence your choices.</i></li><li><b>The facilitator will play the Mission Impossible theme song (30 seconds). Draw or write a picture describing the feeling while listening. Describe your drawing or words and how the music might influence you.</b></li><li><b>Facilitator:</b> <i>This song made me feel bold, brave, and sneaky. I imagine myself doing something that if I were to get caught, there'd be serious consequences. We must recognize our emotions and manage our mood. One way to manage our moods is to listen to music that makes us feel good. Let's create a personal playlist of songs that we can listen to to improve our moods.</i></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Using the playlist tracker, identify up to three songs. Include track notes, explaining why you chose that song and the mood the song is intended to give.</li> <li>• <b>The facilitator will project the tracker activity sheet and share an example of a selection.</b></li> <li>• <b>Facilitator:</b> <i>My first selection is.... This song should make you feel empowered, capable, and focused.</i></li> <li>• <b>Facilitator:</b> <i>For the next ten minutes, identify songs that could put you in a positive mood.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>After time is up, the facilitator will invite scholars to share their playlists in small groups.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can repeat instructions as needed.**

**The facilitator can use examples and nonexamples of music choices.**

**Scholars in grades K–2 can draw pictorial representations of songs.**

**Scholars can create a music playlist for their family to listen to while cleaning or driving.**

**The facilitator can provide a list of feelings words.**

**The facilitator can provide a list of songs for scholars to choose from.**

**The facilitator can provide verbal prompts as needed.**

**Activity Reflection:**

Why is it important to recognize our emotions and moods? What role can music play to improve your mood?

**Supplemental Resources:**





# Playlist Tracker

Name: \_\_\_\_\_

Song	Track Notes	Mood



# Activity Plan

Title: : A Better Way

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify activities they can engage in to avoid drug use.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>cardiovascular</li> <li>tobacco</li> <li>athlete</li> <li>oxygen</li> <li>agile</li> <li>energy</li> <li>exercise</li> <li>endurance</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss the reasons people use drugs and identify ways to avoid drug use in their responses to scenarios.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>A while back, we discussed the effects of drug use in our community and why we should say no! Today we're going to go a little deeper. First, why do you think someone uses drugs?</i></li> <li><b>Using chart paper or a whiteboard, write the scholars' reasons. Examples could include looking cool, they were sad, bored, etc.</b></li> <li><b>Facilitator:</b> Knowing what we know about drug use, what happens to someone who abuses drugs? Do they look cool? Are they happy? Do their problems disappear? The answer is more than likely no.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>People experiment with drugs for various reasons. They may want an escape from the pressures of day-to-day activities or to boost their confidence. They may feel sad and want to feel better. They may want to fit in with others. They may feel pressured by their peers because they feel everyone else is doing it. Social media is a big deal right now. You may see your favorite celebrity partaking in or singing a song about using drugs and think their lifestyle is "lit." But are they really happy? What happens to your body when you use drugs? How does your body and mind feel after the effects of the drug wear off? <b>Allow scholars to share side effects of drug use. Use guided questions to help with their answers.</b></i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Are there better ways to get those same feelings without drug use? Are there other ways to feel happy or feel included? What if your close friend wants you to try drugs with them? How do you tell them no? Today, we're going to identify alternative coping strategies to use whenever we're feeling stressed, bored, depressed, or pressured by our friends to try drugs.</i></li> <li>• <b>The facilitator will read aloud different scenarios and students will work together to determine the best way to avoid drug use.</b> <ul style="list-style-type: none"> <li>◦ <i>Scenario #1: Marla has been studying for a test all week. She needs to do well to get into the top school. Her friend Brandon offers her drugs. He promises her it will help her focus and do well on the test. What should Marla do?</i></li> <li>◦ <i>Scenario #2: Ricardo is hanging out with his friends at the park after school. They're listening to music and playing basketball. His friend Jackson pulls out some drugs. Ricardo's other friends are curious and want to try the drugs. Ricardo doesn't want to participate, but Jackson makes fun of him by calling him lame. What should Ricardo do?</i></li> <li>◦ <i>Scenario #3: Ashlynn has been having trouble at home. Her parents are never home and don't spend a lot of time with her. When her parents are home, they argue all the time and make her feel invisible. Ashlynn uses social media a lot to pass the time. She notices her favorite singer on Instagram seems happiest while doing drugs. Ashlynn wonders if drugs will make her feel better, too. What should Ashlynn do?</i></li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Allow scholars time to identify a person they can talk to whenever they feel pressured.</b></li> </ul>



# Differentiation Station

## Suggestions for Remediation

## Suggestions for Acceleration

## Special Education & English Learner Scaffolds



### The facilitator can:

- Frequently check for understanding.
- Provide visual prompts.
- Allow scholars to respond orally.
- Simplify the language of the instructions.

Scholars can create a pamphlet of afterschool activities available in their community for students.

Scholars can create a role play scenario on how to say no to a friend pressuring them to use drugs.

Frequently check for understanding.

Provide visual prompts. Allow scholars to respond orally.

Simplify the language of the instructions.

### Activity Reflection:

**Facilitator:** *You may not have a friend right now who wants you to do drugs, but do you have a friend who pressures you to do other things you don't want to do? Can you use any of these same strategies to tell them no?*

### Supplemental Resources:



## Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Be a "Goal Getter"	Scholars will understand how to set goals	long-term goals, shortterm goals, action-steps	45 minutes
Disappointment Happens	Knowing how to handle disappointment appropriately is a part of overall wellness	disappointment	45 minutes
Wants versus Needs	Wants and needs are not the same	needs, wants, survive	45 minutes
Are You Saving or Spending?	Understanding the difference between saving and spending money helps us to be more financially fit	save, spend	30 minutes

# February



# Activity Plan

Title: Be a “Goal Getter”

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand the importance of setting long and short-term goals.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>sticky notes</li><li>goal getter handout</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>long-term goals</li><li>shortterm goals</li><li>action-steps</li></ul>	<p><b>Activity Overview:</b> Scholars will set goals for elementary school and beyond.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>I want you all to think about your favorite celebrity. It could be an actor, singer, athlete, etc. Once you have your person in mind, write their name on your index card. Give scholars an opportunity to think and then write the name on an index card.</i></li><li><b>Facilitator:</b> <i>Now let's have everyone share the name on your card. Allow everyone to share their person.</i></li><li><b>Facilitator:</b> <i>You all came up with some great celebrities. Is it hard for you to imagine that they were once like you, sitting in a class discussing their future? Nothing happens by chance. To succeed, you must be a "Goal Getter." Today, we will talk a little about long-term and short-term goals.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator writes "long-term goals" and "short-term goals" on the board.</b></li><li><b>Facilitator:</b> There are two types of goals. First are short-term goals. Short-term goals are goals you can accomplish quickly. Usually, you can accomplish these goals within a month. For example, one of my short-term goals is to exercise twice this week. Can you give me an example of a short-term goal you might have? <b>Accept reasonable responses.</b></li><li><b>Facilitator:</b> <i>The next type of goal is a long-term goal. Long-term goals are goals you can accomplish over time or in the future. For example, one of my long-term goals is to save \$10,000. Can you give me some examples of a long-term goal you might have?</i></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Today's activities focus on becoming a "Goal-Getter." I want you to think about your life beyond elementary school.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator will select a scholar to distribute the handouts.</b></li> <li>• <b>Facilitator:</b> Take a look at the handout. You will focus on creating goals and action steps for middle school, high school, and beyond. Action steps are the steps you must follow to reach your goals.</li> <li>• <b>Facilitator:</b> <i>These are YOUR goals, so I want you to complete this independently, and I will help you out as needed. Provide time for scholars to complete the activity independently.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can allow scholars in grades K–2 to complete the activities as a group.

Scholars can research their career aspirations or activities they want to pursue in high school.

Scholars can create a flipbook that contains both long and shortterm goals.

Scholars can complete the activity on their tablets or laptops. They can use text to speech features to help them complete the handout.

**Activity Reflection:**

Allow scholars time to share their finished handouts. Ask scholars to highlight the one area of their goals they feel will be the most challenging to accomplish.

**Supplemental Resources:**





# Goal Getter Planning Sheet

Goals for Completing my Current Grade

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.

Goals for Completing Middle School

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.

Goals for Completing High School

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.

College and/or Career Goals

- 1.
- 2.
- 3.

Action Steps Necessary to Complete my Goal

- 1.
- 2.
- 3.



# Activity Plan

**Title: Disappointment Happens**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will explore ways to overcome disappointment.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>chart paper</li><li>timer</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>disappointment</li></ul>	<p><b>Activity Overview:</b> Scholars will discuss disappointments and how to handle themselves when faced with them.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Stand in a line at the back of the room facing me. We're going to do a quick activity. For this first part, you will listen to me and follow my directions.</i></li><li><b>Facilitator:</b> <i>First, take a step forward if you have ever been disappointed or let down. <b>Allow scholars to move and note where their peers are.</b></i></li><li><b>Facilitator:</b> <i>Now take another step forward if you became angry with someone else because you were disappointed. <b>Allow scholars to move and note where their peers are.</b></i></li><li><b>Facilitator:</b> <i>Take another step forward if your anger caused you to physically hurt someone or something. <b>Allow scholars to move and note where their peers are.</b></i></li><li><b>Facilitator:</b> <i>Finally, take another step forward if what you did when you were disappointed made the disappointment go away. <b>Allow scholars to move and note where their peers are.</b></i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator writes the word disappointment on the board.</b></li><li><b>Facilitator:</b> <i>In the activity we just completed, it was clear we all have experienced some level of disappointment. Let's talk about some of the things you noticed from that activity. You can use the following prompts to get the conversation started or keep the conversation going. <b>Accept reasonable responses.</b></i><ul style="list-style-type: none"><li>What does it mean that some of us were further ahead than others?</li><li>Did anybody say that becoming physical helped the situation?</li><li>Was there a correlation between disappointment and anger?</li></ul></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator writes the word disappointment on the board.</b></li> <li>• <b>Facilitator:</b> <i>In the activity we just completed, it was clear we all have experienced some level of disappointment. Let's talk about some of the things you noticed from that activity. You can use the following prompts to get the conversation started or keep the conversation going. <b>Accept reasonable responses.</b></i> <ul style="list-style-type: none"> <li>◦ What does it mean that some of us were further ahead than others?</li> <li>◦ Did anybody say that becoming physical helped the situation?</li> <li>◦ Was there a correlation between disappointment and anger?</li> </ul> </li> <li>• <b>Facilitator:</b> <i>I want us to take a minute and think about some of the things we can do when we feel disappointed. Allow time for scholars to think and then ask them to share their responses.</i></li> <li>• <b>Facilitator:</b> <i>I'm going to write some of your ideas on chart paper so we can all see them. Now look at some of the things we have listed. Do any of those seem reasonable to you? <b>Allow scholars to respond.</b></i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator distributes the handout to scholars.</b></li> <li>• <b>Facilitator:</b> <i>Let's review this sheet. First, I want you to write your definition of disappointment. Next, I want you to identify three strategies from the list we created and write them in the section titled "things I can do when I feel disappointed."</i> <b>Now, look at the rest of the sheet and complete the remaining sections alone.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



Led by the facilitator, scholars in grades K–2 can do the **Disappointment Happens** activity together.

Scholars can create scenarios related to disappointment. They can then work with their peers to act them out.

Scholars can work with a buddy to complete the handout.

Scholars in grades 3–5 can record a story about how they overcame disappointment and share their stories with scholars in grades K–2.

## **Activity Reflection:**

Allow scholars time to share the results of the scavenger hunt. Have them compare what they thought middle school would be like to the information found on the website.

## **Supplemental Resources:**

Read the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Allow scholars to discuss how they'd handle some of those situations.



# Disappointment Happens

In my own words, disappointment means....

Strategies I can try when I feel disappointed

1.

2.

3.

People I can talk to when I feel disappointed

1.

2.

3.

When things don't go my way or if I lose a game or activity, here are some things I can say to help with disappointment...

**Example:** Sometimes you win, sometimes you lose, but most importantly, we had some fun.

1.

2.

3.



# Activity Plan

**Title: Wants versus Needs**  
**Suggested Time: 30-45 minutes**  
**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn about the differences between wants and needs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper/white board</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>needs</li> <li>wants</li> <li>survive</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn about wants versus needs and complete a scavenger hunt of wants and needs in their homes.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> Listen to the following scenario. Ace and his mom are out grocery shopping. Ace's mom chooses the items she needs to make dinner for their family. When they get to the register, Ace asks for candy and his mom says no. Why do you think Ace's mom said no to buying Ace candy? <b>Record student responses.</b></li> <li><b>Facilitator:</b> Ace's mom explained to Ace the candy wasn't a need, but the food she was buying to make dinner was. She explained that food is a need because we need it to live. The candy is not needed and is a want. Today, we will learn about needs and wants.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> When Ace asked for the candy, his mom said no because he didn't need the candy. Needs are what we need to live a healthy life, such as food, water, clothing, and shelter. Wants are things we'd like to have, but we don't need them to live or to survive. Can you think of any wants? <b>Record scholar responses.</b></li> <li><b>Facilitator:</b> I want you to listen to the following scenarios and tell me if it's a want or a need and why. Tina notices her shoes are too small and feel tight. She tells her mom that she needs new shoes. Are the new shoes Tina is asking for a want or a need? Why? <b>Record scholar responses.</b></li> <li><b>Facilitator:</b> Let's suppose the new shoes Tina wants are designer shoes that are really expensive. Does that change your answer? Share your response with a partner. Now, what about this scenario? Christian sees a commercial for the latest iPhone and tells his parents he needs one and they should buy it now! Is the iPhone a want or a need? Why? <b>Record scholar responses.</b></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Now that we've learned about wants and needs, it's time to go on a hunt. We will go on a scavenger hunt to look for wants and needs around us. You'll create a list in two-column notes formats of wants and needs.*
- **Scholars K-2 can illustrate their wants and needs.**
- **Scholars 3-5 can write out their wants and needs.**

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars will work in small groups with facilitator.**

**In pairs, scholars will identify who they can tell if their needs are not met. They'll discuss ways to communicate that their needs aren't met.**

**The facilitator will scribe scholar responses.**  
**The facilitator will rephrase instructions as needed.**

**Activity Reflection:**

In pairs, scholars will discuss what life would be like if none of their needs were met.

**Supplemental Resources:**





# Activity Plan

**Title: Are You Saving or Spending?**

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): K-2**

<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will compare saving and spending money. Scholars will identify if someone is saving money or spending money.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>picture of piggy bank</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>save</li><li>spend</li></ul>	<p><b>Activity Overview:</b> Scholars will learn about spending versus saving and determine if someone is spending or saving their money. Scholars will also give examples of a time when they had to save or spend money.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will display a photo of a piggy bank or a real piggy bank for scholars.</b></li><li><b>Facilitator:</b> <i>Raise your hand if you have one of these or know someone who does? What is it used for? Record scholar responses.</i></li><li><b>Facilitator:</b> <i>People use a piggy bank to save money. When you save money, you keep it and save it for later. People save money for many reasons. Sometimes they may save money for something special they want or maybe they save money for a vacation. People also spend their money. What do you think it means to spend money? Turn and talk with a neighbor. Have several scholars share their responses.</i></li><li><b>Facilitator:</b> <i>When you spend money, you pay for a service or a good. For example, if you buy new shoes, you are spending money. If you get a haircut, you are spending money. Today we will discuss saving and spending and identify if someone is spending or saving money.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Ace really wants a new pair of shoes, even though he has four pairs in his closet. Ace goes to the mall to buy some new shoes. Is Ace saving money or spending money? What do you think he should do? Turn and talk with a partner. Record scholar responses.</i></li><li><b>Facilitator:</b> <i>Ace is spending money, but he should probably save money since he already has enough pairs of shoes.</i></li></ul>

	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Ace receives \$8 a week for his allowance. After one month, Ace has \$32. Did Ace save or spend? <b>How do you know?</b> Record responses.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that we've discussed spending and saving, I want you to think about a time when you had to decide to either spend or save your money. Write your experiences down.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator will have scholars view photos of people spending or saving money and discuss what they see in the photos.**

**Scholars will come up with ways to earn money to help them save money.**

**The facilitator will provide scholars with sentence strips to assist with writing.**

## **Activity Reflection:**

For scholars who wrote about a time they spent money, the facilitator will ask if they were happy with spending the money or if they wished they saved it instead.

## **Supplemental Resources:**





# Are You Saving or Are You Spending?

Name: \_\_\_\_\_

Item I wish to buy: \_\_\_\_\_

How much would you like to spend on your purchase?

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What's my plan for saving for the item?

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## Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What's at My Core?	Core values identify who you are as a person.	value	30 minutes
Be Positive!	Affirmations can help maintain positive self thoughts.	affirmation	30 minutes
Walking into Wellness	Walking can help relieve stress.	stress	45 minutes
Race with Ace to Advocate	Know who can help you reach your goal.	advocating, advocate	45 minutes

# March



# Activity Plan

Title: What's at My Core?

Suggested Time: 30 minute

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify their core values and explain how they help them develop in life.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>value</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify their core values.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How many of you have ever eaten an apple? Allow scholars an opportunity to respond.</i></li> <li><b>Facilitator:</b> <i>I'd like for one scholar to describe eating an apple. Tell us what kind of apple you ate and what you noticed while eating the apple. Choose one scholar to share.</i></li> <li><b>The facilitator will prompt the scholar to talk about the core of the apple (if needed).</b></li> <li><b>Facilitator:</b> <i>You did a great job of describing how to eat an apple. You mentioned the core of the apple in your description. Can anyone tell us the purpose of the apple core? Choose one scholar to share.</i></li> <li><b>Facilitator:</b> <i>You did a great job describing the purpose of the apple core. The apple core provides structure for the apple and holds the seeds that will allow more apples to grow.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some values you hold in your core? What are some values that allow you to grow?</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I want you to write your core values on a piece of paper. Allow scholars time to write their core values.</i></li> <li><b>Facilitator:</b> <i>Thank you for taking the time to reflect and think about your core values. I want you to continue reflecting on your core values and how they can help give you structure and help you grow.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator will provide a Word Bank for scholar use.**

**Scholars can write a letter to themselves and explain the importance of having core values.**

**Facilitator will provide a Word Bank for scholar use.**

**Activity Reflection:**

Who is an adult (parent, relative, teacher, celebrity) who you feel holds the same core values as you do? Why did you choose this person?

**Supplemental Resources:**





# Activity Plan

Title: Be Positive!

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will write a positive affirmation and say it daily for a month.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>tape</li> <li>pencil</li> <li>sticky notes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>affirmation</li> </ul>	<p><b>Activity Overview:</b> Scholars will write a positive affirmation and display it.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What is an affirmation?</i></li> <li><b>The facilitator will give scholars time to respond. The facilitator and scholars will discuss the responses and provide a definition or example of an affirmation if needed.</b></li> <li><b>Facilitator:</b> <i>An affirmation is a statement that encourages you to be good at something. For example, "Today I will conquer all my obstacles." This affirmation is a reminder that today I won't let anything stand in my way and that I'm going to overcome anything that prevents me from having a good day.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Think about something you want to be good at doing or something nice to say to yourself each morning when you start your day.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I want you to write that affirmation on a piece of paper or a sticky note. <b>Allow scholars time to write their affirmation.</b></i></li> <li><b>Facilitator:</b> <i>You will display your affirmation in a space you use daily (bedroom, bathroom mirror, kitchen table, bookbag, etc.) I want you to say your affirmation aloud every morning for a month. At the end of the month, spend some time reflecting on how saying the positive affirmation every day affected you.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can draw their affirmation.**

**Scholars can keep a journal to describe how they feel after one week, two weeks, three weeks, and four weeks of saying the affirmation daily.**

**Scholars can draw their affirmation.**

## **Activity Reflection:**

How can you continue or extend this activity for another month?

## **Supplemental Resources:**



# Activity Plan

Title: Scholars will walk to help relieve stress.

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the benefits of walking.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>stress</li> </ul>	<p><b>Activity Overview:</b> Scholars will walk to help relieve stress.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How many of you have ever gone for a walk? Where did you go? How long did you walk? Walking can help you relieve stress or make you feel better when you are upset. It also helps you maintain a healthy body. <b>Allow scholars to respond.</b></i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we are going to go for a walk. It's important that we stay together. As you're walking, I want you to think about what you notice, what you see, and how you feel during our walk.</i></li> <li><b>The facilitator will ensure proper supervision and engage scholars in a 15–20-minute walk outside or in a gym/large space.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Upon completion of the walk, the facilitator will allow scholars to get water.</b></li> <li><b>Facilitator:</b> <i>What did you notice during our walk? What did you see? How did you feel? <b>Allow scholars to respond.</b></i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can work in small groups with the facilitator support to complete the chart.**

**Scholars can reflect on whether it would have been different if they had been running. They can share with a partner.**

**The facilitator can scribe scholar responses.**  
**Scholars can draw illustrations to complete the chart.**

**Activity Reflection:**

Share how walking with your family and friends can build healthy relationships.

**Supplemental Resources:**

Walk Reflection Chart



# Walk Reflection Chart

What did I notice during my walk?	What did I see during my walk?	How did I feel during my walk?

# Activity Plan

Title: Race with Ace to Advocate

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the importance of advocating for themselves.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pencil</li> <li>racetrack sheet of choice</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>advocate</li> </ul>	<p><b>Activity Overview:</b> Scholars will engage in opportunities to learn how to advocate for themselves.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Ace has a goal to fly around the world by himself. He won't fly on a plane and wants to use his wings. He doesn't know what to do. How should he handle this? <b>Allow scholars to respond.</b></i></li> <li><b>Facilitator:</b> <i>Have you ever had a goal or a desire to do something and didn't know how to go about it? <b>Allow scholars to respond.</b></i></li> <li><b>Facilitator:</b> <i>It's important to know who to ask for help and how to do it. When you ask for help with something you feel is important, it's called advocating.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I have a goal to _____ . Think about something you want to do, or a goal you have. It can be something you can achieve in a day or it can even take as long as a month to complete. <b>Allow scholars to respond and then pass out activity sheets and pencils.</b></i></li> <li><b>Facilitator:</b> <i>Write your goal on the racetrack in the box near the word "finish." Write two things you can do to help you reach your goal in the two boxes on or near the racetrack. Don't write in the box next to Ace. What challenges might you have when trying to achieve the goal? <b>Allow scholars to respond.</b></i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *When you realize you are having challenges reaching a goal, how does that make you feel? **Allow scholars to respond.***
- **Facilitator:** *It's ok to feel that way. It's helpful to advocate for yourself by asking for help. It's also important to know who to ask for help. For example, if my goal is to learn to swim, I wouldn't want someone to help me if they don't know how to swim. I'd ask a lifeguard or someone who is an excellent swimmer to help me. Who can you ask to help you reach your goal if you have challenges? Write the name or title of that person in the box next to Ace on the racetrack. Turn to your neighbor and tell them who you selected and why. **Allow two to three scholars to share.***

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can work in small groups with facilitator support.**

**K-1 scholars may set a goal as a group and complete the activity together.**

**Scholars can exchange papers with a peer and provide feedback on how they plan to achieve their goal.**

**The facilitator can scribe scholar responses.**

**The facilitator can rephrase instructions.**

**Scholars can illustrate responses.**

## **Activity Reflection:**

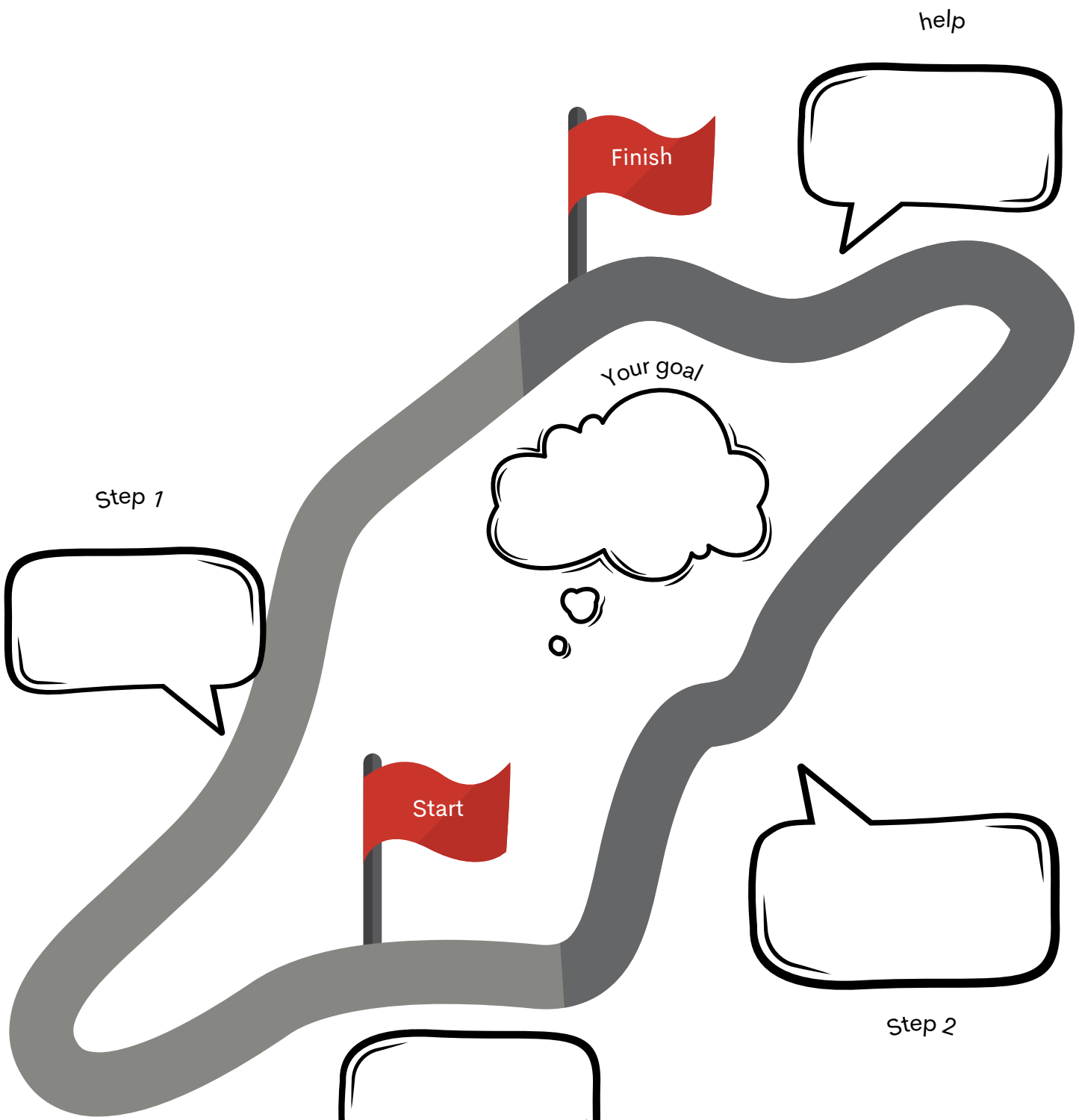
How can knowing how to ask for help affect whether or not you achieve your goal? Possible Extension: Share your work with the person you'd ask to help you achieve your goal. Write about how they helped you with your plan.

## **Supplemental Resources:**

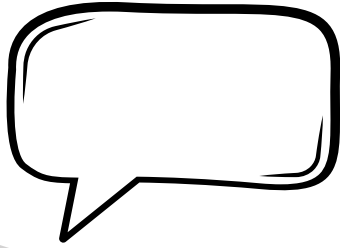




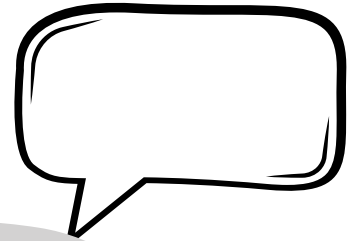
Scholar Name: \_\_\_\_\_ Date: \_\_\_\_\_



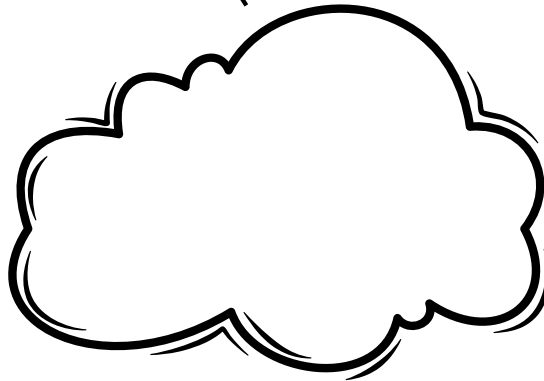
help



step 2



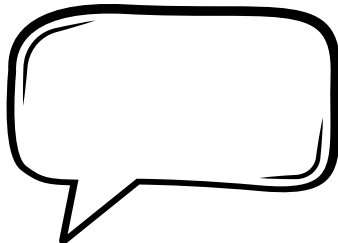
Your goal



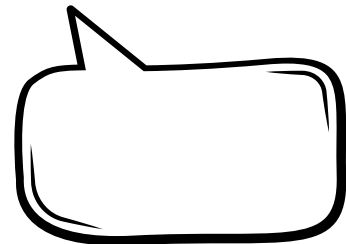
Finish



Start



help



step 1



# Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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See it, Say it: Just Say No	It is important to communicate the importance of saying no to drugs.	drugs	45 minutes
Are you positive?	It is important to have positive interactions on social media.	social media positive image peer	30-45 minutes
When Good Pills Go Bad	There are dangers to using prescription drugs incorrectly.	prescription, medicine, harmful, helpful	30-45 minutes
Help! I Can't Put my Phone Down	There is more to do than spend time on social media.	social media cultivate hobby interest accountability partner	30-45 minutes

# April



# Activity Plan

**Title: See It, Say It: Just Say NO**

**Suggested Time: 2 30-minute sessions**

**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will act as influencers.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> <li>crayons</li> <li>markers</li> <li>colored pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drugs</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a poster to encourage their peers to just say NO to drugs.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some reasons we should not use drugs? Why are drugs bad for us?</i></li> <li><b>Facilitator will allow scholars to respond.</b></li> <li><b>Facilitator and scholars will discuss scholars' responses.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Why do you think it's important that we focus on the dangers of drugs?</i></li> <li><b>Facilitator will allow scholars to respond.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/ Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today you will have the opportunity to create a poster that uses pictures and words to convey to your peers why drugs are dangerous and why we should just say NO.</i></li> <li><b>Facilitator will allow scholars time to create their posters.</b></li> <li><b>Facilitator:</b> <i>I would like for you to share your poster with at least one peer and ask them what's one thing they learned from your poster.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can use pictures only on their posters.**

**Scholars can write a paragraph to summarize what their poster demonstrates about the dangers of using drugs.**

**Scholars can use pictures only on their posters.**

**Activity Reflection:**

After sharing your poster with a peer, answer the question below: What did your peers learn about the dangers of drugs after looking at your poster.

**Supplemental Resources:**



# Activity Plan

Title: Are You Positive?

Suggested Time: 30 – 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will design their own social media platform to include an icon and guidelines for usage.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>social media</li> <li>positive image</li> <li>peer</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss the importance of being positive on social media.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Can anyone define social media?</i></li> <li><b>Facilitator will allow time for scholars to respond.</b></li> <li><b>Facilitator and scholars will discuss scholars' responses.</b></li> <li><b>Facilitator will summarize scholars' responses.</b></li> <li><b>Facilitator:</b> <i>Social media is a way for people across the entire world to interact with each other. It allows us to share pictures, thoughts, and ideas with others. It's always important to conduct yourself in a positive manner when interacting on social media. You should never do anything on social media that you would not do in your everyday life with family and friends. You should always remember that everything you do on social media can be connected to you for years to come.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Think about ways that you can portray a positive image while interacting on social media.</i></li> <li><b>Facilitator will allow for scholars to respond.</b></li> <li><b>Facilitator and scholars will discuss scholars' responses.</b></li> <li><b>Facilitator will summarize scholars' responses</b></li> </ul>
	<p><b>Build (Rehears e,&amp; Build for Transfer /Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You will now write a letter to a peer to explain to him/her why it's important to be positive while interacting on social media.</i></li> <li><b>Facilitator will allow scholars time to write their letters.</b></li> <li><b>Facilitator:</b> <i>Scholars, please remember to behave in a positive manner when interacting with others on social media.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitators can provide scholars with a graphic organizer to write their letter.**

**Scholars can share their letters with a peer and provide feedback.**

**Scholars can draw a picture to demonstrate positive behavior on social media.**

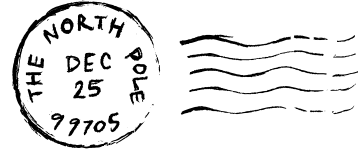
**Activity Reflection:**

Who are some trusted adults that you can talk to if you encounter interactions on social media that are not positive?

**Supplemental Resources:**



# Letter Writing



**Dear**

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**Yours truly,**

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# Activity Plan

**Title:** When Good Pills Go Bad

**Suggested Time:** 30-45 minute

**Suggested Grade Level(s):** 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the impact of using prescription and over-the-counter medicine incorrectly.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>index cards or post it notes</li> </ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will discuss that "every day" medicine can become a problem if used incorrectly.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Have you ever heard the phrase "Too much of a good thing" before? Take a minute and think about what you think that phrase means. Allow time for scholars to think then accept appropriate responses.</i></li> <li><b>Facilitator:</b> <i>You all came up with some great answers and a few of you shared the exact meaning. "Too much of a good thing" means that something that is considered good or pleasant becomes unpleasant or problematic if you have too much of it or if you overdo it.</i></li> <li><b>Facilitator:</b> <i>The same can be true of drugs that were meant to help you. The title of our activity today is "When good pills go bad." Talk with your neighbor to predict what you think our activity will be about today. Allow time for scholars to discuss the question with a buddy and then with the larger group.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>When we talk about good pills, we are referring to both medicines prescribed by your doctor or medicine that you can pick up from the pharmacy/grocery store. We have already discussed how good pills can become dangerous. Turn and talk with your buddy and ask them what kinds of things can happen when "good pills go bad." Allow time for scholars to talk with their buddy then accept reasonable responses.</i></li> <li><b>Facilitator:</b> <i>That was a great discussion. It is important to know that taking medicine from a doctor that was not prescribed to you can be dangerous. Additionally, you should never take medicine unless your parents or guardians give it to you. I want you all to explain in your own words what I just said.</i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Accept reasonable responses for scholars and clarify responses as needed.</b></li> <li>• <b>Facilitator:</b> <i>The last thing I want you to understand is that taking too much medicine or too many pills at one time is also dangerous. Doing something like this can cause serious harm to your body and organs. Once again, I want you to explain to me in your own words what I just said.</i></li> <li>• <b>Accept reasonable responses for scholars and clarify responses as needed.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that you have a better understanding of how "Good pills can go bad" you will share your new understanding with a friend by writing a friendly letter.</i></li> <li>• <b>The facilitator will distribute the letter template to all scholars.</b></li> <li>• <b>Facilitator:</b> <i>You can use the template to complete the letter or you can write one on your own. Remember to include what you learned about "good pills go bad" and how good pills can be dangerous. Take a few minutes and review the handout. If you have any questions, be sure to ask them.</i></li> <li>• <b>Answer any procedural questions and allow scholars time to draft a letter to their friend.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2 Scholars can draw a picture that describes what they learned. They can then write a caption to explain what is going on in their picture.**

**Scholars can use their creativity to create a story about what happens when "good pills go bad."**

**Scholars can use sentence frames to support their writing. Once they are done, they can type their drafts and use Microsoft word features to improve their vocabulary and grammar.**

**Activity Reflection:**

Allow scholars to share their letters aloud. If time permits, allow them to address an envelope and mail the letter to their friend.

**Supplemental Resources:**

Friendly letter frame.



# Good Pills Can Become Bad

Date: \_\_\_\_\_

Dear (Friend),

I am writing to tell you all about what I learned about how good pills can become bad

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I have learned a lot about the importance of saying no to drugs this year. Here are some important things I have learned.

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Your friend,

(Sign your name)



# Activity Plan

**Title: Help! I Can't Put my Phone Down**

**Suggested Time: 30-45 minute**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify activities to replace social media.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>index cards or post it notes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>social media</li> <li>cultivate</li> <li>hobby</li> <li>interest</li> <li>accountability</li> <li>partner</li> </ul>	<p><b>Activity Overview:</b> Scholars will find alternate activities to do instead of being on social media.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>By a show of hands, how many of you use social media throughout the day? <b>Allow time for scholars to respond.</b></i></li> <li><b>Facilitator:</b> <i>I want you all to think about your own habits with social media. Now I want all scholars to reflect on the following questions:</i> <ul style="list-style-type: none"> <li><i>Stand if you have a Facebook account. <b>Allow time for scholars to stand and then ask them to sit down.</b></i></li> <li><i>Stand if you have an Instagram account. <b>Allow time for scholars to stand and then ask them to sit down.</b></i></li> <li><i>Stand if you have a Snapchat account. <b>Allow time for scholars to stand and then ask them to sit down.</b></i></li> <li><i>Stand if you use another social media platform that I did not mention. <b>Allow time for scholars to stand and then ask them which other platforms they use Allow them to sit down.</b></i></li> </ul> </li> <li><b>Facilitator:</b> <i>As you can see, there are lots of us – including your facilitator – that use a variety of social media platforms. Today, we are going to discuss some healthy alternatives to using social media.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I am going to distribute an index card to each of you. On the index card, I want you to list hobbies or activities that you are interested in.</i></li> <li><b>The facilitator distributes the index cards and provides scholars with an opportunity to write down hobbies and activities of interest.</b></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>I would like you to share your interests with us. Do I have a volunteer to share first?</i> <b>Allow time for scholars to share their hobbies and interests with the group.</b></li> <li>• <b>Facilitator:</b> <i>Thank you for sharing. Think about all the wonderful hobbies and activities that currently interest you. Do you honestly feel that if you were to spend less time on social media that you would have time to cultivate new interests?</i> <b>Allow time for scholars to process what you said and accept reasonable responses.</b></li> <li>• <b>Facilitator:</b> <i>I want you all to think about creating an action plan to help you spend less time on social media and more time exploring and cultivating your interests. An action plan is a step-by-step guide to help us achieve a goal. To help us create this plan you will need the index cards we used earlier and the handout I will distribute shortly.</i> <b>Give scholars time to review their index cards and distribute the handout.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Before you begin, I want you to think about someone you can count on to remind you to focus on your hobbies and interests instead of spending time on social media.</i> <b>Allow time for scholars to think of someone.</b></li> <li>• <b>Facilitator:</b> <i>The person that you can count on is your accountability partner. Find the space on the handout and list your accountability partner.</i> <b>Give scholars an opportunity to add the name of their accountability partner.</b></li> <li>• <b>Facilitator:</b> <i>You will complete the rest of the handout independently. Try to be honest with yourself and establish action steps that you can complete. If you have any questions, raise your hand and I will help you.</i> <b>Allow time for scholars to complete the handout.</b></li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 Scholars can work together with the teacher in small groups to complete the handout.

Scholars can create a video explaining how they have traded in social media for their new hobby or interest and how it is going.

Scholars can complete the handout with a buddy. The facilitator can provide additional examples and extended time to support their learning.

## Activity Reflection:

**Facilitator:** Think about a timeline for putting your plan into action. Talk with a buddy about how long you will need to complete the steps in your action plan.

**Allow scholars to share their timeline with the class and determine if they feel as though it was realistic.**

## Supplemental Resources:

Handout



# Social Media Handout

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Favorite social media platform:

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Current Hobbies and Interests:

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Steps I will take to spend more time on my current hobbies and interests.

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Accountability Partner:

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Accountability Partner Checkin Date

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How will spending less time on social media and working on your new hobby or interest be beneficial to you?

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## Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Do You Know What You are Eating?	Knowing the ingredients in food will help you make informed choices about the what you eat.	nutrition label	30-45 minutes
Just Say No to Gangs	Gangs are dangerous.	gang	30-45 minutes
Better Together	Collaboration and communication can help a team reach a common goal.	collaboration communication	40 minutes
No Stress Zone	There are some items we can use to help minimize stress.	anxious upset stress	40 minutes

# May



# Activity Plan

**Title: Do you know what you are eating?**

**Suggested Time: 30-45 minutes**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how to read nutrition labels.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>blank nutrition label</li> <li>venn diagram non-perishable food items</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>nutrition label</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn how to read a nutrition label and then compare the nutritional facts of some of their favorite foods.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will display the sample nutrition label and ask scholars what they think this is?</b></li> <li><b>Facilitator will note scholar responses.</b></li> <li><b>Facilitator will explain that this is a nutrition label and it provides information on the nutrients that are found in foods.</b></li> <li><b>Facilitator will go through the sample nutrition label and identify the calories, fat, sugar, sodium, and cholesterol that is in the sample item.</b></li> <li><b>Facilitator:</b> <i>Sodium is the amount of salt and cholesterol is a type of fat found in your blood. If you eat too much cholesterol, it can be bad for you. Fiber is good for you and can help lower cholesterol. Protein is another nutrient that is listed on a nutrition label. Protein helps you grow.</i></li> <li><b>Facilitator:</b> <i>Today we will be learn about how to read a nutrition label and identify the nutrients found in foods you eat.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now that we have learned about what is on a nutrition label, do you think our sample item is healthy for you?</i></li> <li><b>Facilitator will record scholar responses.</b></li> <li><b>Facilitator may point out that the sample has a low amount of cholesterol and not too much sugar. Facilitator will lead a discussion about other nutrients found in the sample item.</b></li> </ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Now let's compare the nutritional facts of two of your favorite foods. You will use a Venn diagram to do this. (If students cannot bring in foods, they can research the nutrition facts online.)*

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can have scholars view videos on nutrition labels to reinforce the learning.**

**Scholars can create a poster that explains what to look for on a nutrition label.**

**Facilitator will provide scholars with sentence frames on their Venn diagram.**

**Activity Reflection:**

Scholars will share their findings with their families.

**Supplemental Resources:**



# Nutrition Facts

6 servings per container

**Serving size** 1 cup (230g)

Amount per serving

**Calories** 250

% Daily Value\*

**Total Fat** 12g 14%

Saturated Fat 2g 10%

Trans Fat 0g

**Cholesterol** 8mg 3%

**Sodium** 210mg 9%

**Total Carbohydrate** 34g 12%

Dietary Fiber 7g 25%

Total Sugars 5g

Includes 4g Added Sugars 8%

**Protein** 11g

Vitamin D 4mcg 20%

Calcium 210mg 16%

Iron 4mg 22%

Potassium 380mg 8%

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

# Activity Plan

**Title: Just Say No to Gangs**  
**Suggested Time: 30-45 minutes**  
**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the impacts gangs have on communities.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>ipads</li> <li>laptops, or cell phones to record PSA</li> <li>KWL Chart</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gang</li> </ul>	<p><b>Activity Overview:</b> Scholars will interview a local police officer who will provide information on gangs. Scholars will create a PSA on how gangs affect the community.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will display a KWL chart.</b></li> <li><b>Facilitator:</b> <i>What do you know about gangs?</i></li> <li><b>Facilitator will record student responses.</b></li> <li><b>Facilitator:</b> <i>What do you want to know about gangs?</i></li> <li><b>Facilitator will record student responses.</b></li> <li><b>Facilitator:</b> <i>A gang is a group of people who have common interests, but they often commit crimes. Many of these crimes are violent and can harm people within our community.</i></li> <li><b>Facilitator:</b> <i>Today we will learn more about gangs and how gangs are not good for our community. We have a police officer here that will tell us more about gangs.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will introduce a police officer or community representative. Facilitator will ask the police officer or community representative the following questions:</b> <ul style="list-style-type: none"> <li>1. How can you identify someone in a gang?</li> <li>2. How do gangs affect the community? 3. How do gangs try to recruit people?</li> <li>4. What should you do if someone approaches you to join a gang?</li> </ul> </li> <li><b>Facilitator will also allow scholars to ask any questions they might have.</b></li> </ul>
	<p><b>Build (Rehears e &amp; Build for Transfer/ Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now that we have learned more about gangs, we are going to work together to create a PSA on gangs and how they affect our community. You will work in groups of 3-4 scholars.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can provide scholars with a graphic organizer to help them recall and organize their information for their PSA.**

**Scholars can create a list of alternative activities to do instead of joining a gang.**

**Facilitator can chunk the PSA into manageable components for scholars.**

**Activity Reflection:**

Scholars will share their PSAs with their family members.

**Supplemental Resources:**

[Kids Meet an Ex-Gang Member](#)



# KWL Chart

K- What I Know	W- What I Want to Know	L- What I Learned





# Activity Plan

Title: Better Together

Suggested Time: 40 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover the benefits of collaboration.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>collaboration cards by appropriate grade band or level</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>collaboration</li> <li>communication</li> </ul>	<p><b>Activity Overview:</b> Scholars will work collaboratively together to complete a task.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we will collaborate to complete a task. To collaborate is to work together.</i></li> <li><b>Facilitator will divide scholars into small groups.</b></li> <li><b>Facilitator of scholars in grades K-2, Say:</b> <i>I am going to give your group a set of cards faced down and spread out. Do not turn them over until I ask you to do so. Work with your group members to match the images. You can only turn one over at a time. You must remain silent. You cannot talk. Put the matches together.</i></li> <li><b>Facilitator of scholars in grades 3-5, Say:</b> <i>I am going to give your group a set of cards faced down and spread out. Do not turn them over until I ask you to do so. Work with your group members to match the relationships of the images. You can only turn one over at a time. You must remain silent. You cannot talk. Put the matches together.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator will allow scholars to work together to match the images appropriately. Remind them not to talk. Give scholars about 10-15 minutes to work.</b></li> </ul>
	<p><b>Build (Rehears e &amp; Build for Transfer /Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Stand up if your team was able to match all the cards. Stand up if your team was unable to match the cards. Stand up if your team did not talk as you worked together. Stand up if someone on your team talked as you worked. How did you communicate with your team to complete the activity? What challenges did you and your team face as you worked together?</i> <b>Call on scholars to share with the group.</b></li> </ul>

	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>There are many ways you can eat your favorite healthy foods. For example, you can cut your fruit into smaller pieces and eat it, or you can use it to make a smoothie.</i></li> <li>• <b>Facilitator:</b> <i>How do you like to eat your favorite foods?</i></li> <li>• <b>Facilitator:</b> <i>Turn and talk to your neighbors.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that we have learned a little more about healthy foods, you will create your own healthy meal plan for the week. You will create 3 meals a day - breakfast, lunch, and dinner.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



Facilitator can rephrase the instructions as needed.  
Respond: If I had an opportunity to complete the task again, I would do

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differently because

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Scholars can respond to the following prompt: If you had an opportunity to complete the task again, what would you do differently? Explain why.

Facilitator can rephrase the instructions as needed.

Facilitator may scribe scholar responses.

Respond: If I had an opportunity to complete the task again, I would do

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differently because

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## Activity Reflection:

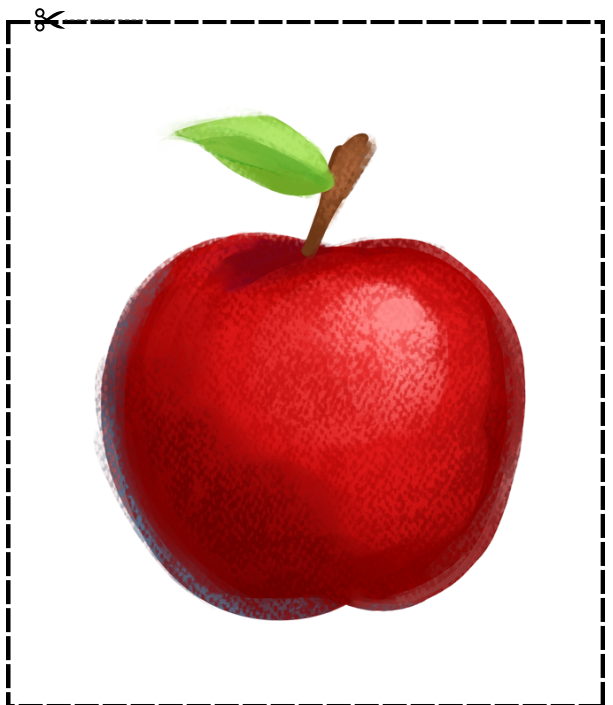
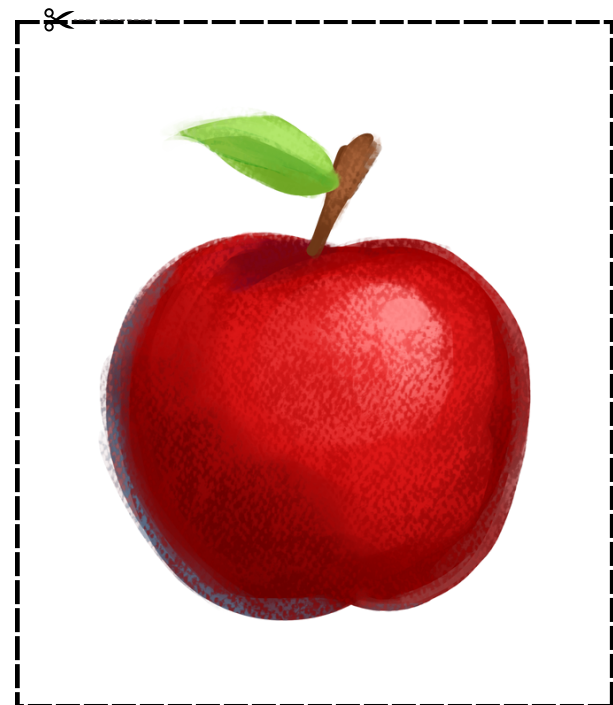
Scholars will respond verbally or in a journal. Why is it important to know how to collaborate when working with your peers?

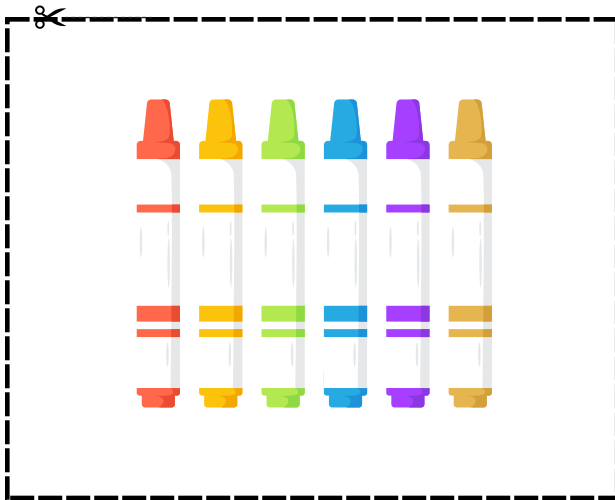
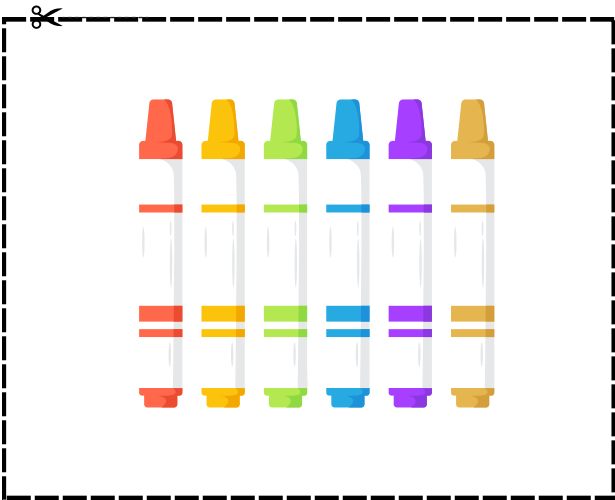
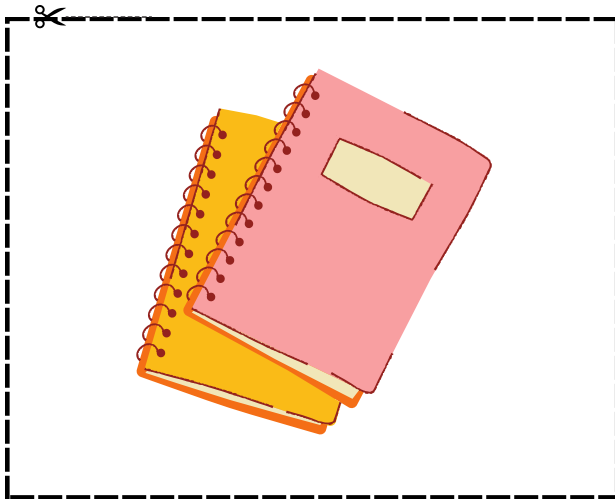
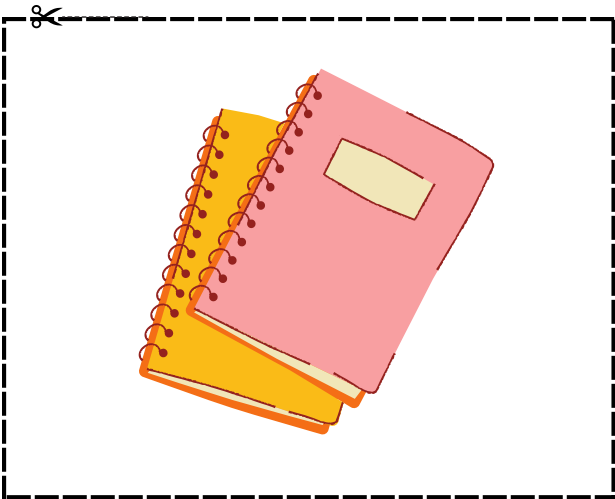
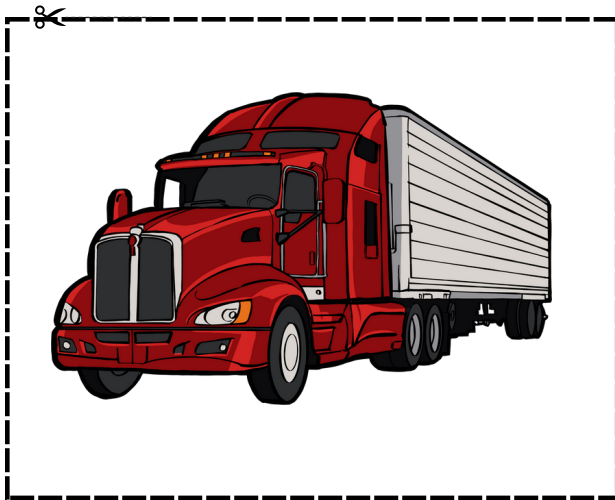
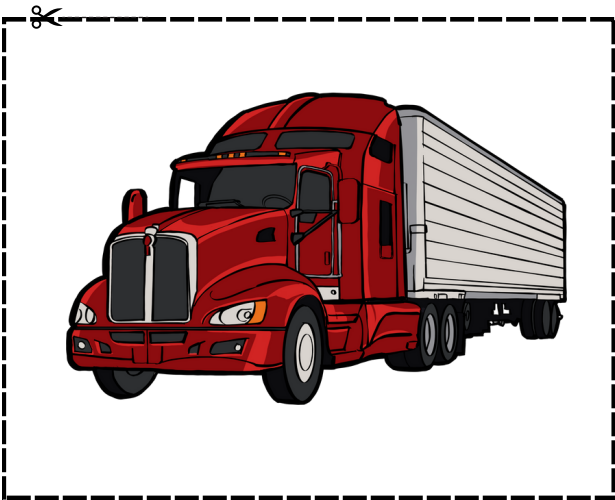
## Supplemental Resources:

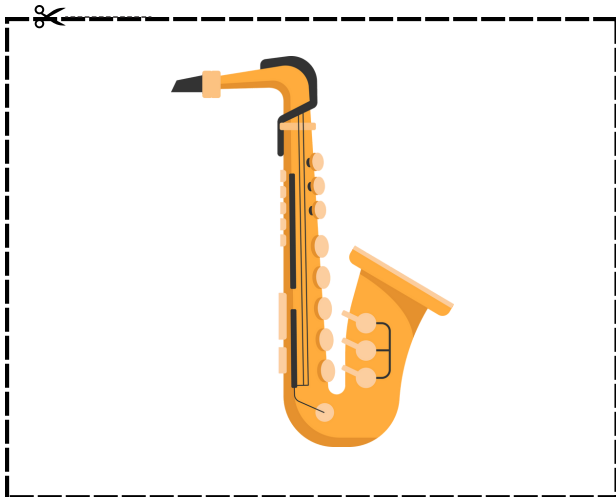
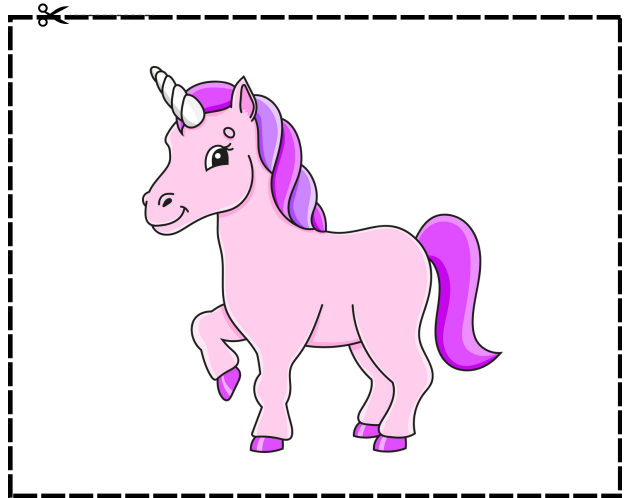
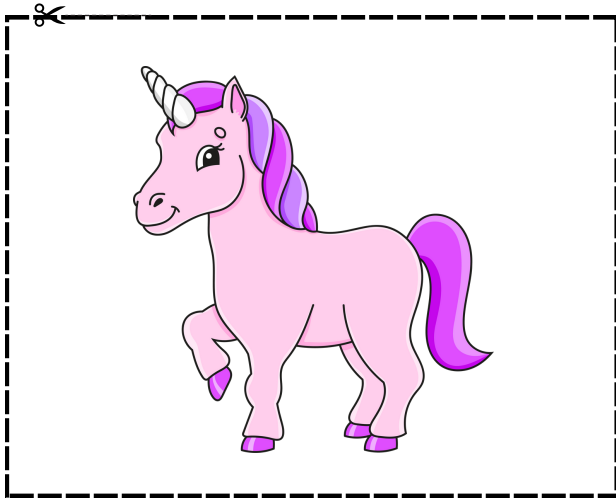


# Grades K-2





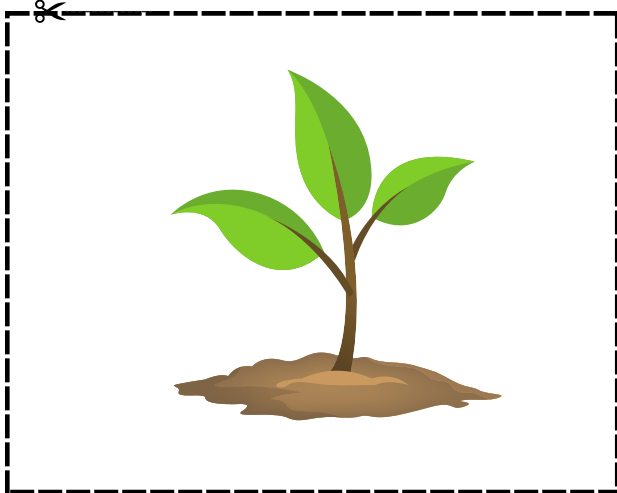
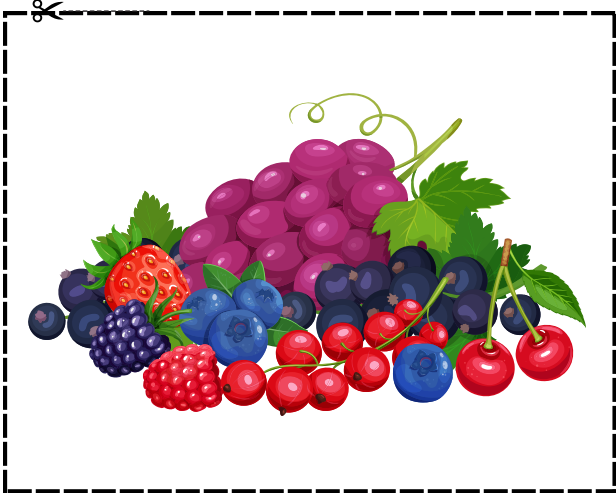






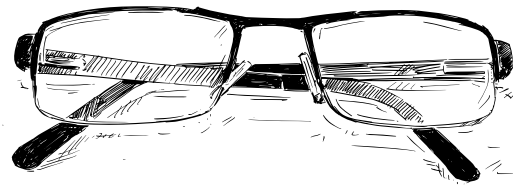
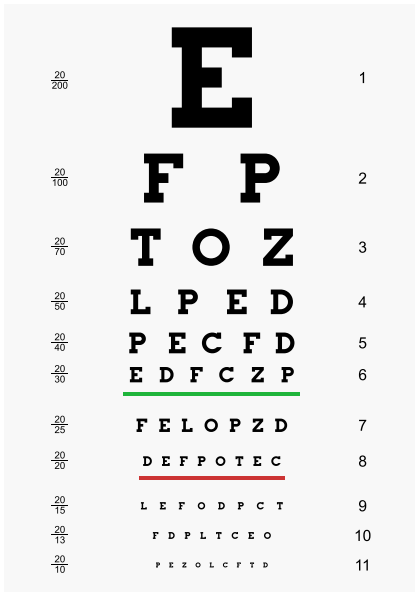
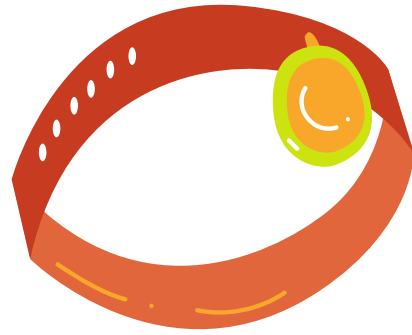


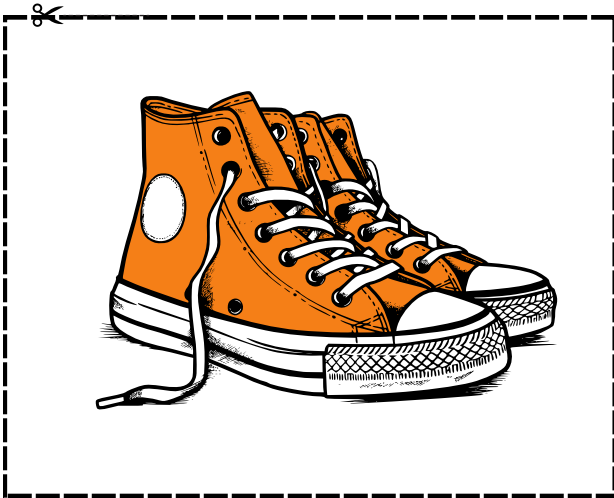
# Grades 3-5











# Activity Plan

Title: No Stress Zone

Suggested Time: 40 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand there are simple tools to help minimize stress.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>one balloon pers scholar</li> <li>flour</li> <li>funnel</li> <li>straw</li> <li>apron (optional)</li> <li>cards showing materials</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>anxious</li> <li>upset</li> <li>stress</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a mini stress ball to help them remain calm and minimize anxiety.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What do you think of when you hear the word stress? Allow scholars to respond. Many times people feel stressed when they become overwhelmed and upset. Sometimes their heart beats fast, they breathe hard or heavy, or even cry.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we will make a stress ball. It is something you can use to help calm you down if you become anxious, stressed, or upset.</i></li> <li><b>Distribute a balloon to each scholar.</b></li> <li><b>Facilitator:</b> <i>Hold the balloon so the opening is face up. Facilitator will model and assist as needed. Now take the funnel and pour some flour inside. Be careful and take your time. This can be very messy. Facilitator will model and assist as needed. Use the straw to push the flour inside if you need to. Facilitator will model and assist as needed. Pour more flour inside. Remember, flour can be messy. Be careful. Facilitator will model and assist as needed. Now tie the balloon in a knot. Raise your hand if you need help. Facilitator will model and assist as needed.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>If you ever feel stressed and overwhelmed, you should use your stress ball to help you relax. Allow scholars to squeeze the stress ball for 30-60 seconds. Give it a try! You may squeeze your stress ball. How do you feel? Allow scholars to respond.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can use pictures to help explain the items used to make the stress ball.**

**Facilitator can paraphrase instructions as needed to provide further clarity.**

**Scholars can create a video to tell how the stress ball can help relieve anxiety. If possible, the video can be shared with the school community.**

**Facilitator can use pictures to help explain the items used to make the stress ball.**

**Facilitator can paraphrase instructions as needed to provide further clarity.**

**Activity Reflection:**

**Respond verbally or write in journal:** Where can you keep your stress ball so it is available when you need to use it?

**Supplemental Resources:**







## Month at a Glance: June

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What is Mental Health?	Mental health and selfcare can promote healthy living	mental health self-care	30-40 minutes
Growth Mindset	Having a Growth Mindset helps maintain a positive attitude.	perspective growth mindset	30-45 minutes
I'm in Control	It is important to respond to positive and negative situations appropriately.	reaction	30-45 minutes
Positive Blooms	Having a Growth Mindset helps to achieve goals.	perspective growth mindset	30-45 minutes

# June



# Activity Plan

Title: What is mental health?  
Suggested Time: 30-40 minutes  
Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop their own understanding of mental health.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>my self-care plan activity sheet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>mental health</li> <li>self-care</li> </ul>	<p><b>Activity Overview:</b> Scholars will learn about mental health and identify self-care activities that will improve their mental health.</p>						
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Facilitator will display a KWL chart.</li> </ul> <div style="text-align: center;"> <p><b>KWL Chart</b></p> <table border="1"> <thead> <tr> <th>K- What I Know</th> <th>W- What I Want to Know</th> <th>L- What I Learned</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"></td> <td></td> <td></td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What do you know about mental health?</i></li> <li><b>Facilitator will record scholar responses in the "Know" column.</b></li> <li><b>Facilitator:</b> <i>What do you want to know about mental health? Facilitator will explain to scholars that mental health is our ability to handle or deal with the things that happen to us in life. It also involves how we think and feel about ourselves and the world around us.</i></li> </ul>	K- What I Know	W- What I Want to Know	L- What I Learned		
K- What I Know	W- What I Want to Know	L- What I Learned					
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now that we have learned about what mental health is, what do you think good mental health looks like? Turn and talk with a neighbor.</i></li> <li><b>Facilitator will record scholar responses.</b></li> <li><b>Facilitator:</b> <i>Good mental health involves being able to work well at home and school, enjoying life, and getting along with family and friends. Good mental health also means you are able to manage your feelings. For example, if you are sad and having a bad day, you can bounce back.</i></li> </ul>					

	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Self-care is an important factor in maintaining your mental health. Self-care includes looking after yourself. Self-care strategies include:</i> <ul style="list-style-type: none"> <li>◦ <i>Relaxing</i></li> <li>◦ <i>Getting enough exercise</i></li> <li>◦ <i>Getting enough sleep</i></li> <li>◦ <i>Participating in hobbies that you enjoy</i></li> <li>◦ <i>Healthy Eating</i></li> <li>◦ <i>Journaling or writing things down</i></li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>What have you learned about mental health?</i></li> <li>• <b>Facilitator will record responses in the "Learned" column of the KWL chart.</b></li> <li>• <b>Facilitator:</b> <i>Now that we have learned about mental health, we are going to create a self-care plan that will help us keep our mental health on track.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can review the KWL chart with scholars.**

**Scholars can create a Powerpoint on mental health awareness.**

**Facilitator can provide scholars with sentence stems for writing support.**

**Activity Reflection:**

Scholars can share their plan with a buddy.

**Supplemental Resources:**

[We All Have Mental Health](#)

[My self-care plan](#)



# My Self-Care Plan

Three things I love about myself

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What makes me laugh?

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How can I take care of my body?

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How can I take care of my mind?

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# Activity Plan

Title: Growth Mindset  
Suggested Time: 30-45 minutes  
Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand what it means to have a growth mindset.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>glass filled halfway</li> <li>chart paper</li> <li>index cards or post it notes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>perspective</li> <li>growth mindset</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss the importance of having a growth mindset.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will place a glass of water that is half full in a place that is visible for everyone to see.</b></li> <li><b>Facilitator:</b> <i>Scholars, look at the glass and tell me what you see. Allow time for scholars to answer.</i></li> <li><b>Facilitator:</b> <i>For years, people have looked at a similar glass and argued whether the glass is half full or half empty. I am here to tell you that how you see the glass is all about your perspective. Perspective deals with how an individual views a specific situation. Are there any questions related to the term perspective? Allow time for scholars to answer and accept reasonable responses.</i></li> <li><b>Facilitator:</b> <i>Today we will focus on the importance of having positive thoughts and outlooks.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator writes the term "Growth Mindset" on the board.</b></li> <li><b>Facilitator:</b> <i>Look at the term on the board. Take a minute and think about what that term means. Now talk with a buddy to determine how it is related to having a positive outlook or perspective. Allow time for scholars to talk with their buddy. Allow 2 scholars to share aloud.</i></li> <li><b>Facilitator:</b> <i>That was a great discussion. Some of you were very close to the exact definition. People with a "growth mindset" believe they can achieve, learn, and grow if they change their thoughts and increase their efforts. Now think about some areas in which you need to have a growth mindset. Accept reasonable responses from scholars and clarify as needed.</i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Let's try a few. Instead of saying, "This is hard! I can't do it" a person with a growth mindset would say something like, "I may not be able to do it now, but I know I will get it if I keep trying. What are the differences between the two statements? <b>Accept reasonable responses from scholars and clarify as needed.</b></i></li> <li>• <b>Facilitator:</b> <i>Let's try another one. Instead of saying, "I am afraid of making mistakes in front of all my friends because they may laugh at me," a person with a growth mindset might say, "Mistakes are part of the process of learning and becoming better." What are the differences between the two statements? <b>Accept reasonable responses for scholars and clarify as needed.</b></i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Great responses. Now you will work independently to create a graphic organizer on developing a growth mindset.</i></li> <li>• <b>The facilitator will distribute letter templates to all scholars.</b></li> <li>• <b>Facilitator:</b> <i>Let's take a few minutes to review the handout.</i></li> <li>• <b>Review each part of the handout with scholars. Answer any procedural questions and allow scholars time to complete the graphic organizer.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2 Scholars can use the speaking feature of their word processing program to record their answers.**

**Scholars can work with a buddy or adult to assist as needed.**

**Scholars can create an infographic or infomercial explaining the importance of having a growth mindset.**

**Scholars will work with a buddy to help them complete the graphic organizer. They can also work directly with the teacher for assistance.**

**Scholars can use the translation feature on the word processing program for language support.**

**Activity Reflection:**

Allow scholars to share their graphic organizers with their peers. Have them share one area in which they need to have a better mindset.

**Supplemental Resources:**

Graphic organizer





Scholar Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1-Directions:** Look at each statement on the left. In the box on the right, create a statement that reflects having a growth mindset.


**Part 2-Directions:** List two reasons why it is important to have a growth mindset.


**Part 3-Directions:** For each area listed below, give one example of a mindset shift you need to make in that area.

**Home:**

**School:**

**Other area:**

# Activity Plan

Title: I'm in Control

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will learn to monitor their feelings.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>my reaction plan</li><li>activity sheet</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>reaction</li></ul>	<p><b>Activity Overview:</b> Scholars will discuss ways to react to positive and negative feelings. They will create a plan for keeping their feelings in control.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator will display the photo of the girl who has just received a bad grade.</b></li><li><b>Facilitator:</b> <i>This girl has just received a bad grade on her test. How do you think she is feeling?</i></li><li><b>Facilitator will record scholars' responses.</b></li><li><b>Facilitator:</b> <i>Let's take a look at some reaction photos. What is an okay way for the girl to respond to receiving a bad grade?</i></li><li><b>Facilitator will show the reaction photos and note scholar responses.</b></li><li><b>Facilitator:</b> <i>It is natural and ok for the girl to feel a little sad and disappointed, but she shouldn't take her feelings out on someone else like the man in the first photo. When you lash out at someone you are not in control of your feelings. Instead, you can talk with someone calmly, go for a walk or exercise.</i></li><li><b>Facilitator:</b> <i>Today we will discuss how we can control our reactions when something negative happens .</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>We may not always have positive things to happen to us, but how we respond to negative news or challenges is important. How we react can also affect our relationships with others.</i></li><li><b>Facilitator:</b> <i>For example, If you are someone who throws a tantrum or stops communicating when you don't get your way , people may not want to be friends with you.</i></li></ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>What are some positive ways in which we can react but not harm others?</i></li> <li>• <b>Facilitator will record scholars' responses.</b></li> <li>• <b>Facilitator:</b> <i>We can keep our reactions under control by:</i> <ul style="list-style-type: none"> <li>◦ <i>Exercising</i></li> <li>◦ <i>Talking calmly to someone</i></li> <li>◦ <i>Listening to calming music</i></li> <li>◦ <i>Taking a time out</i></li> <li>◦ <i>Taking deep breaths</i></li> <li>◦ <i>Counting to 20</i></li> <li>◦ <i>Using a stress ball</i></li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that we have learned about ways to keep our reactions under control, we are going to create a plan. Consider ways to react positively when you are angry, sad, or disappointed.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitators can provide scholars with support by reviewing ways to react to positive and negative.**

**Scholars can create a booklet on ways to positively react.**

**Facilitators can provide scholars with sentence stems or one-on-one support if needed.**

**Activity Reflection:**

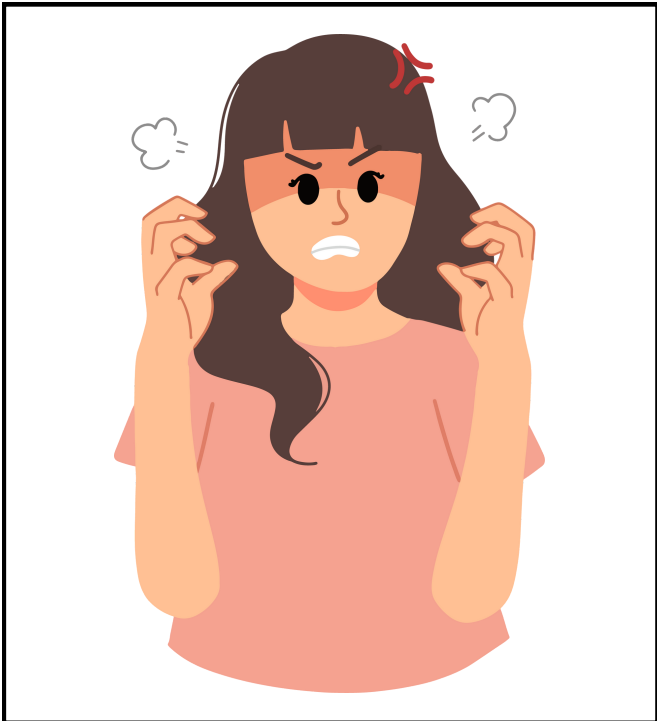
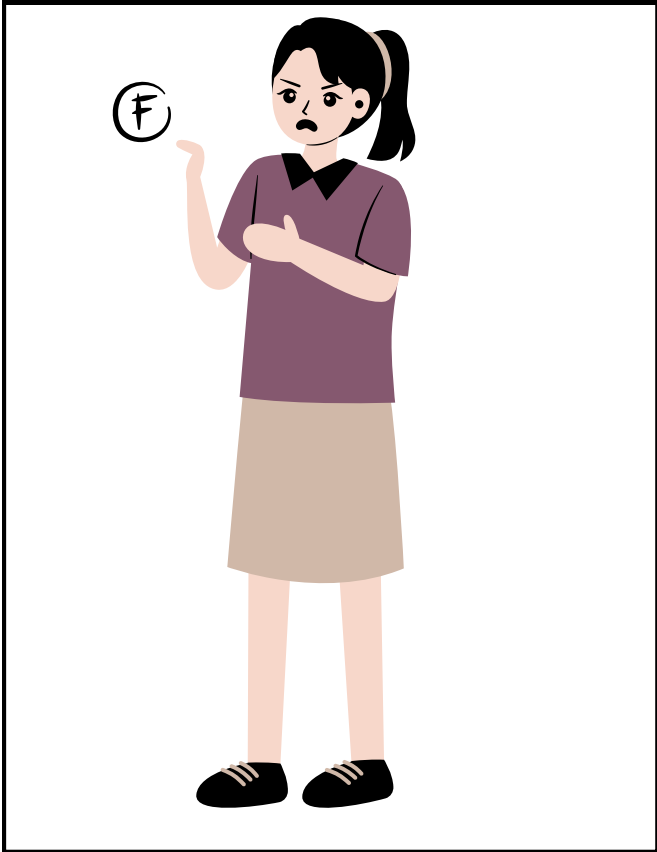
Scholars will share their plan with a buddy.

**Supplemental Resources:**

How to Make Good Choices.



# Reaction Photo Cards



# My Reaction Plan



When I am angry I will



When I am sad I will



When I am  
disappointed I will

Blank space for writing a reaction plan when angry.

Blank space for writing a reaction plan when sad.

Blank space for writing a reaction plan when disappointed.



# Activity Plan

Title: Positive Blooms

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will learn how setting realistic goals can help improve their attitudes.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>positive bloom handout</li><li>chart paper</li><li>index cards or post-it notes</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>attitude</li><li>goals</li><li>strategies</li></ul>	<p><b>Activity Overview:</b> Scholars will learn that a positive attitude begins with setting realistic goals.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>The scholars will complete a “word splash” with the teacher. The teacher starts by writing “POSITIVE ATTITUDE” on the board.</b></li><li><b>Facilitator:</b> <i>Scholars, look at the words listed on the board. Today we are going to participate in a “word splash” activity. I want you all to tell me all the things that come to mind when you see or think about those words. You will write your ideas on a sticky note then place them on the board. Allow time for scholars to think, write, and post their ideas on the board.</i></li><li><b>Facilitator:</b> <i>I am going to read a few of your responses before we begin the activity. Read a few random responses and talk with scholars about what they have written.</i></li><li><b>Facilitator:</b> <i>You have shared some interesting ideas about having a positive attitude. It is important to understand that developing and maintaining a positive attitude begins with setting realistic goals.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Since a positive attitude begins with setting goals, I want you to share some goals for yourself. Your goals can be related to school, home, personal, etc. Accept reasonable responses from scholars.</i></li><li><b>Facilitator:</b> <i>We are going to begin with one goal that a few of you have in common and one that I have for you. The goal we are going to work on is “becoming a better scholar.” The facilitator should write “becoming a better scholar” on the board.</i></li></ul>

	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>What are some things you can do to become a better scholar? <b>Accept reasonable responses from scholars: clarify responses as needed; write responses on the board.</b></i></li> <li>• <b>Facilitator:</b> <i>You all identified some great strategies to help you become better scholars. Hopefully we can all take something positive away from this example. There's something else I am wondering. How do you think improving your grades will help you have a positive attitude? <b>Accept reasonable responses from scholars and clarify as needed.</b></i></li> <li>• <b>Facilitator:</b> <i>Remember the goal of today's activity is to not only set goals, but understand how these goals can help us to have a better attitude. Think about one goal you listed earlier so that you can focus on that goal for our independent activity. <b>Give scholars a few moments to think about the goal they would like to focus on.</b></i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>The facilitator will distribute the Positive Blooms template to all scholars.</b></li> <li>• <b>Facilitator:</b> <i>Look at your handout. We will begin this activity together to make sure we all understand. Look at the center of your flower. This is where you will write your goal that you identified earlier. <b>Allow time for scholars to write their goals in the center of their flower.</b></i></li> <li>• <b>Facilitator:</b> <i>You will complete the rest of the activity independently. You will identify strategies or steps you will use to help meet your goal on each petal. On the bottom of the paper, you will describe how this goal will help to improve your attitude.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2 Scholars can work with a buddy to complete the activity. They can take turns completing the strategies/steps.**

**Scholars can create a rap video identifying how goals are connected to having a positive attitude.**

**Scholars will work with a buddy to help them complete the graphic organizer. They can also work directly with the teacher for assistance. They can also use the translation feature on their word processing program for language support.**

**Activity Reflection:**

Allow scholars to present their flowers to the group. If time permits, allow them to color them. As an extension, scholars can cut the petals from their flowers to place on a large bulletin board and create a positive bloom garden.

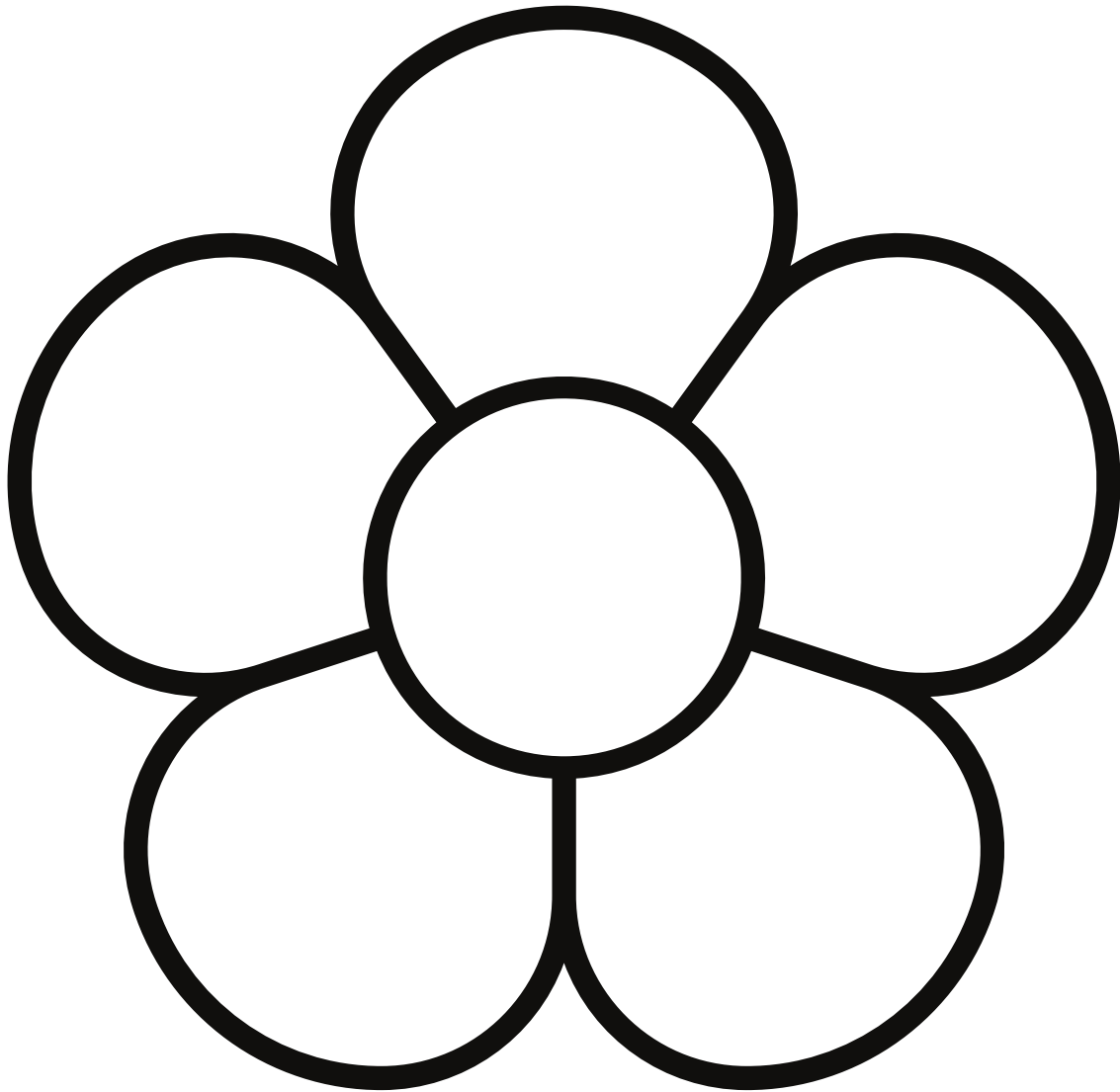
**Supplemental Resources:**

Graphic organizer



# 365 Red Ribbon Activity Planning Template

Name: \_\_\_\_\_ Date: \_\_\_\_\_



How will this goal help you have a positive attitude?

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# Month at a Glance: July

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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A Picture is Worth a Thousand Words!	Illegal drugs are bad for us all.	drugs	45 minutes
Hey Mr. Postman!	Illegal drugs are bad for us all.	postcard recipient	45 minutes
Good Choice or Bad Choice	The choices we make impact our lives.	vaping, marijuana, cigar cigarettes	30 minutes
A Drug and Alcohol Free World	A life without drug and alcohol abuse is a positive one.	drugs alcohol	30-45 minutes

# July



# Activity Plan

**Title: A Picture Is Worth a Thousand Words!**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): K-2**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the dangers of drugs and why we should refrain from using them.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> <li>crayons or colored pencils</li> <li>magazines</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drugs</li> </ul>	<p><b>Activity Overview:</b> Scholars will draw a picture/illustration to convey their understanding of drug awareness and prevention.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Are drugs bad for you? Will drugs hurt your body?</i></li> <li><b>Allow scholars an opportunity to respond.</b></li> <li><b>Facilitator:</b> <i>Should we tell our friends that drugs are bad for us?</i></li> <li><b>Allow scholars an opportunity to respond.</b></li> <li><b>Facilitator:</b> <i>What should we tell our friends about drugs to help them understand the dangers of them?</i></li> <li><b>Allow scholars an opportunity to respond.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today you will draw a picture/illustration that shows why drugs are bad and why we should not use them. Please include different ways that drugs are bad for us in your picture. Be prepared to share your picture with someone and tell them why drugs are bad for us.</i></li> <li><b>Distribute paper, pencil, and crayons/colored pencils.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will use crayons or colored pencils to draw a picture/illustration that includes examples of why drugs are bad for us.</b></li> <li><b>Scholars will have an opportunity to share their picture/illustration with at least one person.</b></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can find images/pictures in magazines to create their picture/illustration.**

**Scholars can write captions to describe the images in their illustration.**

**Scholars can find images/pictures in magazines to create their picture/illustration.**

**Activity Reflection:**

What did you say about drugs when you shared your illustration with someone else? Do you think it was enough to persuade them to stay away from drugs?

**Supplemental Resources:**



# Activity Plan

Title: : Hey Mr. Postman!

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand why why we should refrain from using drugs.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>index card</li><li>pencil</li><li>crayons/colored pencils</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>postcard</li><li>recipient</li></ul>	<p><b>Activity Overview:</b> Scholars will create a "postcard" to convey their understanding of drug awareness prevention.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Who can describe a postcard? Why do we use postcards? Have you ever received a postcard? Can you remember who sent you the postcard? Can you remember where they were when they sent you the postcard? Allow scholars an opportunity to respond.</i></li><li><b>Prompt scholars to understand that postcards are typically sent to others from a vacation destination and include an image and a small section to write a message, if needed.</b></li><li><b>Facilitator:</b> <i>Are drugs bad for us? Should we use drugs? Allow scholars an opportunity to respond.</i></li><li><b>Facilitator:</b> <i>Tell me some reasons that drugs are bad for us. Why should we not use drugs? How can we be affected by using drugs? Allow scholars an opportunity to respond.</i></li><li><b>Record scholars' responses so they can refer to them later.</b></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Today you will create postcards with images that convince people to refrain from using drugs. After drawing a picture, you will write a short message to a recipient to explain the image you drew. The image should be on one side and your message should be on the other side. Remember to leave space on the side that has the written message to write the recipient's address.</i></li><li><b>Distribute index cards, pencils, and crayons or colored pencils</b></li></ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- Scholars will draw an image on one side of the index card. They will write a short message to explain their drawn image on the other side of the index card. They will use crayons/colored pencils to color their images.
- Scholars will decide who they want to "send" their postcard to. The facilitator will show the scholars how postcards are addressed.



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can be provided with sentence starters to help them write their postcard message.**

**Scholars can engage in a discussion with a partner. They can share how they chose who the recipient of their postcard would be.**

**Scholars can be provided with sentence starters to help them write their postcard message.**

**Activity Reflection:**

What made you choose the one image that you included on your postcard? How does that one image demonstrate your understanding of drug awareness and prevention?

**Supplemental Resources:**





# Activity Plan

**Title: Good Choice or Bad Choice**

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will explore the option of making choices related to drugs and illegal substances.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>masking tape</li> <li>markers</li> <li>journal/paper</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>vaping</li> <li>marijuana</li> <li>cigar</li> <li>cigarettes</li> </ul>	<p><b>Activity Overview:</b> Scholars will evaluate the choices made by others.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Have you ever been asked to take drugs or drink alcohol? Allow scholars to respond. Unfortunately, there are people who may try to encourage you to do things that may hurt you. They may try to trick you into thinking that it is ok to do drugs or alcohol. It is not. In life, you will have to make choices. Let's practice seeing if you know whether something is a good choice or bad choice.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator should create a think space for all scholars to gather. There should also be spaces labeled good choice and bad choice for them to move to.</b></li> <li><b>Facilitator:</b> <i>Scholars, stand in the "think space" on the floor. Listen along as I read some scenarios. After each scenario, think about whether the person made a good choice or bad choice. Move to your space of choice.</i> <ul style="list-style-type: none"> <li><i>A student found a pack of cigarettes on the ground. She decided to pass them out to her friends. Was that a good choice or bad choice?</i></li> <li><i>A group of students found a bag of marijuana on the playground at school. They turned the bag over to the teacher. Was that a good choice or bad choice?</i></li> <li><i>A student was asked to try a prescription drug that belonged to a friend. He decided to try the pill because there were many in the bottle and he didn't think it would matter. Was that a good choice or bad choice?</i></li> <li><i>When asked to drink wine on the playground at the community center, the scholar said no. Was that a good choice or bad choice?</i></li> <li><i>A student poured beer into a thermal cup and brought it to school to drink. Was that a good choice or bad choice?</i></li> </ul> </li> </ul>



	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>○ <i>Students told an adult when a stranger asked them to try to smoke a cigar. Was that a good choice or bad choice?</i></li> <li>○ <i>Two students were vaping in the restroom at a community center. Was that a good choice or bad choice?</i></li> <li>○ <i>A scholar walked into a room and saw a group of young students smoking cigarettes. She found an adult and told what was going on. Was that a good choice or bad choice?</i></li> <li>○ <i>When asked to do drugs, the scholars said no. Was that a good choice or bad choice?</i></li> <li>○ <i>Instead of vaping, the scholars played basketball. Was that a good choice or bad choice?</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Today we practiced determining whether a scholar responded by making a good choice or bad choice. Remember, think about the consequences you may face if you make a bad choice. If you are unsure about what to do, always talk to an adult that you trust.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator may reword scenarios to provide clarity for scholars.**

**Scholars can create scenarios and have a peer determine whether the choices made were good or bad.**

**Facilitator may reword scenarios to provide clarity for scholars.**

**Activity Reflection:**

**Facilitator:** In your journal, write about why making good choices can lead to a healthy life.

**Supplemental Resources:**



# Choices

Good choice

Think Space

Bad Choice



# Activity Plan

**Title:** A Drug and Alcohol Free World

**Suggested Time:** 30-45 minutes

**Suggested Grade Level(s):** K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will explore a life without drugs</li></ul>	<b>Activity Overview:</b> Scholars will think about what the world would be like without drugs in it.	
	<b>Bridge (Connect &amp; Engage)</b>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Have you ever thought about what our world would be like without illegal drugs and alcohol?</i></li><li><b>The facilitator will play soft music. Take a moment and think about it as the music plays. Allow scholars to share their thoughts with their peers.</b></li></ul>
	<b>Boost (Teach)</b>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>I am going to pass out paper, pencils, and crayons. I would like you to draw a pictorial representation of a world without drugs. Be creative. What colors will you use? What images will you include in your picture?</i></li><li><b>Facilitator will play soft music as scholars work.</b></li></ul>
	<b>Boost (Teach)</b>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Share your illustration with a partner. Explain how your picture represents a world without illegal drugs and alcohol.</i></li></ul>
<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>soft music</li><li>pencil</li><li>paper</li><li>crayons</li><li>markers</li></ul>		



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Facilitator can reword the instructions to ensure all scholars understand.**

**Scholars can create a 3- dimensional representation of a world without drugs or alcohol.**

**Facilitator can reword the instructions to ensure all scholars understand.**

## **Activity Reflection:**

What inspired you to create your illustration? What message does your illustration give?

## **Supplemental Resources:**



# Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Creating My Vision	Setting goals will help create a plan for success.	vision	45 minutes
Who Am I?	Doing what you love may lead to a success career.		Two 30–45-minute sessions
We Are Family	Identifying what is important to your family builds strong family ties.	family crest	Two 30–45-minute sessions
Family Time	Making time to spend with family (or close friends) is important even with busy schedules.	scribe, calendar keeper	30–45 minutes

# August



# Activity Plan

**Title: Creating My Vision**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): K- 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will create a visual of their future goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>index cards</li> <li>poster board</li> <li>magazines</li> <li>glue/glue sticks</li> <li>markers</li> </ul>	<p><b>Activity Overview:</b> Scholars will work individually to create personal/career vision boards so they can visualize their future goals.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will show a pair of glasses.</li> <li><i>Facilitator: What is the purpose of a glasses?</i></li> <li>The facilitator will accept all answers but will write the word "Vision" on the board.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Think about how you see yourself overall. What do you think will be your future career? Accept answers from scholars.</i></li> <li><b>Facilitator:</b> <i>Now write your vision for yourself on an index card. The first part of your vision statement should include what you want to do in the future.</i></li> <li><b>Allow scholars to share what they want to do when they grow up. As they share, have them write it on their card.</b></li> <li><b>Facilitator:</b> <i>The next part of your vision statement should include what steps you think it will take to meet those goals.</i></li> <li><b>The facilitator will share a variety of vision board examples and answer questions the scholars may have about the activity. The facilitator will then distribute the materials to make vision boards (posters, magazines, glue sticks, etc.). The facilitator will provide scholars with time to create their individual vision board.</b></li> </ul>



**Vocabulary:**

- vision

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Now, I'd like a few of you to read the vision you wrote on your index cards.*
- **Scholars will share the information on their vision board.**
- **Facilitator:** *Do you see any connections with what you wrote on the index cards and the images you placed on your vision board? The facilitator will accept a few responses from scholars.*
- **Facilitator:** *Now, I'd like a few of you to share what you learned about yourself by creating your vision board. **The facilitator will accept a few responses from scholars.***

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can make this a two-day activity. Day one - Focus on understanding the term "vision." Day two - Focus on creating vision boards.

Scholars can work with a buddy to create their vision board.

Scholars can research their future careers and write about them.

The facilitator can provide the scholars with sentence frames.

## Activity Reflection:

**Facilitator:** *Scholars, I encourage you to place your vision board in a place that encourages you to strive for your goals. Would any of you care to share where that space is and why you selected that space? The facilitator will accept a few scholar responses.*

## Supplemental Resources:



# Activity Plan

Title: Who Am I?

Suggested Time: Two 30–45-minute sessions

Suggested Grade Level(s): K– 5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will explore job/career interests.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>nonfiction texts</li> <li>paper</li> <li>pencil</li> <li>laptop/computer (optional)</li> <li>poster board</li> <li>art supplies</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>job</li> <li>career</li> <li>qualifications</li> </ul>	<p><b>Activity Overview:</b> Scholars will interview an adult about their job/career to gain an understanding of why goal setting is important. They will then create a visual display (poster board, infographic, PowerPoint slide, etc.) to show what they learned about the job/career.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Scholars will choose a family member, church member, coach, etc. to interview about their job/career based on their interest.</li> <li>Scholars will read at least one book about the job/career</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Scholars will generate at least five interview questions based on their understanding of the job/career of interest and what they learned from reading.</li> <li>Scholars will ask an adult to provide feedback about the interview questions and edit based on the feedback received.</li> <li>Possible interview questions:             <ul style="list-style-type: none"> <li>How old do you have to be to have this job/career?</li> <li>How much education/training do you need for this job/career?</li> <li>Why did you choose this job/career?</li> </ul> </li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will record the interviewee's responses to the interview questions.</li> <li>Scholars will use the information learned through reading and interviewing to create a visual representation (poster board, infographic, PowerPoint slide, etc.) about the job/career of interest.</li> </ul>



# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can use audiobooks to research the chosen job/career.

Scholars can conduct oral interviews with the support of a trusted adult to learn about their chosen job/career.

Facilitators can read books aloud.

Scholars can create a personal timeline with steps needed to reach the goals associated with the job/career of interest.

Scholars can use audiobooks to research the chosen job/career.

Scholars can conduct oral interviews with the support of a trusted adult to learn about their chosen job/career.

Facilitators can read books aloud.

## Activity Reflection:

**Facilitator:** Scholars will respond to the following questions after completing the interview and the visual representation.

- *What did you find most interesting about the job/career that you researched?*
- *After completing your research, are you still interested in pursuing this job/career as an adult? Why or why not?*

## Supplemental Resources:



# Activity Plan

**Title: We Are Family**

**Suggested Time: Two 30–45-minute sessions**

**Suggested Grade Level(s): K– 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify important activities/events related to their families.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>laptop or technology device for research</li> <li>art supplies</li> <li>cardboard</li> <li>posterboard</li> <li>notions (buttons, snaps, thread, ribbon, etc.)</li> <li>photos</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>family crest</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a family crest to identify what their family values.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What do you think is important to your family?</i></li> <li>Scholars will talk with family members (parents, siblings, grandparents, aunts/uncles, cousins, etc.) to determine what areas/topics family members consider important. This could include education, travel, creativity, etc.</li> <li><b>Facilitator:</b> <i>What is a family crest?</i></li> <li>The facilitator will share an example of what a family crest looks like or have scholars search the web for images of family crests.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Scholars will work with a trusted adult(s)/facilitator to identify four areas/topics that are important to their family.</li> <li>They will then plan the design of their family crest.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will use a variety of materials and objects to create a family crest to be presented.</li> <li><b>Facilitator:</b> <i>How did you decide what to include on the family crest?</i></li> </ul>



# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars will choose two areas/topics to include on the family crest.

Scholars will research the history of family crests.

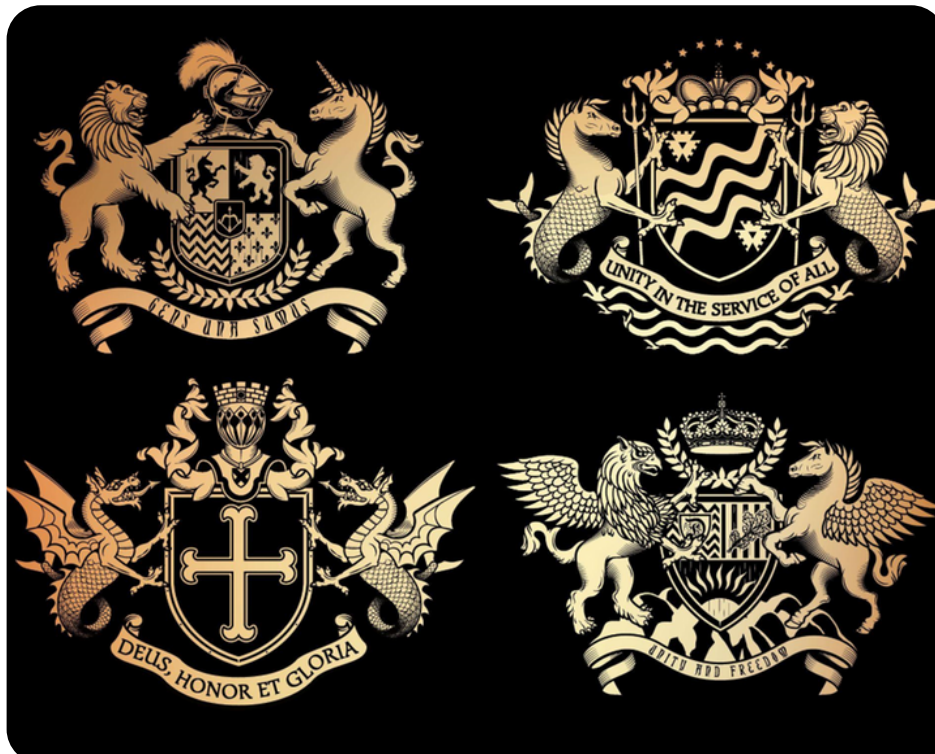
Scholars will choose two areas/topics to include on the family crest.

## Activity Reflection:

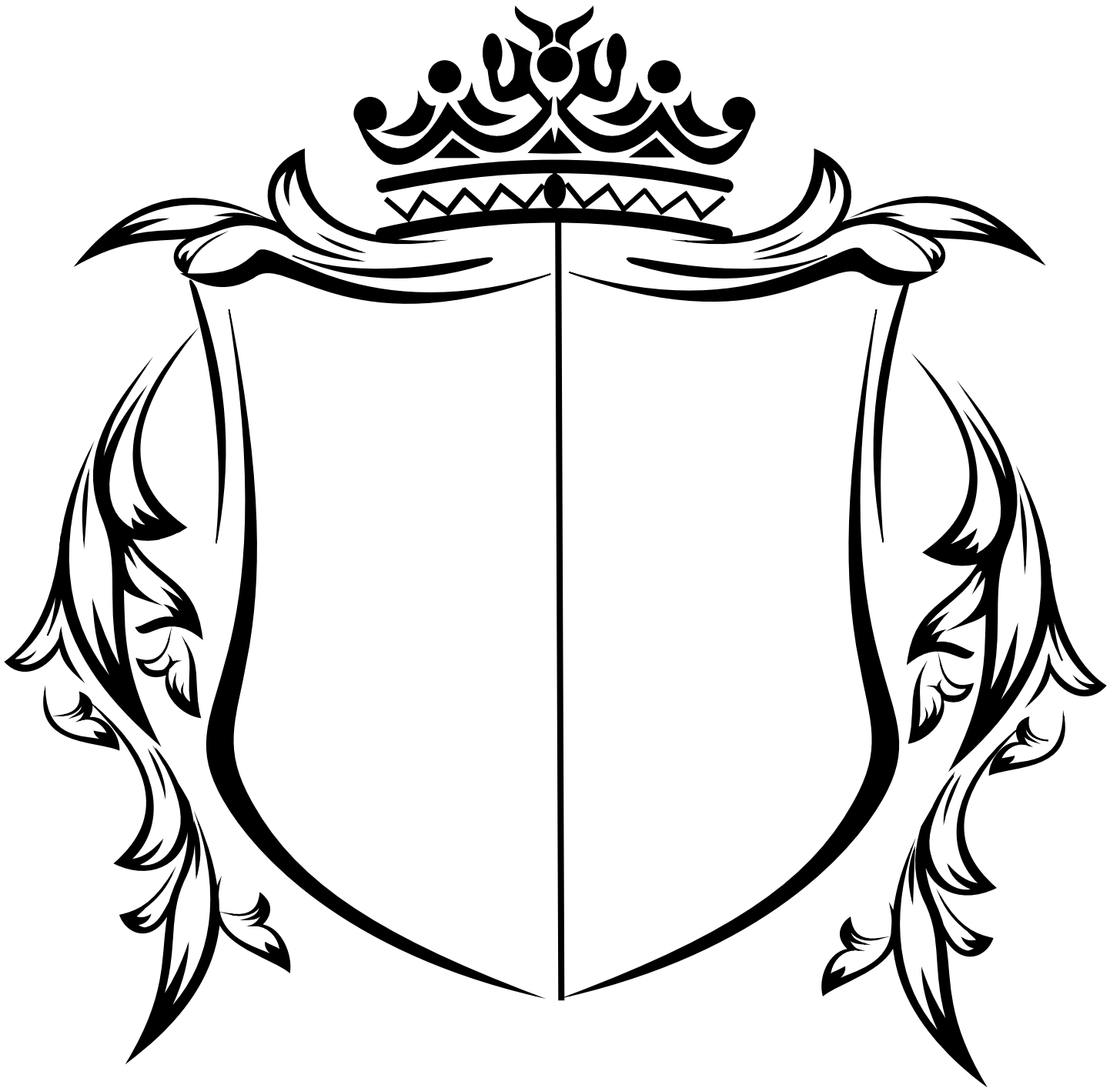
What did you learn from completing the family crest activity?

## Supplemental Resources:

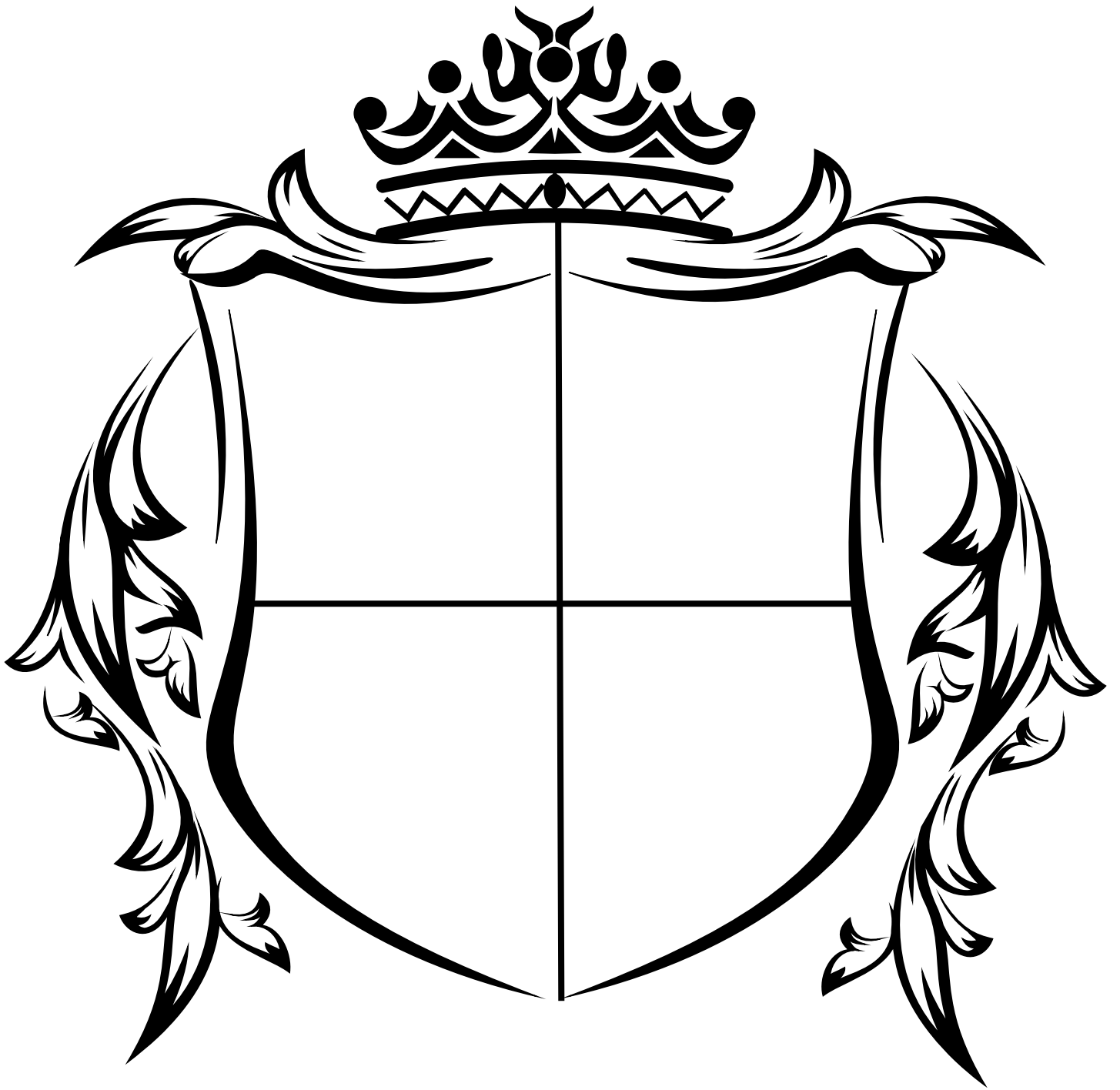
Family Crests



# Family Crest



# Family Crest





# Activity Plan

**Title: Family Time**  
**Suggested Time: 45 minutes**  
**Suggested Grade Level(s): K- 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will create a visual of their future goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>poster board</li> <li>markers</li> <li>monthly calendar template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>scribe</li> <li>calendar keeper</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a monthly schedule that identifies all activities/appointments of the family. They will then find two dates for "Family Time."</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to have a group meeting. This is a time for us to discuss many topics. Today's topic is "Family Time." The facilitator writes "Family Time" on the board.</i></li> <li><b>Facilitator:</b> <i>Scholars, when you hear "Family Time" tell me the first thing that comes to your minds? The facilitator accepts reasonable answers from the scholars and redirects as needed.</i></li> <li><b>Facilitator:</b> <i>Now it's time for us to talk a little more about "Family Time" with a buddy. Everyone turn to your elbow partner or the person sitting next to you and discuss what "Family Time" would look like to you in a perfect world.</i></li> <li><b>The scholars will discuss with a buddy what "Family Time" would look like to them in a perfect world. The facilitator will then show a picture of a calendar or point to the calendar on the board.</b></li> <li><b>Facilitator:</b> <i>I am holding up a calendar for the month of "September." The calendar shows me each day of the month. Now, I want you to think about how a calendar connects with "Family Time." The facilitator accepts all reasonable answers and redirects as needed.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>First, I want you to think about some of the activities you already do every day. For example, some of you may have football practice on Tuesdays and Thursdays, while others may have cheerleader practice on Wednesdays. Next, I will jot down some of the activities you already have scheduled on a poster board or construction paper.</i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now I will choose someone to be the Calendar Scribe. Your job as the Calendar Scribe is to record all the known activities on the monthly calendar. We'll also need a Calendar Keeper. The Calendar Keeper's job is to keep up with the calendar and make sure the family adheres to the weekly and monthly calendar.</i></li> <li>• <b>The facilitator will select two scholars to be the "Calendar Scribe" and the "Calendar Keeper."</b> The facilitator will then ask the Calendar Scribe to share the information that was included on the calendar.</li> <li>• <b>The facilitator will then work with the scholars to identify two dates that are available for "Family Time."</b> Once the scholars have identified dates, they will brainstorm possible "Family Time" activities they will participate in on the scheduled days.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator will put the "Calendar Keeper" in charge of reminding the family of scheduled dates.</b></li> <li>• <b>Facilitator:</b> <i>Now, scholars, it's time to record your activities on your own calendar, planner, phone, etc. Explain why it's important for your family to plan out your month. How was this activity helpful?</i></li> </ul>

# Differentiation Station

## Suggestions for Remediation

## Suggestions for Acceleration

## Special Education & English Learner Scaffolds



The facilitator can provide scholars with a larger copy (poster board size) of the calendar template. Sticky notes can be used for the activities.

Scholars can focus on one Family Time activity.

Younger scholars can use stickers to represent activities their families can participate in. They can also draw pictures.

Scholars can plan their Family Time activity by making concrete reservations and/or identifying games.

Scholars can plan activities for the next two months.

Scholars can use picture icons for activities (movie night, church, shopping, games, etc.).

### Activity Reflection:

Scholars will talk about why it's important to create a family schedule that includes time for the entire family to participate collaboratively in activities.

### Supplemental Resources:

Our Monthly Family Planner Template and Our Weekly Activities Planner





# Our Monthly Family Planner

**Directions:** Reflect on all the activities you engage in each week. Record each activity under the day(s) you participate in it. For example, if you have football practice on Tuesday and Thursday, write 'football' under both Tuesday and Thursday.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



# Month at a Glance: September

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What Brings You Joy?	It is important to understand how to make yourself happy.	joy	30 minutes
The Sounds of Happiness	Music can help impact your mood.	soundtrack, tempo	45 minutes
Trust and Chat	Identifying people you can trust will help you get support when needed.	trust, feelings	45 minutes
Express Yourself	Journaling can help you learn to communicate your feelings.	journal, journaling, express yourself	45 minutes

# September



# Activity Plan

Title: What Brings You Joy?

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be able to identify things or people that bring them joy.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>item or picture the facilitator shares with the class</li> <li>paper</li> <li>pencil</li> <li>crayons</li> <li>markers</li> <li>joy jot sheet</li> </ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will make a list of things/people that bring them joy.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will call the scholars to the carpet or a centralized area for a group meeting.</li> <li><b>Facilitator:</b> Joy is an overall feeling of happiness and wellbeing. People in life often seek joy to make their lives better. When people have joy in their lives, it gives them a feeling of happiness and wellbeing. What brings you joy?</li> <li>The facilitator will display an item or picture to the scholars and explain why it brings them joy.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will share a time they were sad, including what they did to help them feel better.</li> <li>The facilitator will then provide scholars with paper, pencils, markers, and/or crayons to create their lists of people/things that bring them joy.</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars can share their list with other scholars and discuss if they have things in common on their lists.</li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can use sentence frames to help with their writing.**

**Scholars can write a letter to the person who brings them joy.**

**Scholars can illustrate what brings them joy.**

**Scholars can use sentence frames to help with their writing.**

**Activity Reflection:**

Scholars can reflect and write three ways that they can bring joy to others.

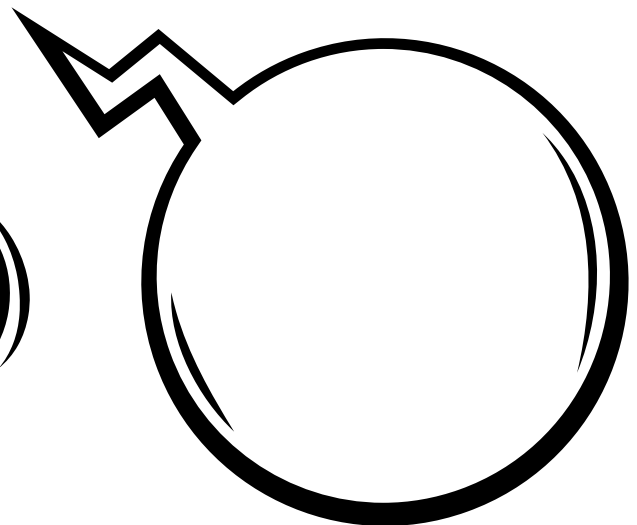
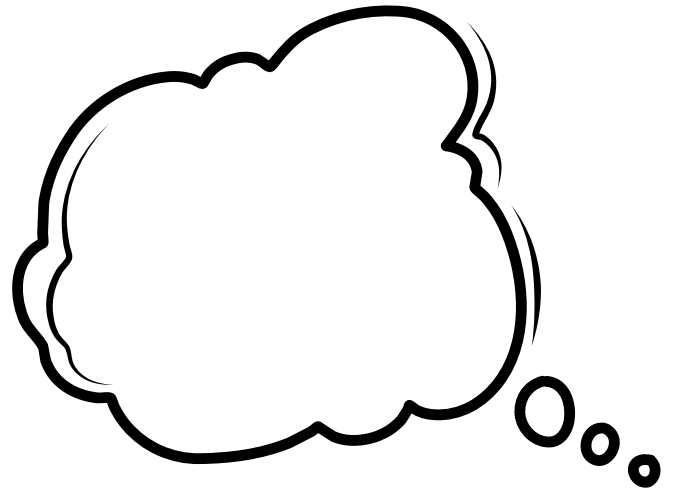
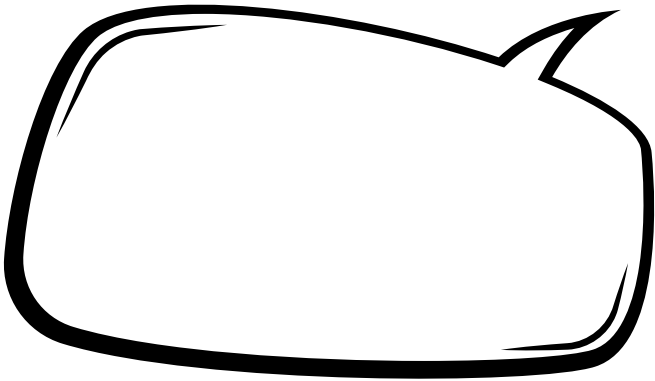
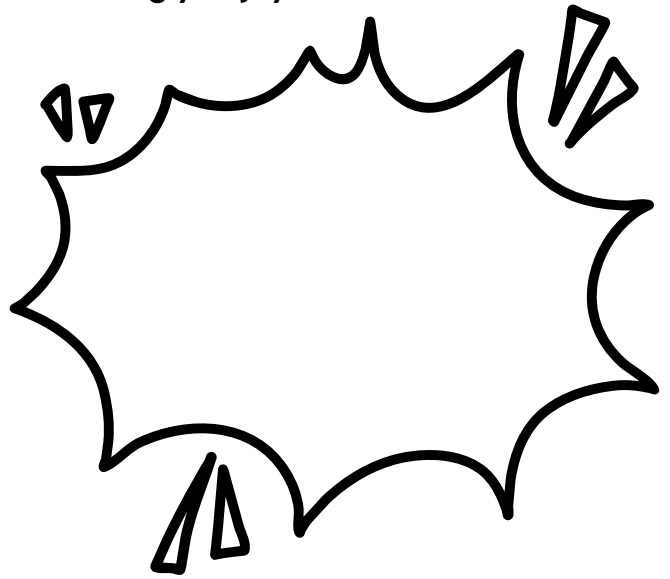
**Supplemental Resources:**





# Joy Jot

List people and things that bring you joy.



# Activity Plan

Title: Face The Sounds of Happiness

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify music that lifts the spirits and promotes positivity.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>template or paper</li> <li>pen or pencil</li> <li>the means to play four pre-selected songs (varied tempos)</li> <li>*Identify the four songs before the session.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>soundtrack</li> <li>tempo</li> </ul>	<p><b>Activity Overview:</b> Scholars will work independently or as a family to create a list of songs that bring them joy.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator will play 30 seconds of a song.</li> <li>Facilitator: <i>How does that song make you feel?</i></li> <li>The facilitator will repeat this with four different songs.</li> <li>Facilitator: <i>Music can bring out lots of feelings. They can be reminders of good and bad times. Songs can make you move and dance around to express your thoughts and feelings.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Facilitator: <i>We are going to create a soundtrack of songs that bring us joy or make us feel happy and energized.</i></li> <li>The facilitator will pass out paper so scholars can list their songs. Scholars will generate their lists.</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will share their list of songs and explain why those songs bring them joy.</li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can discuss the lyrics of select songs to ensure understanding.

The facilitator can discuss how the tempo of music can also dictate the feelings you have when listening to it.

Scholars can work with family members to create a song that would bring joy.

Scholars can ask a family member to work with them to create a dance to one of the songs on their playlist.

The facilitator can scribe the list for the scholars.

The facilitator can discuss the lyrics of select songs to ensure understanding.

The facilitator can discuss how the tempo of music can also dictate the feelings you have when listening to it.

**Activity Reflection:**

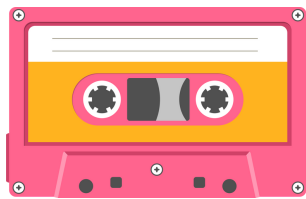
Scholars will reflect on the best time to play their soundtrack. How or why would it be helpful?

**Supplemental Resources:**

Soundtrack of Happiness Template



# Happiness Soundtrack



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

_____	_____	_____	_____

_____

# Activity Plan

Title: Trust and Chat

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand the benefits of communicating with people they trust.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>safe place to chat template</li><li>pen</li><li>pencil</li><li>crayons</li><li>markers</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>trust</li><li>feelings</li></ul>	<p><b>Activity Overview:</b> Scholars will explore trusted individuals they can talk to when needed and create a Safe Space List.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>How do you know when you are feeling happy, excited, or calm? Allow scholars to respond verbally. The facilitator may write responses.</i></li><li><b>Facilitator:</b> <i>How does your body feel when you are feeling happy, excited, or calm? Allow scholars to respond verbally. The facilitator may write responses.</i></li><li><b>Facilitator:</b> <i>How does your body feel when you're mad, upset, frustrated, or lonely? Have you ever felt sad or had low energy for a long time? Have you ever felt like you didn't have fun doing things you normally enjoy doing, and you couldn't understand why? Allow scholars to respond verbally. The facilitator may write responses.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>There may be times when you might not be as happy or have as much energy as you usually do. You may not feel motivated to do the things you normally enjoy doing. You may also feel stressed about something. These feelings are normal. If you ever feel you need to talk about it with someone you trust, it's ok to do so. Talking to someone you trust just might help you feel better. What does it mean to trust someone? Allow scholars to respond verbally. The facilitator may write responses.</i></li><li><b>The facilitator will guide the conversation about trust.</b></li><li><b>Facilitator:</b> <i>It is important that you talk to the right people when sharing your feelings. The people you trust should be kind and respect your feelings.</i></li></ul>



**Boost (Teach)**

- **Facilitator:** *Let's create a Safe Space List of people you can trust to talk to if you need to. You can keep the list in a safe place in case you need it.*
- **Let's create a Safe Space List of people you can trust to talk to if you need to. You can keep the list in a safe place in case you need it.**
- **The facilitator will share an example:**

Person	How to Reach Them When Needed.
Mom	Talk to her when I get home. Call her (555) 555-5555.
My friend Chancey	DM her on Instagram.

**Build (Rehearse & Build for Transfer/Close)**

- **Facilitator:** *Take a moment to think about how you have been feeling. **(Wait for an appropriate amount of time.)** Do you feel you need to talk about something that will help you feel better or encourage you to do something? If so, think about a person on your Safe Space List. Be sure to talk to the person as soon as you can.*



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can assist/model how to get in contact with trusted individuals identified by the scholar.

Scholars can make a digital version of the Safe Space List.

The facilitator can scribe responses shared verbally.

The facilitator can assist/model how to get in contact with trusted individuals identified by the scholar.

**Activity Reflection:**

Facilitator: Review the list to make sure it includes all the ways you can contact everyone on your list. Let me know if I can help you if you don't know how to contact them.

**Supplemental Resources:**

Safe Space List Template A or Template B



# Safe Space List Template B

Name: \_\_\_\_\_

Person	How to Reach Them When Needed





# Safe Space List Template A

Name: \_\_\_\_\_

Name	Illustration of the Person	How to Reach Them When Needed



# Activity Plan

Title: Express Yourself

Suggested Time: 45–60 minutes

Suggested Grade Level(s): K–5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>To create a journal entry.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>journal template</li> <li>pencil</li> <li>envelope</li> </ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will learn how to express themselves through journaling.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What does it mean to express yourself? Allow scholars to respond verbally.</i></li> <li><b>Facilitator:</b> <i>Sometimes we need to express ourselves to show how we're feeling or share something that's happened during the day. These events or feelings can be positive (happy or fun) or negative (disappointing or angry). Sometimes you can't talk with anyone or you want to keep the experience to yourself, and that's ok. It can be helpful to express your feelings and share events by journaling. Have you ever journaled? Allow scholars to respond. It's so much better than running to tell all of your business on social media.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Let's practice together. Ming is an only child. She just found out her parents are having a baby. If you were Ming, how would you feel? Explain why. Allow scholars to share their feelings. Model how to write a journal entry in the first person. Ex. "I have lots of feelings today. We are going to have a new baby. I am happy to be a big sister and sad because I enjoy being an only child. I don't want to have to help with changing diapers."</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What's on your mind? Write about it. What you write or draw is special to you. You do not have to share it with others.</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide scholars with sentence prompts to help.**

**Scholars can draw illustrations.**

**Scholars can write a poem about the feelings or events they are journaling about.**

**Scholars can make a connection between a song and the event or feelings expressed in the journal entry.**

**Scholars can draw illustrations.**

**The facilitator can provide scholars with sentence prompts to help.**

**Someone can serve as a scribe for the scholar.**

**Activity Reflection:**

Facilitator: How did you feel after you expressed yourself by journaling? When would be a great time to journal as a family or individually? You may place your journal entry in an envelope for privacy. If it is private, only you or people you allow to look at it can do so.

**Supplemental Resources:**

Templates A and B



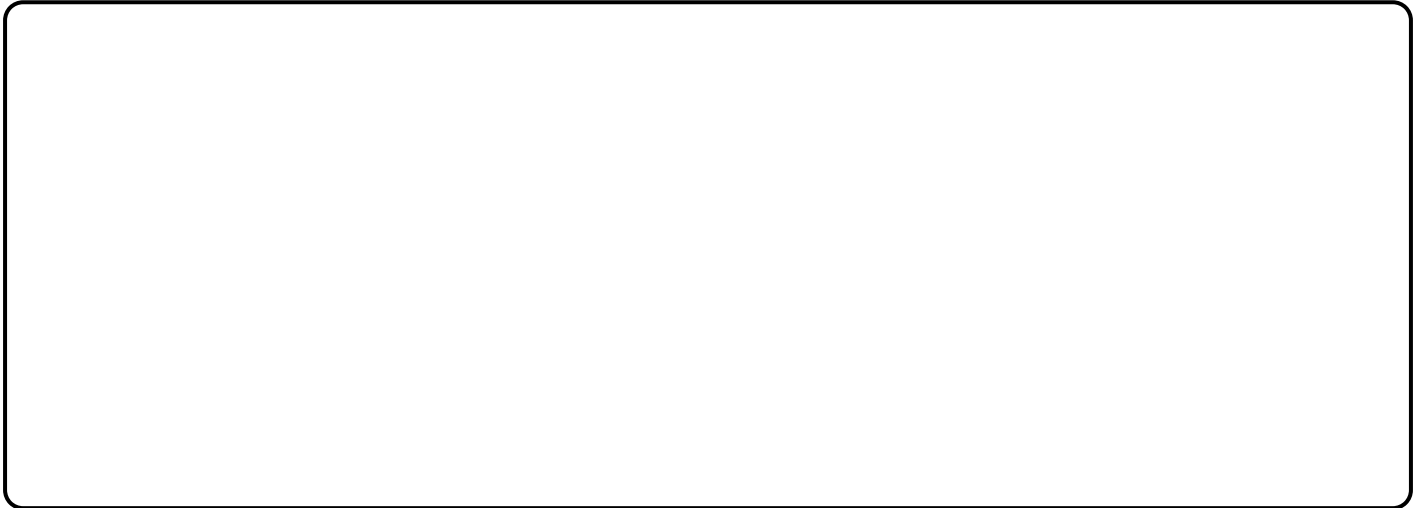
# Express Yourself Journal Template A

Name: \_\_\_\_\_ Date: \_\_\_\_\_

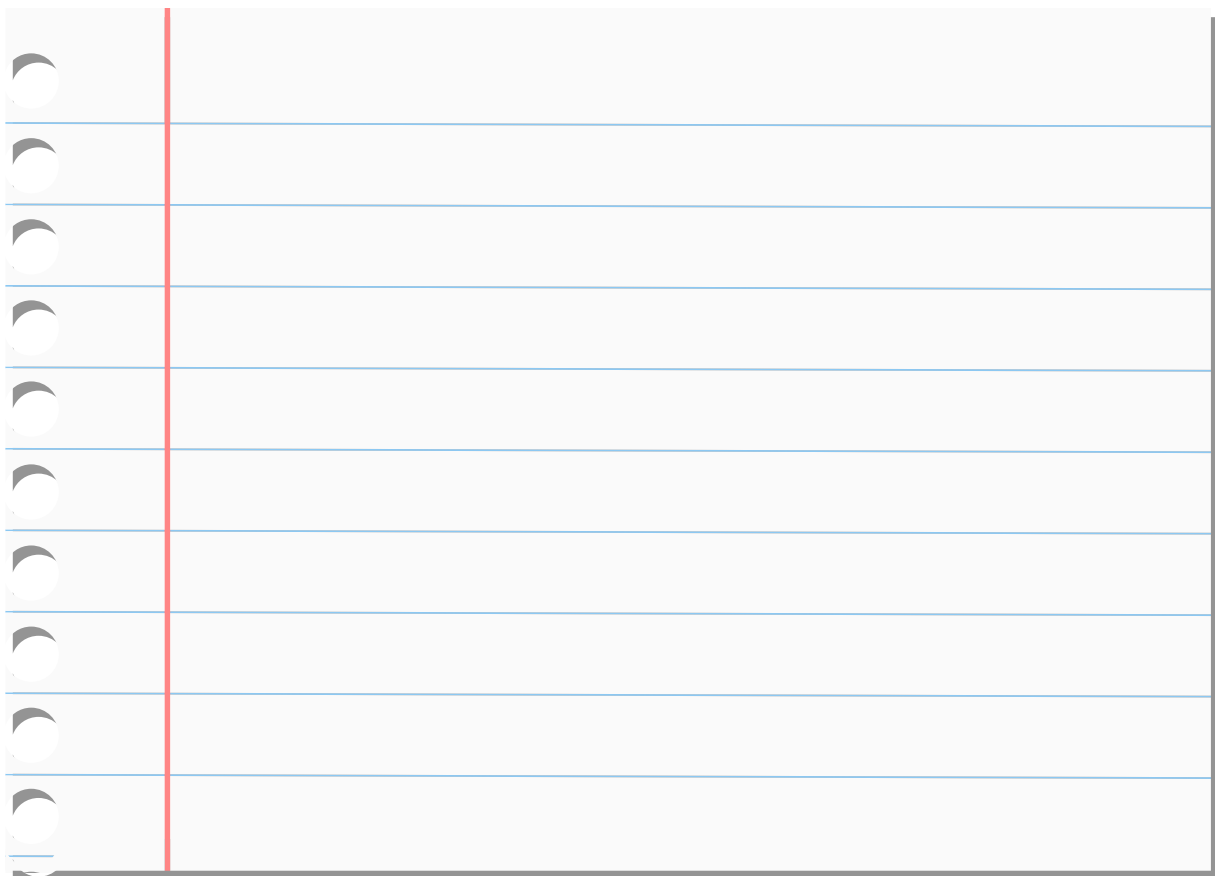
A spiral-bound notebook page with a red vertical margin line on the left side and blue horizontal lines for writing. The page is otherwise blank.

# Express Yourself Journal Template B

**Draw here**



**Write here**



# Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Just Say No	It is important to say no to drugs to maintain a healthy wellbeing.	drugs, peer pressure	30-40 minutes
Be a Lifeline	It is important to know who to call for help during a crisis.	lifeline	30-45 minutes
I Am an Influencer Too	Social media can be a way to send positive messages and ideas.	influencer, social media	30-45 minutes
Helpful versus Harmful	Some drugs are helpful for the body, while others are not.	medicine, drugs	Two 30-minute sessions

# October



# Activity Plan

Title: Just Say No

Suggested Time: 30 minutes

Suggested Grade Level(s): K-2

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover ways to say no to drugs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>ways to say no to drugs poster</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drugs</li> <li>peer pressure</li> </ul>	<p><b>Activity Overview:</b> Scholars will roleplay scenarios on how to say no to drugs.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will begin by asking scholars what drugs are and if they can name any. The facilitator will record student responses on chart paper.</b></li> <li><b>Facilitator:</b> <i>Drugs are chemicals you put into your body. They can change the way you feel or act. There are drugs called medicine that are safe because a doctor prescribes them or stores sell them. You may have taken those kinds of drugs if you've had a head or stomachache before. There are other types of drugs that are not safe and can harm your body. These drugs are not ok and you should not take them. Today we will learn about drugs and ways to say no to them.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>If someone offers you drugs, say no. If someone tries to get you to do something you don't want to do, that's called peer pressure. People may try to convince you that drugs are cool or that everyone tries drugs. If someone tries to pressure you into using drugs, ask yourself these questions:</i> <ul style="list-style-type: none"> <li><i>Is it safe?</i></li> <li><i>Will this harm me or someone I love?</i></li> <li><i>Is it the right thing to do?</i></li> </ul> </li> <li><b>Facilitator:</b> <i>Now let's talk about ways to say no if someone offers you drugs. The facilitator will display the "Ways to Say No to Drugs" poster and discuss the various ways scholars can say no.</i></li> <li><b>Facilitator:</b> <i>These are just a few ways that we can say no to drugs. Can you think of other ways that you can say no? The facilitator will record answers on chart paper.</i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *We have learned about ways we can say no to drugs. A few of those ways include:*
  - *Walking away and finding friends you can trust.*
  - *Getting advice from an adult you trust.*
  - *Saying "No, and please don't ask me again."*
  - *Suggesting other things to do (example: I have a new video game we can play).*
- **Facilitator:** *Now we are going to create posters showing how you can say no to drugs.*





# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide the scholars with sentence stems to assist with writing their responses.**

**Scholars can create a brochure on how to say no to drugs.**

**The facilitator can provide scholars with picture prompts to assist with creating a poster.**

## **Activity Reflection:**

Scholars can share their posters with a partner and discuss their favorite way to say no to drugs.

## **Supplemental Resources:**



# Ways to Say No to Drugs!

**Walk Away**



**Talk to trusted adult**



**Say No! And please don't ask me again.**



**Suggest other things to do.**



# Activity Plan

Title: Be a Lifeline

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Identify people they can turn to when they need help.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>lifeline handout</li> <li>index cards or sticky notes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>lifeline</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify their "Lifeline" in times of a crisis.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator</b> <i>By a show of hands, how many of you have heard of the show, <b>Who Wants to Be a Millionaire?</b></i></li> <li><b>Facilitator:</b> <i>This game show was once very popular. During the game, contestants answered up to fifteen questions, and each correct question helped the contestant increase their chance of becoming a millionaire. Well, the producers of the show knew the contestants might need help answering a question sometimes. Therefore, they set up tools called "Lifelines." Contestants could lean on their "Lifelines" to help them answer questions to increase their chances of being successful on the game show.</i></li> <li><b>Facilitators:</b> <i>I believe everyone needs a "Lifeline" of their own. You need to have someone you can go to when you need help with real-life situations.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Now, I want you to think carefully about people who can help you when you are in trouble. <b>Give scholars two minutes to think.</b></i></li> <li><b>Facilitator:</b> <i>On the sticky note I provided, I want you to write the first name that popped into your head. <b>Allow time for scholars to write someone's name.</b></i></li> <li><b>Facilitator:</b> <i>Now turn to your buddy and talk about why this was the first person you thought of. <b>Repeat this activity until scholars have written three names of people they call for help if they are in trouble. (If this is being done with family, scholars can simply discuss the names of the people they thought of.)</b></i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** *Okay, you've chosen three lifelines. You have also given good reasons you chose these specific people. **The facilitator will distribute the lifeline handout.***
- **Facilitator:** *The last step of this activity is to complete the graphic organizer I have given you. Once you're done, I want to encourage you to place this somewhere in your room or home to remind you of people you can talk to when things get tough. **Allow time for scholars to complete the graphic organizer.***



# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 Scholars can bring in pictures of the people they want to use as their lifelines.

Scholars can send a postcard to one of their lifelines and explain to them why they were identified as a lifeline.

Scholars can be given sentence frames to use to complete the graphic organizer. The sentence frames should include stems related to "why" they chose a particular person.

## Activity Reflection:

Facilitator: Think about each person you selected as a lifeline. Now think about what you can do so that your peers identify you as a lifeline, especially if someone offers them drugs. Allow scholars to share their responses.

## Supplemental Resources:



# Who are my Lifelines?

Name: \_\_\_\_\_

First Lifeline	Why did I choose this lifeline?

Second Lifeline	Why did I choose this lifeline?

Third Lifeline	Why did I choose this lifeline?



# Activity Plan

**Title:** I am an Influencer Too  
**Suggested Time:** 30–45 minutes  
**Suggested Grade Level(s):** 3–5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that they can be a positive influence on others.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>TikTok and Instagram graphic</li> <li>I am an influencer graphic organizer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>influencer</li> <li>social media</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm the role of a social influencer and discuss ways they can be influencers.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator displays the TikTok and Instagram logos on the board.</b></li> <li><b>Facilitator:</b> <i>How many of you have seen these logos before? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>How do people you know use TikTok? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Today we're going to discuss ways that you too are an "Influencer."</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Our activity today includes two key vocabulary terms. The first is social media. What do you know about social media? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Now we will look at the second term: influencer. I want to hear your thoughts on what an influencer is. <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>The two terms together create the term "Social Media Influencer." This is someone who might have millions of followers. People may watch their YouTube channel and videos on TikTok and Instagram. People around the world know them for making content. Can you give me examples of influencers? <b>Accept reasonable responses.</b></i></li> <li><b>Facilitator:</b> <i>Do you know that you are influencers? Think about what we discussed about social media influencers. Why do you think I consider you an influencer? <b>Accept reasonable responses.</b></i></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>You are influencers because you have people watching you, too. Your friends watch you in school and in the community. Your family watches you at home. You are role models for your friends, family members, and countless others. They are watching everything you do, and are counting on you to do your best and live a positive drug free life.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>The facilitator distributes the "Influencer" graphic organizer to all scholars.</b></li> <li>• <b>Facilitator:</b> <i>Now I want you to examine the paper in front of you. Think about ways you already are or could be an influencer at home, school, and your community.</i></li> </ul>





# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K–2 scholars can draw pictures on the “Influencer” graphic organizer instead of writing sentences.**

**Scholars can research a community organization so they can become an “influencer” for their peers in that organization.**

**Scholars can be allowed to work with a buddy to help them generate ideas to complete their graphic organizer.**

## **Activity Reflection:**

Scholars will share the “Influencer” graphic organizer which requires them to reflect on how they can be an influencer in their homes, schools, and communities.

## **Supplemental Resources:**



# Social Media Photo Cards



# I am a influencer too!

Name: \_\_\_\_\_

Ways I influence others at  
**School**

--

Ways I influence others at  
**Home**

--

Ways I influence others in the  
**Community**

--

I am **Unique** because

--



# Activity Plan

**Title: Helpful versus Harmful**

**Suggested Time: Two 30-minute sessions**

**Suggested Grade Level(s): K-2nd**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will compare prescription drugs to other drugs.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>KWL chart,</li> <li>helpful versus harmful chart</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>medicine</li> <li>drugs</li> </ul>	<p><b>Activity Overview:</b> During this session, scholars will learn about harmful drugs and how they are different from medicine/prescriptions. Scholars will discuss examples of drugs/medicine that are helpful and those that are harmful.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will display a KWL chart.</b></li> <li><b>Facilitator:</b> <i>What do you know about drugs? The facilitator will record answers on the "Know" portion of the KWL chart.</i></li> <li><b>Facilitator:</b> <i>What do you want to know about drugs? The facilitator will record answers on the "Want to Know" portion of the KWL chart.</i></li> <li><b>Facilitator:</b> <i>Today we will discuss drugs that can be harmful to us and prescription drugs or medicine that can help make us feel better.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Would anyone like to share a time when they were sick? What made you feel better? Call on various scholars to share their responses.</i></li> <li><b>Facilitator:</b> <i>When you are sick, sometimes your parents or guardians may give you medicine to help you feel better. Those medicines/drugs are ok because they may come from the doctor and they are safe to take. Your parents may also go to the pharmacy or drugstore to purchase medicine. Those drugs/medicines can help you feel better.</i></li> <li><b>Facilitator:</b> <i>There are other drugs out there that are not safe for you and those drugs can harm you. They can harm your body and make you ill. When swallowed or taken in other ways, drugs can change how you feel or act. Not only that, harmful drugs can also change your appearance. They can make you lose weight, change the color of your teeth, and they can even stop you from growing.</i></li> </ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **Facilitator:** Listen as I read the following scenarios. Give a thumbs up if you think the drug is helpful and a thumbs down if you think the drug is harmful.
- **Facilitator:** Ace wakes up with a temperature of 103. His mom gives him children's fever reducing medicine. Ace takes the medicine and his temperature returns to normal. Is this drug helpful or harmful?
- **Facilitator:** Ace is walking home from school and sees a group of kids vaping. They tell Ace he should try it because it will make him feel good. Is vaping helpful or harmful?
- **Facilitator:** Ace is visiting his friend Bluebird when he suggests they try a drink from his parents' "special" cabinet that contains adult beverages with alcohol in them. Are these beverages helpful or harmful?
- **Facilitator:** Ace wakes up one morning with a toothache. He is in a lot of pain. His mom gives him a numbing cream to put on his tooth and gums. Is this drug helpful or harmful?
- **The facilitator will have scholars identify and compare helpful drugs to harmful drugs.**



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



Scholars can use a sentence stem such as: **Medicine is helpful because\_\_\_\_\_.**

Scholars can create a **YouTube video or PSA on the dangers of harmful drugs.**

The facilitator will provide scholars with pictures and matching words as examples of helpful and harmful drugs.

**Activity Reflection:**

Facilitator will have scholars review the helpful versus harmful drugs chart and discuss how they can identify helpful versus harmful drugs.

**Supplemental Resources:**



# Helpful Versus Harmful

Name: \_\_\_\_\_

Helpful

Harmful



## Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Feeling Charades	Understanding the emotions of others will promote positive relationships.	N/A	35 minutes
Ace's attitude of gratitude	It's important to appreciate what's near and dear to the heart.	gratitude	45 minutes
Time to Eat!	Eating healthy foods can help keep your body healthy.	healthy, choices	30 minutes
We're On the Move!	Keeping track of daily activity is a great reminder of the importance of being physically fit.	active, healthy	45–60 minutes

# November





# Activity Plan

Title: Feeling Charades

Suggested Time: 35 minutes

Suggested Grade Level(s): K2-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will develop an awareness of body language awareness and learn to easily recognize and "read" facial expressions.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>adult moderator</li><li>blank sheet of paper</li><li>scissors</li><li>markers/pencils/pens</li><li>timer/clock</li></ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will use facial expressions to identify emotions using charades.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>People make different faces when feeling different emotions. How can you tell when a person is happy? How can you tell when a person is sad? Allow scholars time to respond.</i></li><li><b>Facilitator:</b> <i>What are some clues to help you figure out what the other person is feeling? Allow scholars time to respond.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>We can tell a lot about how someone is feeling without them talking. A person's facial expressions and body language can tell you a lot. We are going to play a game of charades. If you've never heard of charades, it's a game where you act out what is on the cards without speaking. For example, the facilitator will silently stretch and have scholars guess "sleepy."</i><ul style="list-style-type: none"><li><b>Divide the group into two teams. Have each person fold and cut their paper into eight equal parts. Draw feeling faces on each square. Fold each square in half and place it in the paper bag/container.</b></li><li><b>Flip a coin or play a round of rock paper scissors to see which team goes first. Have the first player pick a square from the opposite team's container.</b></li><li><b>Scholars will have 60 seconds to act out the face without speaking. Once their teammates guess the correct feeling, the other team picks.</b></li><li><b>The first team to earn five points is the winner.</b></li></ul></li></ul>

**Build (Rehearse  
& Build for  
Transfer/Close)**

- **The facilitator will keep score and chart the correct answers.**
- **Facilitator:** *Team \_\_\_\_\_ reached five points first. We have completed this round of charades.*
- **Facilitator:** *Now that was fun, but it really is important to learn to read people's faces. Being able to read faces could prevent conflict or help you decide what to say or do in many situations.*

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can use words with drawings.

Scholars may need to use words to describe the feelings faces.

Students can practice how they might ask someone how they are feeling (role play.)

Scholars can use words with drawings.

Scholars may need to use words to describe the feelings faces.

Scholars can receive extended time to guess or act out the emotions.

## Activity Reflection:

Ace says, "Show some of your feeling faces." Refer to the emotions noted on the Ace's Faces with these emotions. Facilitator: When might someone feel that emotion? Sometimes it can be difficult to know what another person is feeling. Try not to make conclusions about someone's feelings. It's ok to make a guess like how we played charades. The best way to know how someone is feeling is to ask them.

## Supplemental Resources:

Ace's Faces feelings charts



# Ace's Feelings

ANGRY



NERVOUS



DISGUST



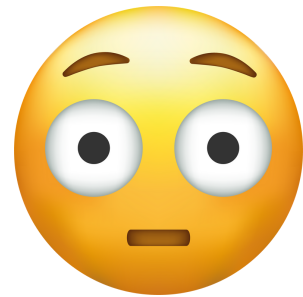
SUSPICIOUS



PROUD



SCARED



EXHAUSTED



ANNOYED



DISAPPOINTED



# Ace's Feelings

**CALM**



**DETERMINED**



**SAD**



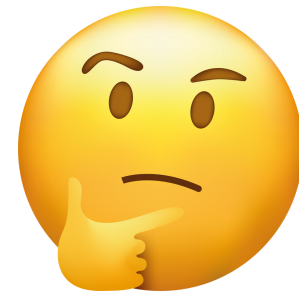
**CONCERNED**



**BORED**



**CONFUSED**



**SURPRISED**



**HAPPY**



**EXCITED**



# Activity Plan

**Title: Ace's Attitude of Gratitude**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 3-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will define gratitude and identify the good things, people, and places in their lives.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>gratitude wheel</li> <li>pencil</li> <li>crayons/markers</li> <li>chart paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gratitude</li> </ul>	<p><b>Activity Overview:</b> Scholars will use the gratitude wheel to identify what they are thankful for.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we're going to discuss gratitude. I hope we experience things every day that make us feel good, smile, or even make us laugh. When something good happens and we say it out loud or write it down, we call that showing gratitude.</i></li> <li><b>Facilitator:</b> <i>What is gratitude? The facilitator will chart scholars' responses.</i></li> <li><b>Facilitator:</b> <i>Gratitude involves both feeling and expressing our thankfulness. When should you feel grateful? The facilitator will chart scholars' responses.</i></li> <li><b>Facilitator:</b> <i>Are we grateful when someone helps us on purpose? Are we grateful when we benefit from someone's help?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>I'm thinking about one thing that has made me happy today. Give an example and write out the sentence.</i></li> <li><b>Facilitator:</b> <i>Your turn! Take 30 seconds to think about something that made you happy today. Think about people, places, or things that make you happy and hold your thought.</i></li> <li><b>The facilitator will allow up to two scholars to share their responses and model drawing a picture or writing in one section of the gratitude wheel. Encourage scholars to use the sentence stem: I'm grateful for...</b></li> <li><b>Facilitator:</b> <i>Now, using your gratitude wheel, you will draw or write things, people and places in your life you are grateful for.</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>At the close of the activity, allow scholars to share with a peer their gratitude wheel if they choose.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator will reinforce understanding of the activity by modeling as needed.

Scholars can create/keep a gratitude journal.

Scholars can be given extended time.

Scholars can go on an Acts of Kindness Crusade.

Scholars can receive assistance as needed.

Scholars can think of ways to give back.

Scholars can model ways to show gratitude.

**Activity Reflection:**

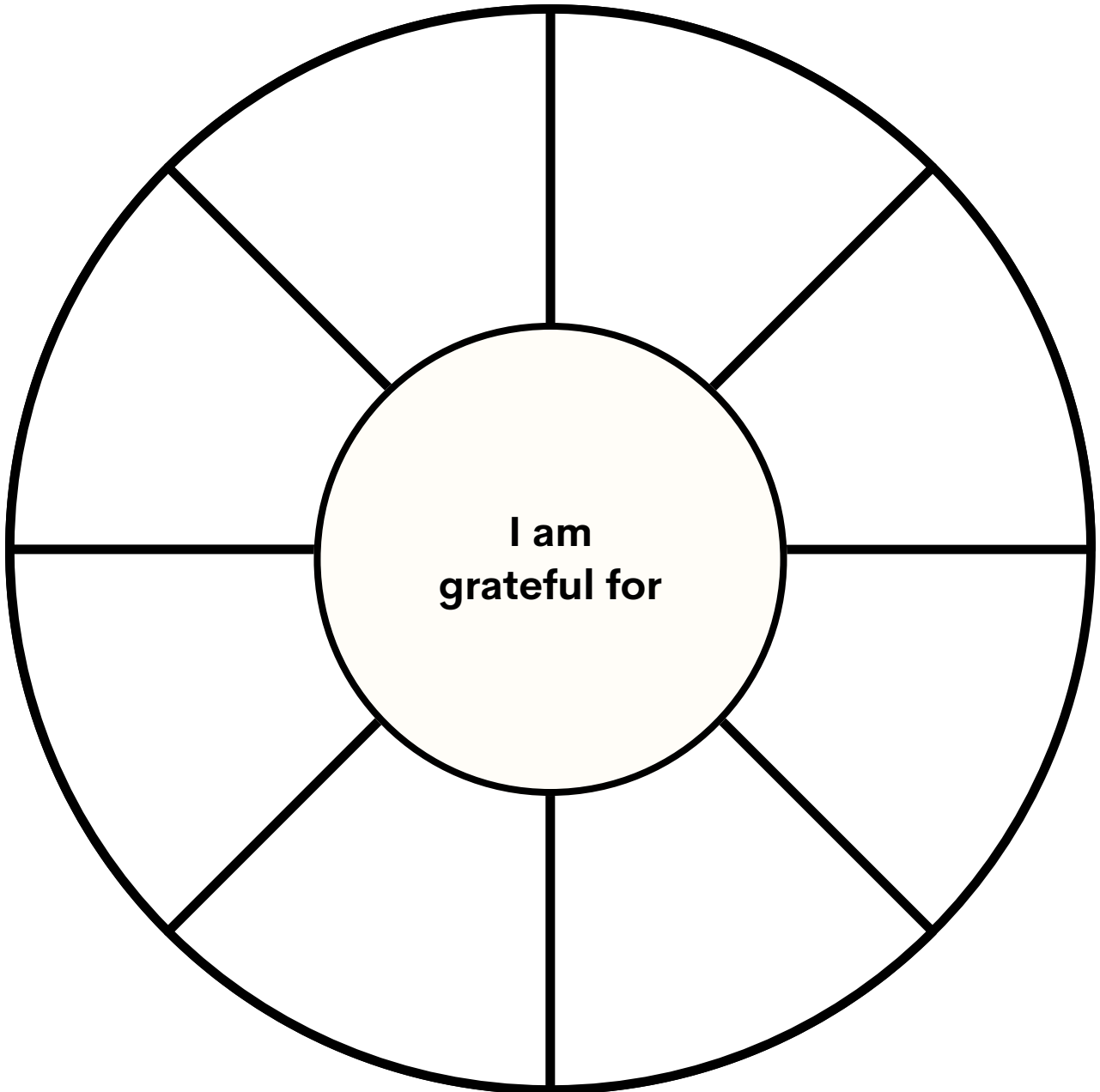
**Facilitator:** *We're not born knowing how to be grateful. It's something we must practice. Practicing gratitude often puts us in a better mood. We become positive and hopeful. We're more likely to notice the good things in our lives. Keep your grateful wheel somewhere you can see it often or take a picture on your cell phone. Use it as a reminder of the good in your life.*

**Supplemental Resources:**

Gratitude Wheel

# Gratitude Wheel

----- Gratitude Wheel





# Activity Plan

**Title: Time to Eat!**

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): K - 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop an understanding of the importance of making healthy food choices.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>drawing paper</li> <li>markers</li> <li>crayons</li> <li>magazines</li> <li>scissors</li> <li>glues</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>healthy</li> <li>choices</li> </ul>	<p><b>Activity Overview:</b> Scholars will draw a picture or use pictures from a magazine to show what healthy food choices they'd make for one meal.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>It's time to eat (insert meal-breakfast, lunch, dinner, etc.). Why is it important to eat healthy food?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will engage scholars in a conversation about the importance of eating healthy foods.</b></li> <li><b>Facilitator:</b> <i>What makes food healthy or good for your body? Name some healthy foods? How often do you eat healthy foods? The facilitator should clarify any misconceptions and provide answers to the questions asked of the scholars</i></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will draw a picture (or use pictures from a magazine) of a healthy meal based on the conversation with the facilitator.</b></li> <li><b>Facilitator:</b> <i>Please tell me why you chose the foods you included in your drawing.</i></li> <li><b>The facilitator and scholar will discuss the scholar's drawing and determine if the food choices are healthy or not.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator will show scholars images of healthy food choices.**

**The facilitator will help scholars decide on healthy food choices.**

**Scholars will prepare healthy meals with a trusted adult.**

**Scholars will create a PSA (video) to tell others about the importance of making healthy food choices.**

**The facilitator will help scholars decide on healthy food choices.**

**The facilitator will show scholars images of healthy food choices.**

## **Activity Reflection:**

Have scholars respond to the following questions:

- **What are your three favorite foods?**
- **Based on what you learned from completing the activity, are your three favorite foods healthy? Why or why not?**

## **Supplemental Resources:**






# Activity Plan

**Title: We're on the Move!**

**Suggested Time: 345-60 minutes**

**Suggested Grade Level(s): K - 5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop an understanding of the importance of being physically active.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pencil</li> <li>paper</li> <li>journal</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>active</li> <li>healthy</li> </ul>	<p><b>Activity Overview:</b> Scholars will keep a journal of their physical activities for a week.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some physical activities that children can do to stay active and healthy?</i> <b>Scholars will verbally share physical activities.</b></li> <li><b>The facilitator will listen and provide feedback to as many responses as possible.</b></li> <li><b>Facilitator:</b> <i>Why do you think it's important to be physically active?</i> <b>Scholars will respond verbally.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Why do you think it's important to be physically active?</i> <i>Scholars will respond verbally.</i></li> <li><b>The facilitator will listen and provide feedback to as many responses as possible.</b></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will use paper or a journal to keep track of physical activities they take part in for at least one week.</b></li> <li><b>Scholars will rate their week of physical activity using the following scale and explain why they chose the rating:</b> <ul style="list-style-type: none"> <li> <b>I'm A Champion! (30 minutes or more minutes a day)</b></li> <li> <b>I'm Well On My Way! (20 minutes a day)</b></li> <li> <b>I'm Just Getting Started! (less than 20 minutes a day)</b></li> </ul> </li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can provide images or videos of others being physically active to prompt scholars to choose physical activities.

Scholars will make a video while participating in one physical activity. They can narrate the video by describing the activity they are taking part in as they try to influence others to stay active.

The facilitator can provide images or videos of others being physically active to prompt scholars to choose physical activities.

## **Activity Reflection:**

Scholars should respond to the following question:

- **What did you learn about the importance of being physically active from completing this activity? Are you active enough?**

## **Supplemental Resources:**

# Month at a Glance: December

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What Is a Bully?	It is important to understand what a bully is and what bullying is not.	bully	45 minutes
Just Say No to Bullying!	There are appropriate ways to respond to bullying.	bully, verbal, physical, isolation, exclusion	30 minutes
Peer Pressure Pen Pal	It is important to know how to respond to peer pressure.	peer pressure, positive, negative, firm, assertive	30-45 minutes
Know Your Triggers	Understanding your triggers and how to respond appropriately to them is an important part of healthy living.	trigger, coping mechanisms	45 minutes

# December



# Activity Plan

Title: What Is a bully?

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be able to define bullying.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>identify the bully handout</li> <li>sticky notes/index cards, "What would you do" scenarios</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>bully</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss what the term bullying means and use scenarios to practice responding to bullying situations.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will display images from the handout "Identify the Bully."</b></li> <li><b>Facilitator:</b> <i>Today we're going to talk about bullying. Look at the pictures on the screen. Can you identify which of these scholars is a bully? Accept all reasonable responses.</i></li> <li><b>Facilitator:</b> <i>The truth is, all of these could be bullies. Bullies do not have a specific look. They could be boys or girls, tall or short, big or small.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will distribute index cards or sticky notes.</b></li> <li><b>Facilitator:</b> <i>In your own words, write the definition of the word bully.</i></li> <li><b>Give scholars a few minutes to write the definition of the word bully and share their answers aloud.</b></li> <li><b>Facilitator:</b> <i>You all did a great job describing what a bully is and beginning to develop a definition for the word. The actual definition of bully is someone who constantly tries to harm or intimidate people who they feel are vulnerable or have little power.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>For the last part of this activity, I want you to review some scenarios. You will discuss the scenario with a buddy and talk about what you would do if you witnessed something like that happening. In your discussion, be sure to include what adult you would reach out to for support with the situation. (For any families completing this activity, you might want to read and discuss the scenarios together.)</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**K-2: The facilitator can read the scenarios aloud to the scholars and allow them to discuss each scenario in pairs.**

**Scholars can act out the scenarios or write more of them.**

**Scholars can do a research project discussing the effects of bullying.**

**Scholars can create a digital presentation discussing bullying prevention.**

**English Language Learners can be paired with a buddy with the same native language so they can discuss the activity.**

**A recording of the scenarios can be provided to the scholars.**

**Activity Reflection:**

Scholars can discuss what they learned about bullying and make a pledge to not be a bully or participate in bullying of any sort.

**Supplemental Resources:**

How to Stop Bullying YouTube video; 6 Things to do if You're Being Bullied YouTube Video



# Helpful versus Harmful Drugs





# “What Would You Do” Bullying Scenarios

**Scenario 1:** John rides the bus to school each day. Just about every day, Billy and Mark tease him about something he’s wearing. John usually ignores the boys, but for the past few days, things have gotten worse. Mark and Billy have started taking John’s lunch and eating it on the way to school. This means John has nothing to eat when it is time for lunch.

- What would you do if you were on the bus and noticed what’s been going on each day?

---

- Who would you talk to?

---

- What would you say to John?

---

**Scenario 2:** Sheila has some challenges with her reading. She never volunteers to read aloud in class. Her teacher encourages her to read aloud because she believes the classroom is a safe environment. One day Sheila finally volunteers to read aloud, but she makes several mistakes. Brian, one of her classmates, laughs at her. The teacher stops him immediately. Later that day, and for the next few days, Brian teases Sheila about her reading ability and calls her names.

- What would you do if you witnessed what Brian was doing to Sheila?

---

- Who would you talk to?

---

- What would you say to Sheila?

---

# “What Would You Do” Bullying Scenarios

**Scenario 3:** Monica recently moved to a new country. Her family had to flee from their home because things were bad for them. Monica and her family have very little money, so she wears the same clothing over and over. Carla notices the pattern of clothes Monica wears each day. Carla even made a chart and told everyone what Monica will wear each day. Many of the scholars in the class make fun of Monica and what she wears. Monica no longer wants to go to school each day.

- What would you do if you were in Monica’s class and noticed what her classmates were doing to her each day?

---

- Who would you talk to?

---

- What would you say to Monica?

---



# Activity Plan

**Title: Just Say No to Bullying!**

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): K-5**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify ways to respond to bullying.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> <li>crayons</li> <li>makers</li> <li>colored pencils</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>bully</li> <li>verbal</li> <li>physical</li> <li>isolation</li> <li>exclusion</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a drawing to demonstrate the importance of not being a bully.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>When you hear the word bullying, what does that mean to you? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>What are some different ways someone can be a bully? Allow scholars to respond.</i></li> <li><b>Discuss responses with scholars and highlight ways that bullying can be verbal, physical, or encourage exclusion/isolation.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>If someone tells you they don't want to share their lunch with you, is that bullying? Why or why not? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>If someone pushes you down on the playground when your teacher isn't looking, is that bullying? Why or why not? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>If someone calls you a mean name every day, is that bullying? Why or why not? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>What makes a situation bullying? Allow scholars to respond. Clarify any misconceptions.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars will draw a picture to demonstrate "Just Say No to Bullying."</b></li> <li><b>Facilitator:</b> <i>Explain your drawing and tell me how it demonstrates "Just Say No to Bullying."</i></li> <li><b>The facilitator and scholars will discuss the scholar's drawing. The facilitator will clarify any misconceptions.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can use pictures from a magazine to demonstrate "Just Say No to Bullying."**

**Scholars can write a short story to support their "Just Say No to Bullying" drawing.**

**Scholars can use pictures from a magazine to demonstrate "Just Say No to Bullying."**

**Activity Reflection:**

Have scholars respond to the following question:

- Why is it wrong to bully others?

**Supplemental Resources:**



# Activity Plan

Title: Know Your Triggers  
Suggested Time: 45 minutes  
Suggested Grade Level(s): 3-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand what a trigger is and how it impacts them.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>sticky notes</li><li>know your triggers handouts</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>triggers</li><li>coping mechanisms</li></ul>	<p><b>Activity Overview:</b> Scholars will identify things that trigger them to feel sad or angry and find ways to help them when they feel triggered.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Scholars, have you ever been having an awesome day, but then something happens and suddenly you're not feeling like yourself? <b>Accept all reasonable responses.</b></i></li><li><b>Facilitator:</b> <i>Well, the good thing is that you are not alone. This happens to all of us. Today, we will focus on identifying things that trigger us. Once we know our triggers, we will talk about some things we can do before we are triggered or once we feel triggered.</i></li></ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will write the word "Triggers" on the board.</b></li><li><b>Facilitator:</b> <i>Scholars take a minute and think about what the term "triggers" means. After you have thought about it, give me a thumbs up.</i></li><li><b>Give scholars time to think and have them share their responses.</b></li><li><b>Facilitator:</b> <i>A trigger is a thought or feeling that causes a response others may view as negative. Triggers vary from person to person. Let's think about that for a minute. What are some things that instantly change your mood? Remember, sometimes small things can trigger us and attempt to alter our day. Now, does anyone want to share an example of something that triggers them? <b>Accept reasonable responses.</b></i></li><li><b>Facilitator:</b> <i>Let's discuss what we should do when we feel triggered. What are some things you think you can do to calm yourself when you feel triggered? <b>Accept reasonable responses.</b></i></li></ul>



**Build (Rehearse  
& Build for  
Transfer/Close)**

- **The facilitator should distribute the “Know Your Triggers” handout.**
- **Facilitator:** *Now that we’ve discussed triggers, identified our triggers, and are aware of how to deal with some triggers, look at the handout. It’s divided into two sections. On the first half, I want you to list some of your triggers. On the other half, I want you to list some things you can do to help you when you are feeling triggered. **Allow time for scholars to complete the handout.***

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



Facilitators for scholars in grades K–2 can write ideas on chart paper or the board so they can refer to them when working independently.

Scholars can design posters to help support other scholars with their triggers.

Scholars can be provided with sentence frames.

Facilitators can write ideas on chart paper or the board so scholars can refer to them when working independently.

**Activity Reflection:**

Scholars will share their chart with their buddy. They will then decide what coping mechanism they will use to support their triggers.

**Supplemental Resources:**

Search "Coping Skills for Kids" video on YouTube.



# Know Your Triggers

Things that Trigger Me

Things I Should Do to Get  
Back on Track





# Activity Plan

Title: Peer Pressure Pen Pal  
 Suggested Time: 30-45 minutes  
 Suggested Grade Level(s): K-5

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify positive ways to respond to peer pressure.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peer pressure</li> <li>positive</li> <li>negative</li> <li>firm</li> <li>assertive</li> </ul>	<p><b>Activity Overview:</b> Scholars will demonstrate their understanding of how to respond to peer pressure by writing a letter to someone who is being peer pressured.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What does the term "peer pressure" mean to you? Allow scholars to respond.</i></li> <li><b>Facilitator:</b> <i>Do you think peer pressure is positive or negative? Allow scholars to respond.</i></li> <li><b>Guide scholars in understanding that peer pressure has a negative tone associated with it because it usually means one feels like they must do something they don't want to do as a result of being pressured by their peers.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What are some ways we can respond to peer pressure?</i></li> <li><b>Allow scholars to respond. Guide scholars in understanding that they should respond in a firm and assertive manner when being peer pressured. This sends the message that they won't be pressured into doing something they don't want to do.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Pretend your best friend told you they were being peer pressured to (cheat on a test, steal someone's cell phone, be mean to a classmate, or use profanity.) Write your best friend a letter to tell them how they should respond to being peer pressured. Remember! They will need to be firm and assertive so the person understands they won't be pressured into doing the wrong thing.</i></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**The facilitator can provide scholars with sentence starters for the letters.**

**Scholars can dictate the ideas of their letters to the facilitator as the facilitator scribes.**

**Scholars can read a peer or family member's letter and provide feedback on how impactful the letter could be to the person who received it.**

**The facilitator can provide scholars with sentence starters for the letters.**

**Scholars can dictate the ideas of their letters to the facilitator as the facilitator scribes.**

**Activity Reflection:**

Scholars will summarize what they learned in a \$1.00 Reflection. Each word in the reflection has a value of \$0.10, so scholars can only use ten words!

**Supplemental Resources:**



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# MY BEST ME

## LYRIC MUSIC VIDEO



SCAN ME



# MY BEST ME

Words and Music by Tamika Kelly

Verse 1 Solo  
in bold

**My smile's so wide** (My smile so wide)  
**Good things inside** (Good things inside)  
**Happy and free** (Happy and free)  
**I'm being me** (I'm being me)  
**My smile's so wide** (My smile so wide)  
**Good things inside** (Good things inside)  
**Happy and free** (Happy and free)  
**I'm being me** (I'm being me)

Chorus (All Sing)

My best me is standing strong  
Building for a future where I belong  
Healthy body-happy mind  
Making good choices and being kind  
My best me is standing free  
Building for a future where I can dream  
Healthy body-happy mind  
Making good choices and being kind

**My best me** (My best me)  
**My best me** (My best me)  
**My best me** (My best me)  
**My best me** (My best me)

Verse 2 Solo  
in bold

**My life's a gift** (My life's a gift)  
**And things may shift** (And things may shift)  
**Sometimes I'll fear** (Sometimes I'll fear)  
**And shed some tears** (And shed some tears)  
**And as I grow** (And as I grow)  
**I will say NO** (I will say NO)  
**To things that keep** (To things that keep)  
**Me from best me** (Me from best me)

Repeat the Chorus



# My Best Me

Words and Music by Tamika Kelly

With confidence  
♩ = 80

Solo

Voice

Piano

My

6

Solo

Voice

Pno.

smile's so wide. Good things in - side. Hap -  
life's a gift. And things may shift. Some -

My smile's so wide. Good things in - side.  
My life's a gift. And things may shift.

8

Solo

Voice

Pno.

py and free. I'm be - ing me. My smile's so wide. Good  
times I'll fear and shed some tears. And as I grow, I

Hap - py and free. I'm be - ing me. My smile's so wide.  
Some-times I'll fear and shed some tears. And as I grow,

11

Solo

things in-side. Hap - py and free. I'm be - ing me.  
will say NO to things that keep me from best me.

Voice

Good things in-side. Hap - py and free. I'm be - ing me. My  
I will say NO to things that keep me from best me. My

Pno.

14

Solo

Voice

best me is stand-ing strong. Build-ing for a fu-ture where I be - long.  
best me is stand-ing free. Build-ing for a fu-ture where I can dream.

Pno.

16

Solo

1.

Voice

Heal - thy bod - y, hap - py mind, ma-king good choic-es and be-ing kind. My

Pno.

18 2.

Solo 

My best me. My best me. My


Voice 

ma-king good choic-es and be-ing kind. My best me. My best me.


Pno. 

1. 2.

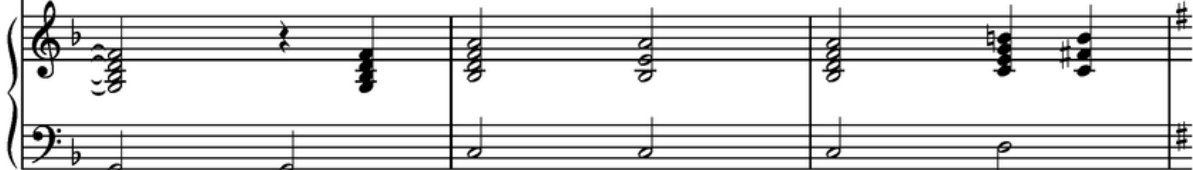
21 D.S.

Solo 


best me. My best me. My best me. My


Voice 

My best me. My best me. My best me.


Pno. 

24

Solo 

Voice 

best me is stand-ing strong. Build-ing for a fu-ture where I be - long.  
best me is stand-ing free. Build-ing for a fu-ture where I can dream.

Pno. 



26 1.

Solo

Voice

Heal - thy bod - y, hap - py mind, ma - king good choic - es and be - ing kind. My

Pno.

28 2.

Solo

Voice

ma - king good choic - es and be - ing kind. My best me. My best me. My

Pno.

31

Solo

Voice

best me. My best me. My best me.

Pno.

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# Skills Matrix

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
Time to Eat!	x		x		x	x	x	x	
We're on the Move!	x		x		x	x	x	x	x
What is a Bully?	x		x		x	x	x		x
Just Say No to Bullying!	x		x		x	x	x		x
Peer Pressure Pen Pal	x		x	x	x	x	x		x
Know your Triggers	x		x	x	x	x	x		x
Is Meth Really That Bad?	x		x	x	x	x	x		x
Alcohol, its more than Just a Drink	x		x	x	x	x	x		x
Ace's Mood Music	x		x	x	x	x	x		x
A Better Way	x		x		x	x	x		x
"Goal Getter"	x		x	x	x	x			x
Disappointment Happens	x		x	x	x	x	x		x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
Wants Versus Needs	x		x	x	x	x	x		x
Are You Saving or Spending	x	x	x	x	x	x			x
What's at My Core?	x		x		x	x			x
Be Positive!	x		x	x	x	x	x		x
Walking into Wellness	x		x	x	x	x	x	x	x
Race with Ace to Advocate	x		x	x	x	x			x
See it, Say it: Just Say No	x		x	x	x	x	x		x
Are you Positive?	x		x	x	x	x	x		x
When Good Pills Go Bad	x		x	x	x	x	x		x
Help! I Can't Put my Phone Down	x		x	x	x	x	x	x	x
Do You Know What You are Eating?	x		x	x	x	x	x		x
Just Say No to Gangs	x		x	x	x	x			x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
No Stress Zone	x		x		x	x	x	x	x
What is Mental Health?	x		x	x	x	x	x		x
Growth Mindset	x		x	x	x	x			x
Be Positive!	x		x	x	x	x	x		x
I'm in Control	x		x	x	x	x	x		x
Positive Blooms	x		x	x	x	x			x
A Picture is Worth A Thousand Words!	x		x	x	x	x	x		x
Hey, Mr. Postman!	x		x	x	x	x	x		x
Good Choice or Bad Choice	x		x	x	x	x	x	x	x
A Drug and Alcohol Free World	x		x	x	x	x	x	x	x
Feelings Charades	x		x		x	x	x		x
Ace's Attitude of Gratitude	x		x		x	x	x		x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
Creating my Vision	x		x	x	x	x			x
Who am I?	x		x	x	x	x			x
We are Family	x		x	x	x	x			x
Family Tree	x		x	x	x	x			x
What brings you Joy?	x		x	x	x	x	x		x
The Sounds of Happiness	x		x		x	x	x		x
Trust and Chat	x		x	x	x	x	x		x
Express Yourself	x	x	x	x	x	x	x		x
Just Say No	x		x	x	x	x	x		x
Be a Lifeline	x		x	x	x	x	x		x
I am an Influencer Too	x		x	x	x	x			x
Helpful vs Harmful	x		x	x	x	x	x		x

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DBHDD

# Red Ribbon 365's

## RELAXATION STATION

For Elementary School Scholars





These self-guided activities are designed for scholars to complete independently or with a friend or family member. They were created to provide opportunities to reflect and relax. We hope you will enjoy them!

**~The DBHDD Team**



**D·B·H·D·D**

Georgia Department  
of Behavioral Health &  
Developmental Disabilities



# All About Me!

Write and illustrate all about you!

My name is \_\_\_\_\_

\_\_\_\_\_

My birthday:

\_\_\_\_\_

I am \_\_\_\_\_ years old.

\_\_\_\_\_

This is a picture of my family

This is a picture of me!

\_\_\_\_\_

I live in \_\_\_\_\_

My favorite color is \_\_\_\_\_

My favorite pet is \_\_\_\_\_

My favorite food is \_\_\_\_\_



# Coloring Fun!

Choose your favorite colors to complete this picture.





# Planning to Be My Best Self!

Write and illustrate all about your goals!

## Behavior Goals

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## School Goals

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## Actions to Take

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## Actions to Take

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# The Perfect Summer Picnic Word Search

Find the words given in the word bank.

B P L V N Y O U J H C B A S K E T D B R C O E U Q  
A S C T S I V Y H N B X D E W N L H X S C I X V Q  
L Z O W L B S C X Q T V H E Q P K E V J Y B F X S  
L I O O J W S K O J U O U I Z G F B V S H V T U L  
S Y K H A L P C L R Q H F I J B N F F E P V R H R  
K N I A I L M X C E E R W L F C H Y D B Z B B L U  
B R E Y H M I W G N P V T T G C V J U P S P Z Y L  
J D S S K U P G R A P E S C Z C D O B L A N K E T  
Z Z J V U H A V N D G A H H C N P M K G K Z W M H  
X I S P O O N V R A V S A N D W I C H Y Z H I X N  
H Z L U N L D X P Y P E J O I Z E K S T A N M J E  
I N K Q C U P S N J Q K W S Y R T J R C I S V L U  
M Y X M N Y D K H J S G I D X S E E Y Q Z R N U S  
B K J C Z S P U Z N Z O Q N Q F X V R C O H O U Q  
S P L M S U N L A Y L H Z R S O D G Q E K D I P T  
F X Y M N B P T A Q F V K V C R N Y F J D H M C P  
Z P P E L I C E T T Z O E P M K C O L J Z R A S C  
F Z O Z C H I P S U E U K R P S R N T L S P Z Y L  
J O P E J A Y Y L W R S B E E B V V D U R Y M H Z  
C J N A B E F T C P I F E Q E N N B O H F V I D X

## Word Bank

Sandwich

Balls

Plates

Forks

Napkins

Cookies

Cups

Spoon

Blanket

Basket

Grapes

Chips



# Planning to Be My Best Self!

Write and illustrate all about your goals!

## Family Goals

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## Health Goals

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## Actions to Take

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## Actions to Take

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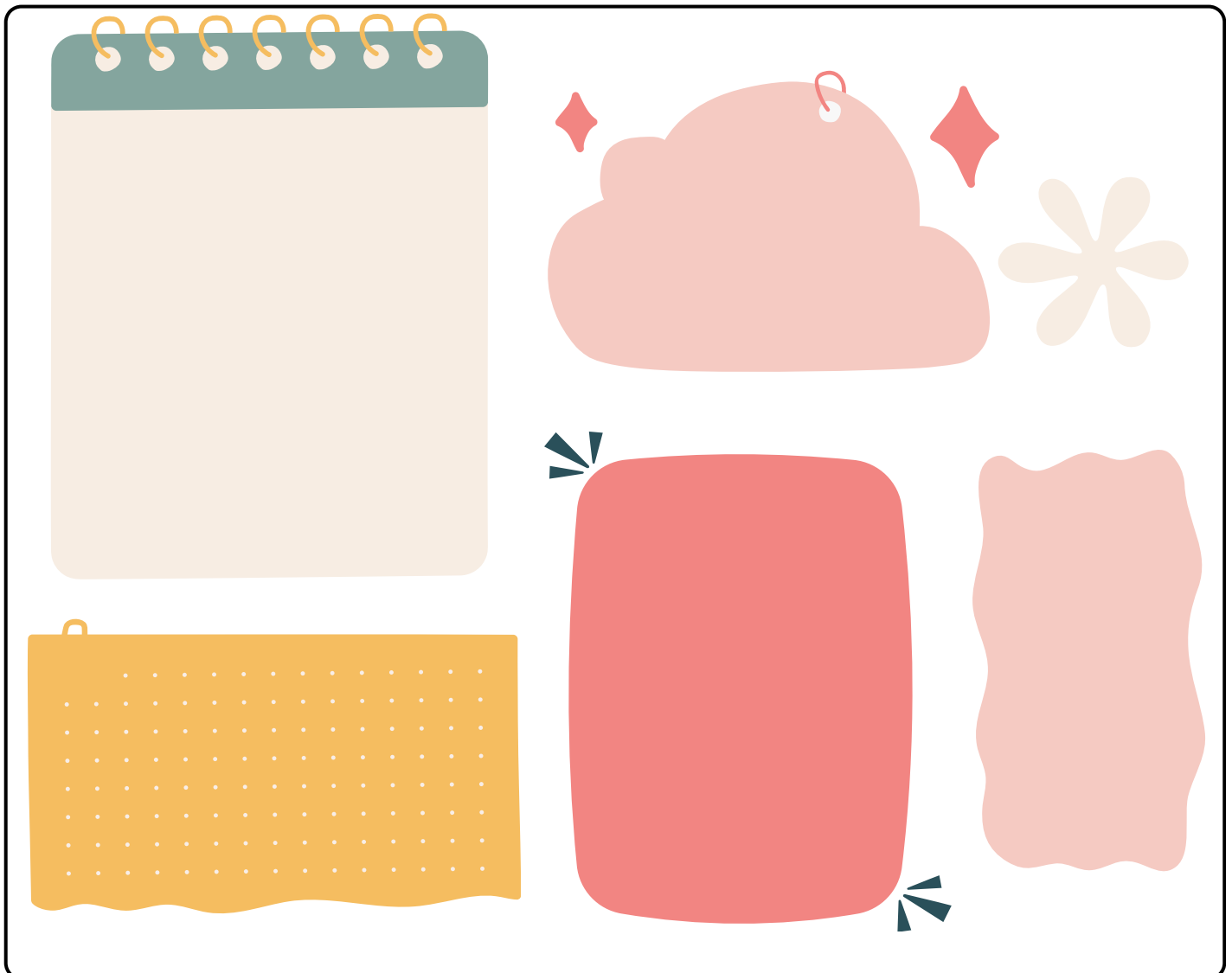


## See It Clearly

Find pictures related to your goals and place them on a poster board. Be as creative as you can be. You can also add pictures or words. Place your board somewhere close to keep you focused.

### Materials Needed:

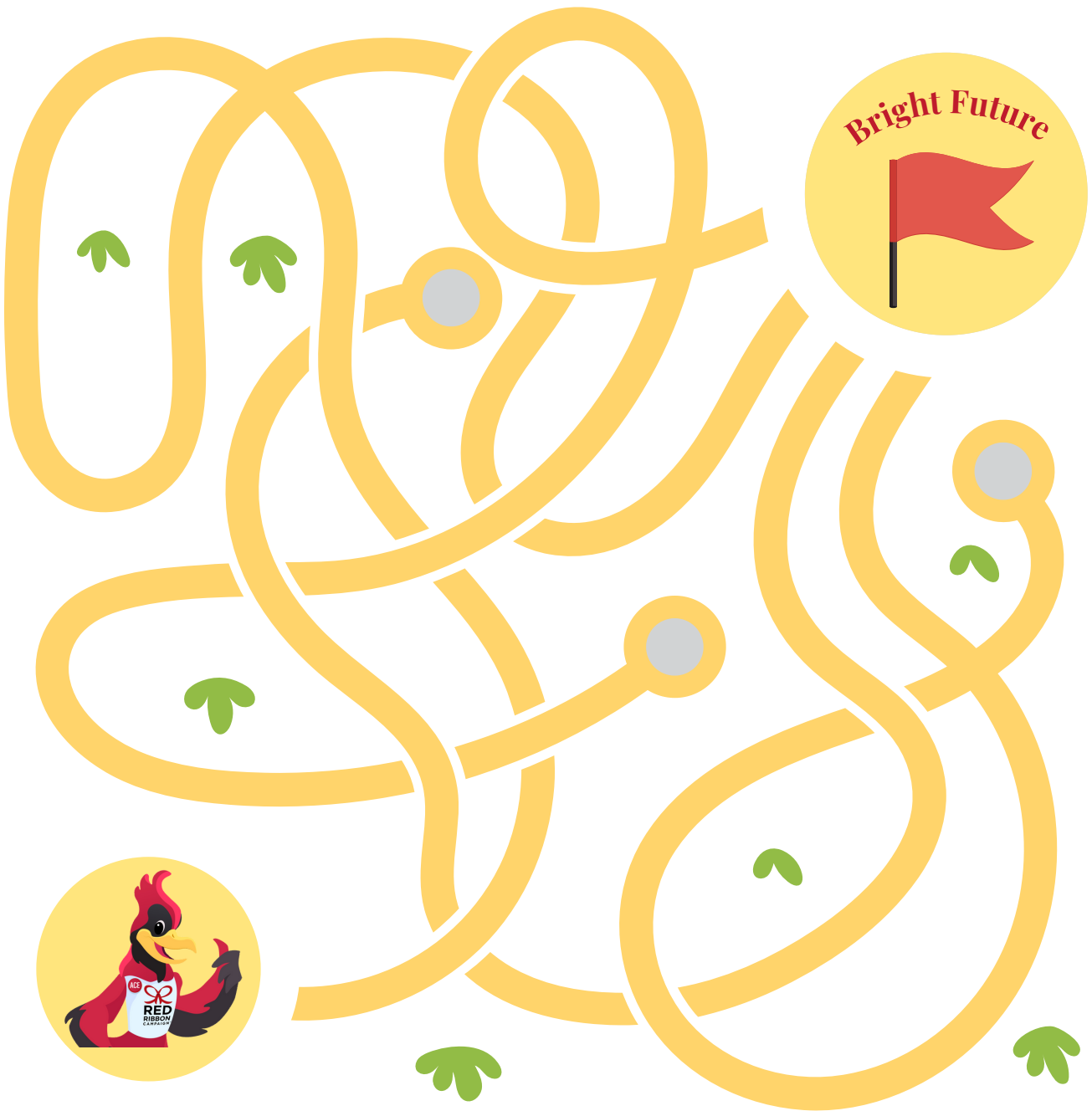
- Glue
- Scissors
- Poster board
- Magazine
- Internet images





# Future Maze Fun!

Help Ace find his bright future!







## Tea Time

Make a cup of your favorite hot beverage. While you are enjoying it, take some time to create an acrostic poem highlighting some words that describe you. Use the poem below as an example.

You can also do this using the letters from a loved one's name to let them know what you think of them. You may even want to create a video message to share your message with that special person!

**T**alented

**I**ncredible

**N**eat

**A**dventurous







## Sudoku 6x6

Fill in the missing numbers to solve the sudoku puzzle.

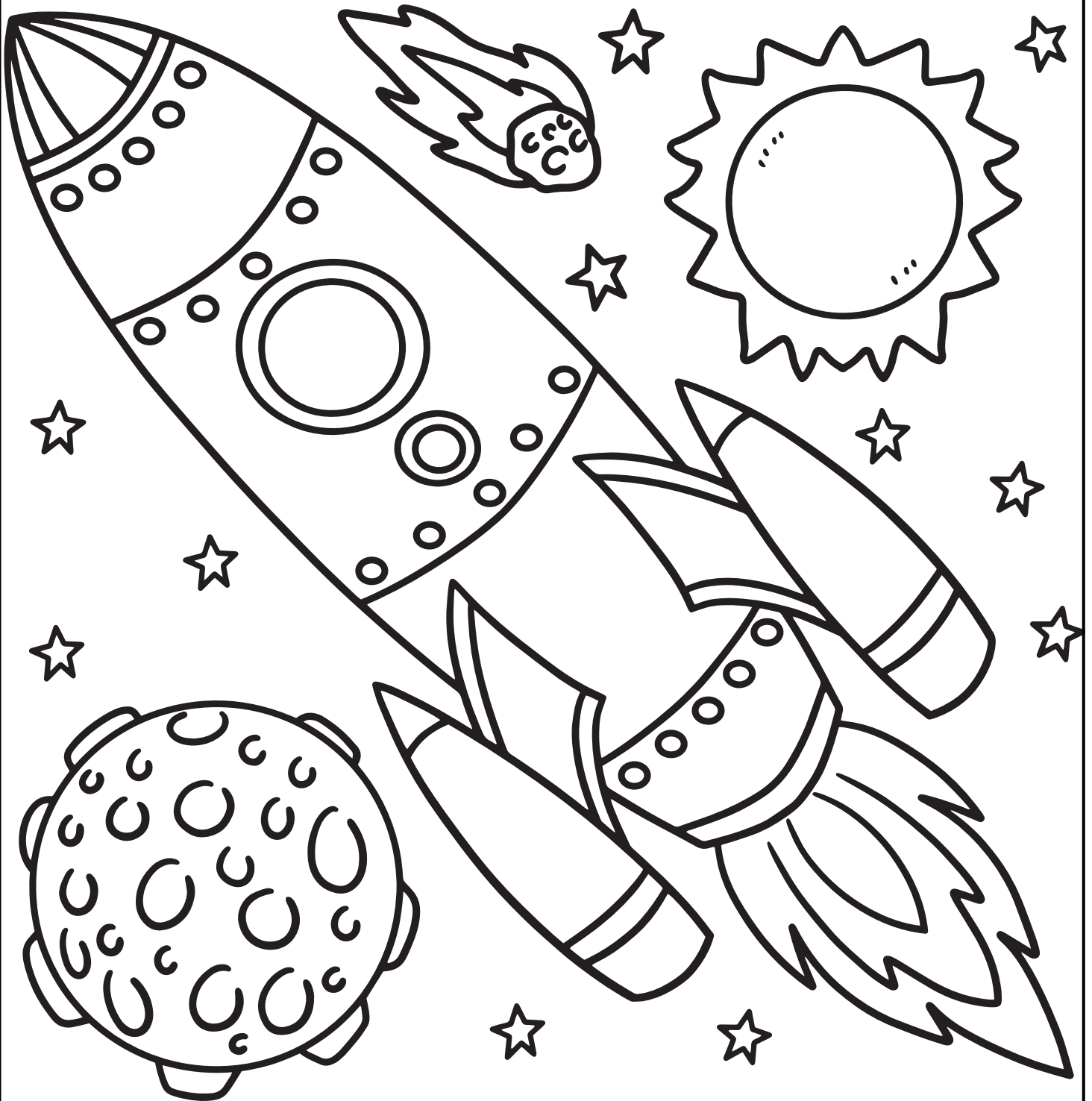
First select a number and then apply it to a sudoku cell.

	6		2		
2	5			6	
3	2	4	5	1	6
	1	6	3	2	
	4			3	
6	3	2		4	5



# Coloring Fun!

Choose your favorite colors to complete this picture.



# Take 5!



August 15th is International Relaxation Day, but it is a great idea to make relaxation a part of your daily routine! Choose five yoga poses from the image below. Hold each pose for one minute each. It's okay if you wobble or it isn't perfect! The more you practice, the easier it will become! Do this as many times as possible throughout the month. You can try the same poses repeatedly or you can try new ones to discover which are your favorites. Do it alone or with a friend or family member.

August

15



# Color by Number



Have you ever wondered why you spent so much time coloring when you were younger? Coloring is one of the most calming and relaxing things you can do! It's no wonder Kindergarten teachers have their students color. Many adults also use coloring as a form of relaxation and therapy. Use the code provided (or choose your favorite colors) to complete this picture. Learn more about some of the things that represent our great state of Georgia at the same time!

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11





## What's in a Friend Word Search

Find the words given in the word bank.

K R O D T F K J X Y R L W M D D M H B G Q P T V Q  
G S M C M A O M B K G G C A Q L A J B H O N E S T  
C J F N A C K L T K R H I Q O Y S E Y D Z V N L K  
C M N S Y C Z A S Y C T R K Y D G H E L O Y A L B  
O X G B W E T H T V G R F R E S P E C T F U L W K  
N Z F B O P Y Y E R R E X S Q Y G U V I U E Y Z G  
S J C R W T W U B I U G N K U R Y J Z T R B D M G  
I L A M U I A L G P L S T E E P B P V G D Q O V C  
D U T B J N E W N V O M T E R S P N B E Q M U Y V  
E H R Y G G Y M D E H S E W D O J O V I D S W I P  
R N P U Y K O C P G P T I I O J U P R I G R O X Z  
A L E P P U X R E A L P C T J R O S Y T D S Q Y E  
T N P A A A B G Y Y T J H C I C T N N O I R U I M  
E T J I B A T O M N V H R Y T V Z H B A S V Q S I  
S E U X K Q U I A P P G E S Q G E A Y C I W E V V  
Z B G K I Z P A E S V G V T Y O H B B M F Q M Q X  
Q U W E N K L Y D N P N B R I K U W A H A M Z B U  
D H N D D V R E Z J T K F B W C E D K U U I I L L  
T Q R S C Q F Q U L B D V S M I W Z T I H N M N M  
J N N C U F A R O S K F I Y I F G F C J U M Q W J

### Word Bank

Trustworthy

Respectful

Generous

Considerate

Supportive

Positive

Empathetic

Accepting

Loyal

Kind

Patient

Honest





# The Perfect Summer Picnic



## PERFECT SUMMER PICNIC













# The Perfect Summer Picnic

- The Perfect Summer Picnic can happen anytime! Plan it!
  - Create a menu of foods and beverages that includes something each guest will enjoy.
  - Think of at least one activity or game that allows you to connect without using your cell phones.
- Once you have all the details, create a personal (written or recorded) invitation to see who can join you.



**Here's a checklist to make sure you include everything needed for the perfect picnic!**

- Location, date and time 
- Food and beverage menu 
- Picnic supplies (basket, paper towels, cups, etc.) 
- Items for setup (blankets, pillows, chairs, etc.) 
- Games/Equipment 
- Invitation 



# The Perfect Summer Picnic

Location / Date / Time

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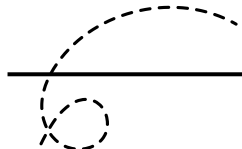
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Items for setup

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Games/Ideas

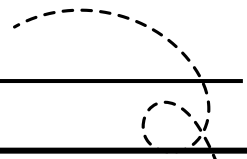
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Picnic Supplies

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# Summer Picnic Planning

## Food and Beverages Menu

*Menu*

## Invitation



# My Emotions

Write your name on the line to complete the title above. Keep track of how you feel for a week.



-----'s face

Sun

Mon

Tue

Happy

Cool

Excited

Wed

Thu

Fri

Angry

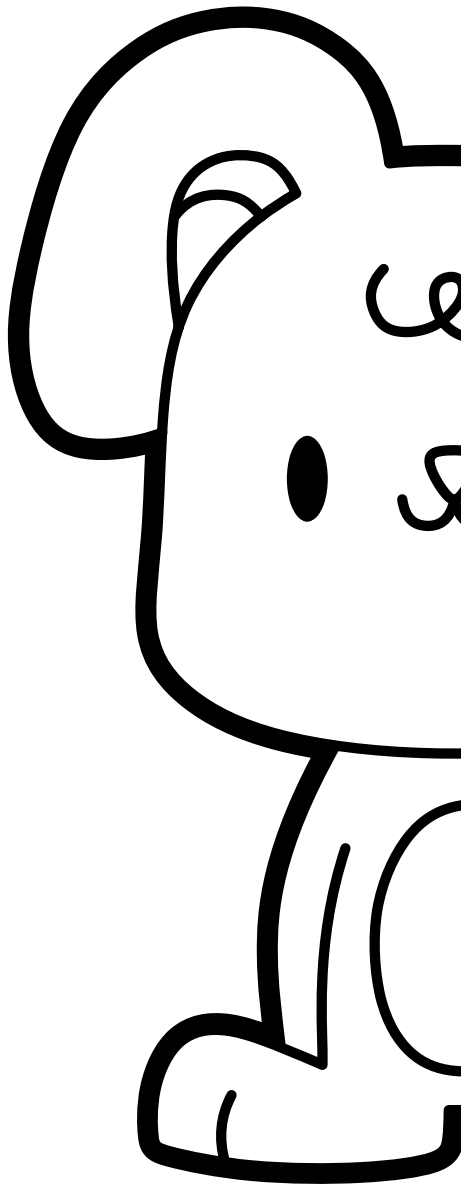
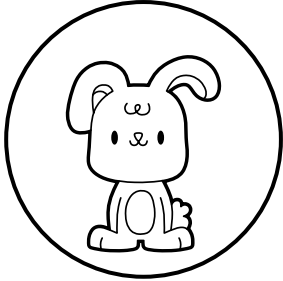
Sad

Silly



# Draw and Color

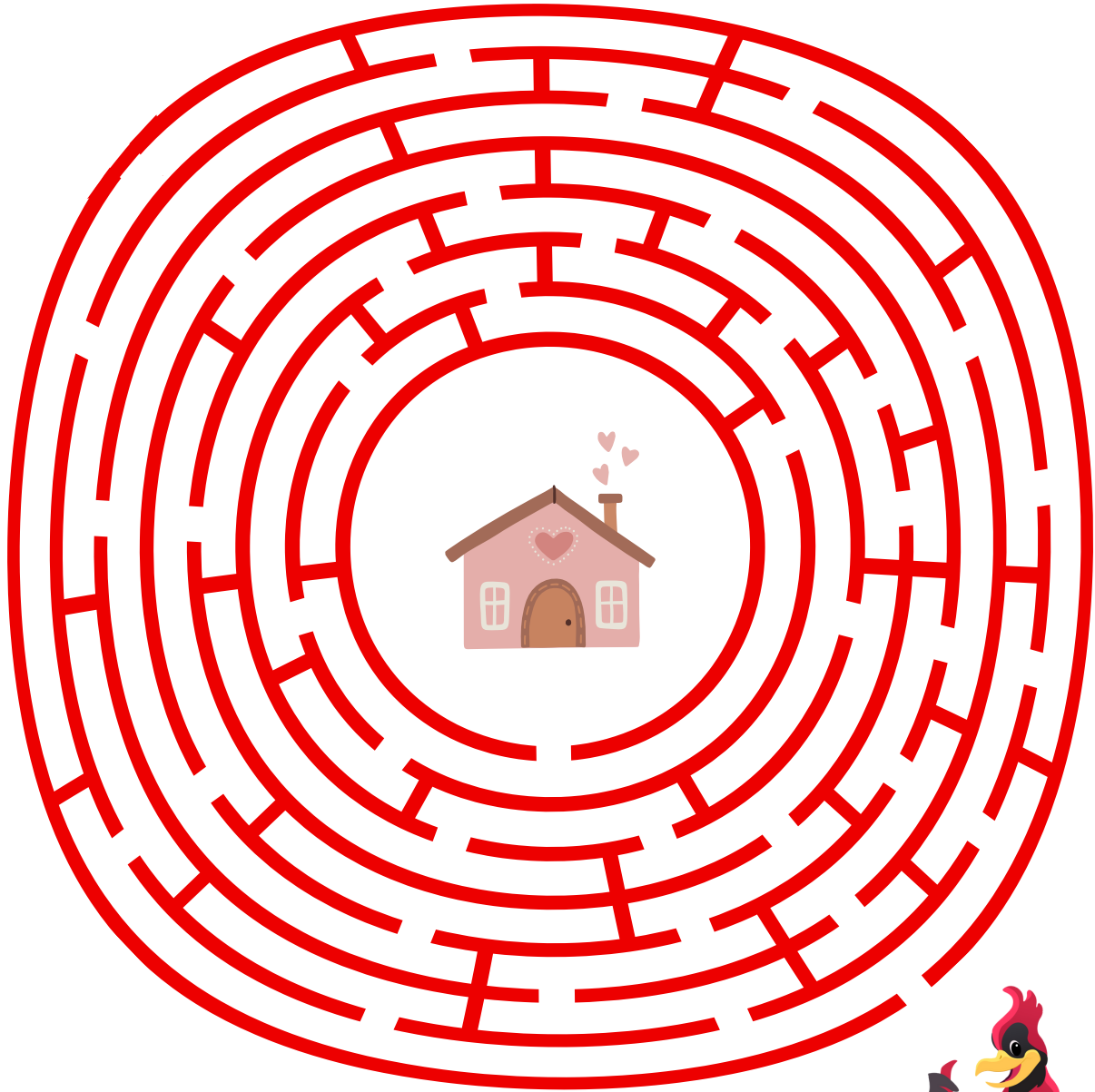
Draw and color the other half of the picture.





# Home Maze Fun!

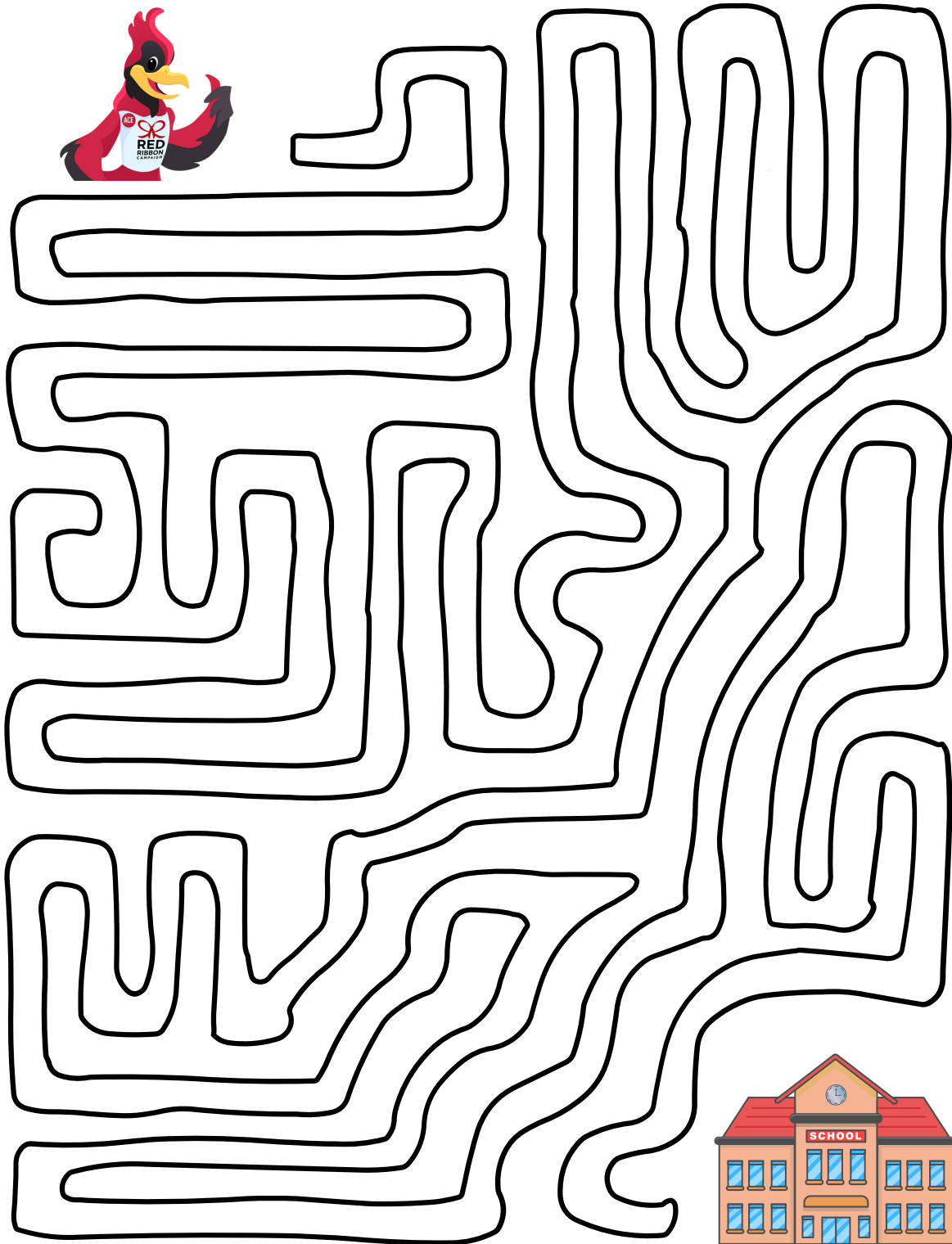
Ace has dreams of having a nice home. He can have it with your help!





# School Maze Fun!

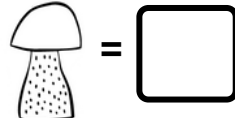
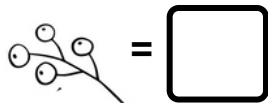
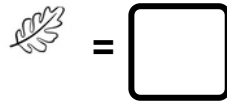
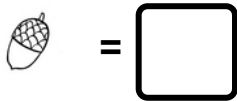
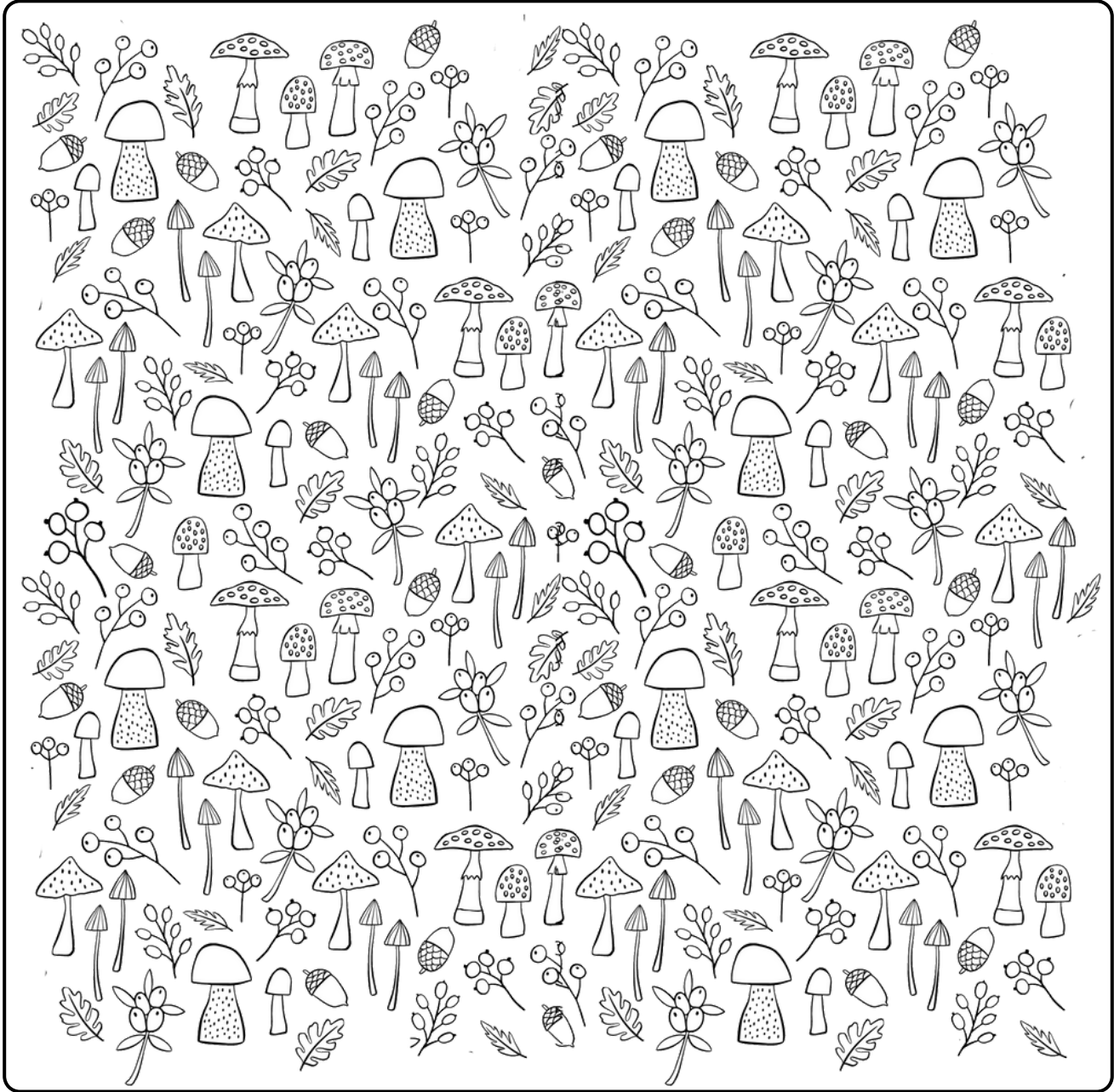
Help Ace find his way to school.





# A Rainforest Trip I Spy

Look at the images at the bottom of the page. How many of each can you spy?







# The Perfect Summer Picnic Word Search

Find the words given in the word bank.

R F G N K T D V A R S A N D W I C H A B N T V L S  
D O O M F H J M N L A U M A U P G O W D L P G X I  
Z H L E J Y D V D R Z K N Q G Y G R I N S E C T S  
O Z S T V B L G M Z B Q J O C Q N R A A P P G Q U  
V B D N E D N P J B N N C S A N Z A A Q D S Q H U  
W K A Z N J M N H N R Q H U R B D D P S S B M P C  
I U V S J I R S W D H U J S D M I L E K S B V W N  
W R R Q K K B U K M H N E N S R O Z Q P I Z B H T  
W K X J N E G Z E S W A T E R M E L O N L N H D X  
O K X B Z H T P G F B X K F O U U X J D G A S N I  
A R X D O B A L L S L U D P J J M C W F M O T O O  
M X Q I G S Q C O D A A T H C Z S H U Z Q H L E A  
W D X R R G H H E Z N F H U Q R I W T P B V Q Y S  
A K F I A H M H L W K H Y U X Q G L S K S L T E E  
Y P O J P W C V H Z E T Y J O S W N Q C A G M I O  
V X R L E W U L J Q T U H Y V K P E V Z V A D P Q  
R Y K H S H K M F P R Q P R I Z B O F K K M K V O  
Y X V N H B T V M B J V U O L W F C O H F E Z M Z  
P O B Q K D E S S E R T L N D S V B N N O S S B I  
B P W V R I K J T F R T V J O G B V L F R O C A J

## Word Bank

Balls	Blanket	Dessert	Basket
Watermelon	Cups	Fork	Spoon
Sandwich	Insects	Plates	Grass
Napkins	Games	Grapes	Cards



# My LifeLine

A lifeline is something used to escape difficult situations. Think of the people you interact with daily. How are they a part of your lifeline? Who might you need to consider adding to your lifeline during challenging times?

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# Draw and Color

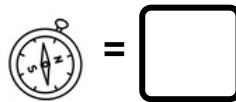
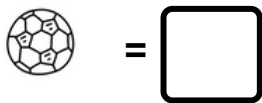
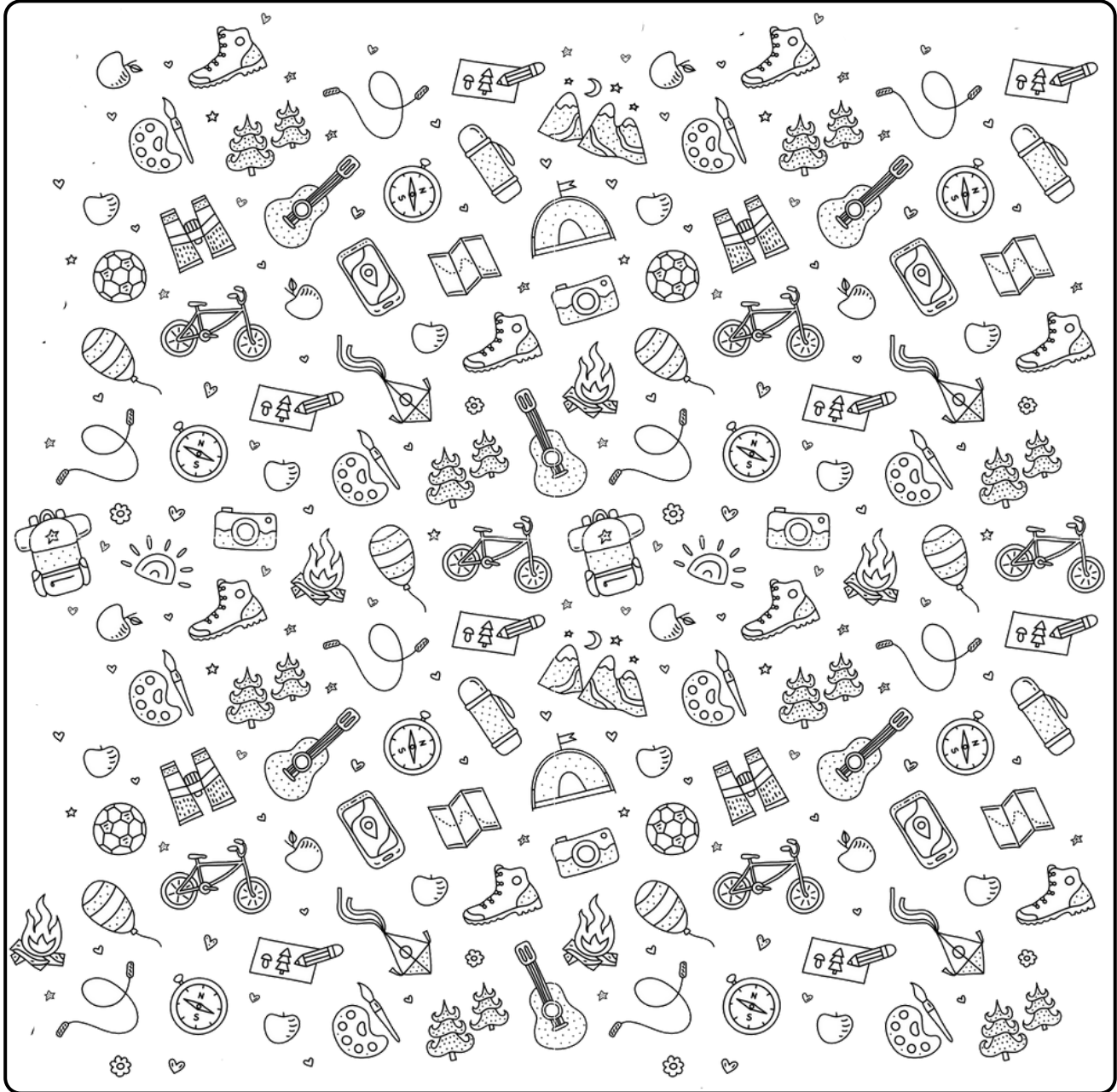
Draw and color the other half of the picture.





# A Safari Trip I Spy

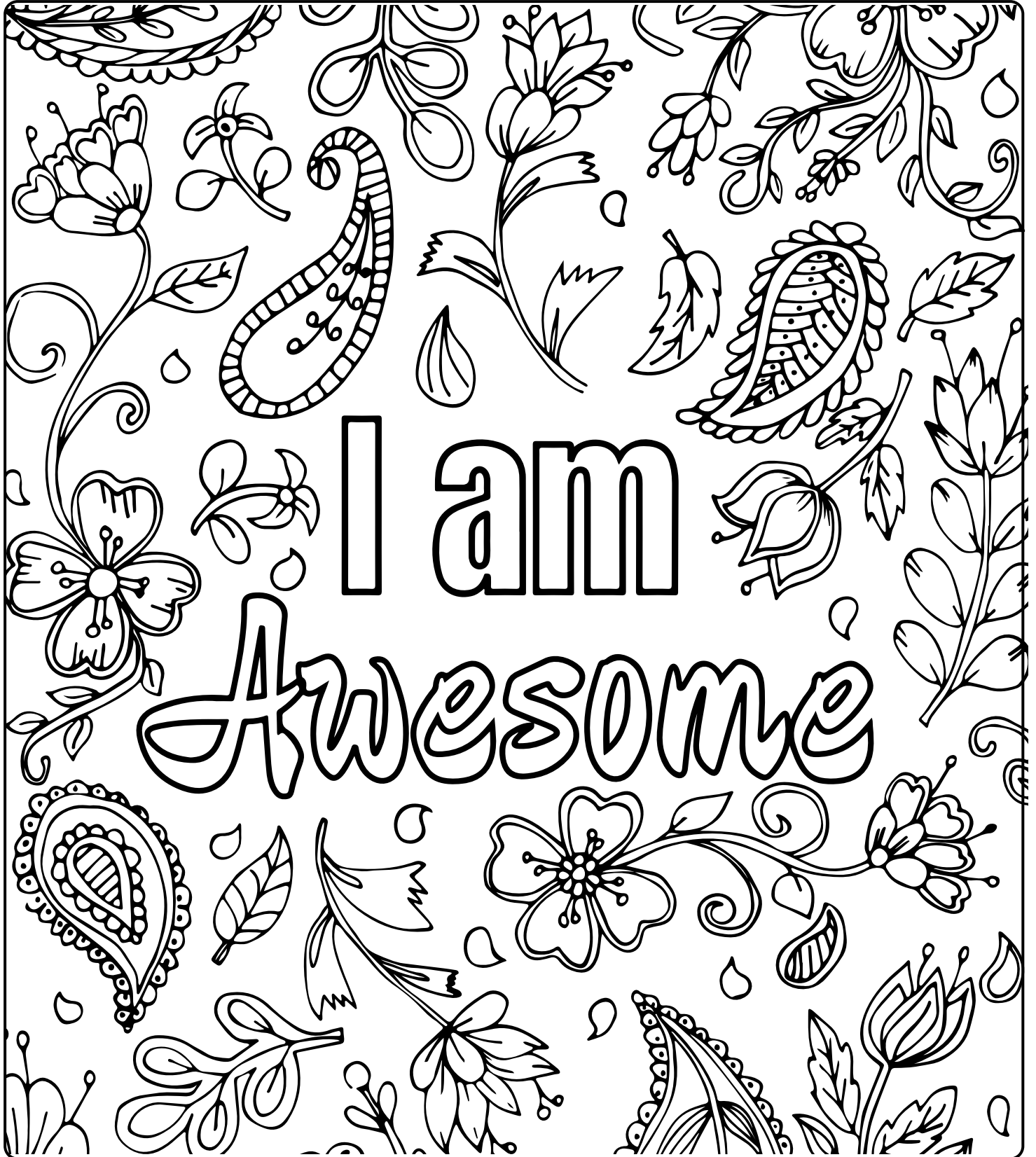
Look at the images at the bottom of the page. How many of each can you spy?





## Coloring Fun!

Choose your favorite colors to complete this picture.





# Peace Maze Fun!

Help Ace find his peace!



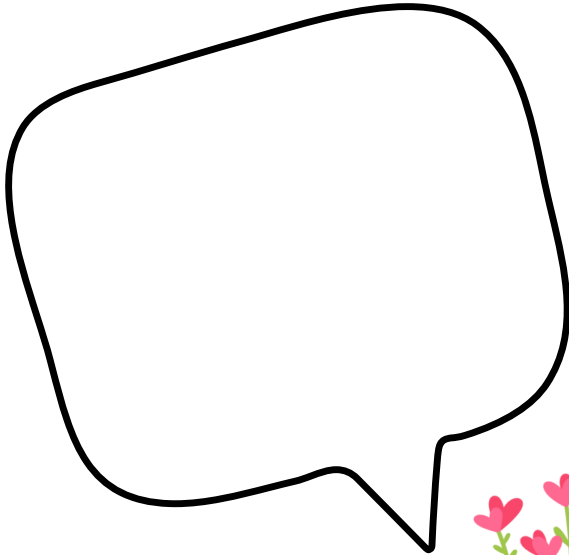




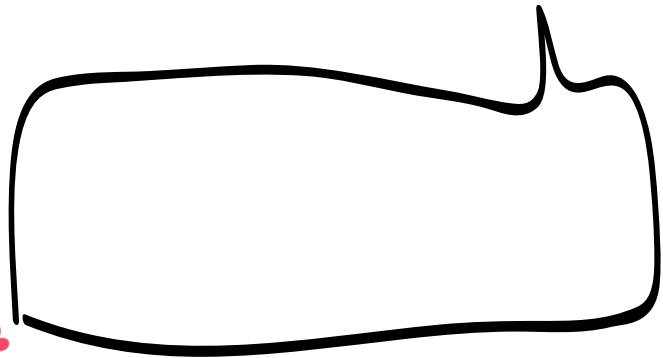
# Am I a Good Friend?

Do you think you are a good friend? Take some time to ask a friend.

What makes me a good friend.

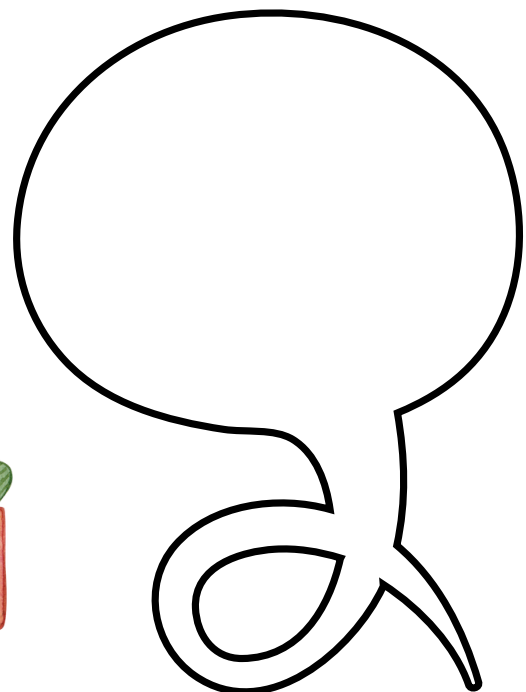
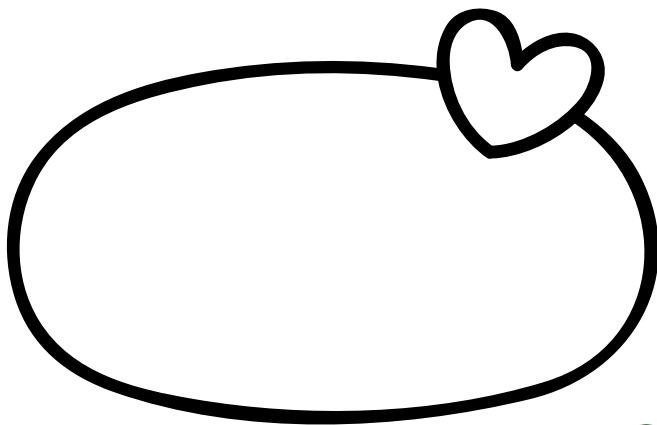


Share a time I made you laugh!



Name a time I made you feel special.

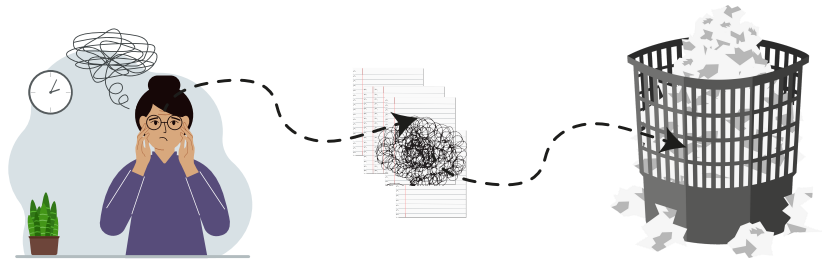
How can I be a better friend?





# Trash Talk

Sometimes the negative thoughts we have about ourselves and those we hear from others keep us from being our best selves.



## Materials Needed

- 5 sheets of paper
- a writing utensil
- a trashcan or something that can be used as a basket



## Directions:

1. Cut each sheet of paper in half. (This means you will end up with 10 pieces of paper.)
2. Write 5 things (one on each sheet) that keep you from being your best self.
3. Crumple each sheet of paper.
4. Place your "basket" far enough away that it becomes difficult to throw and land the paper into it.
5. Throw each sheet of paper into the basket. If you don't make it the first time, try again until all 5 sheets are in the "basket."
6. Recall the five things you "trashed." On the remaining five sheets of paper, decide how you will make small changes to improve in each of those areas.

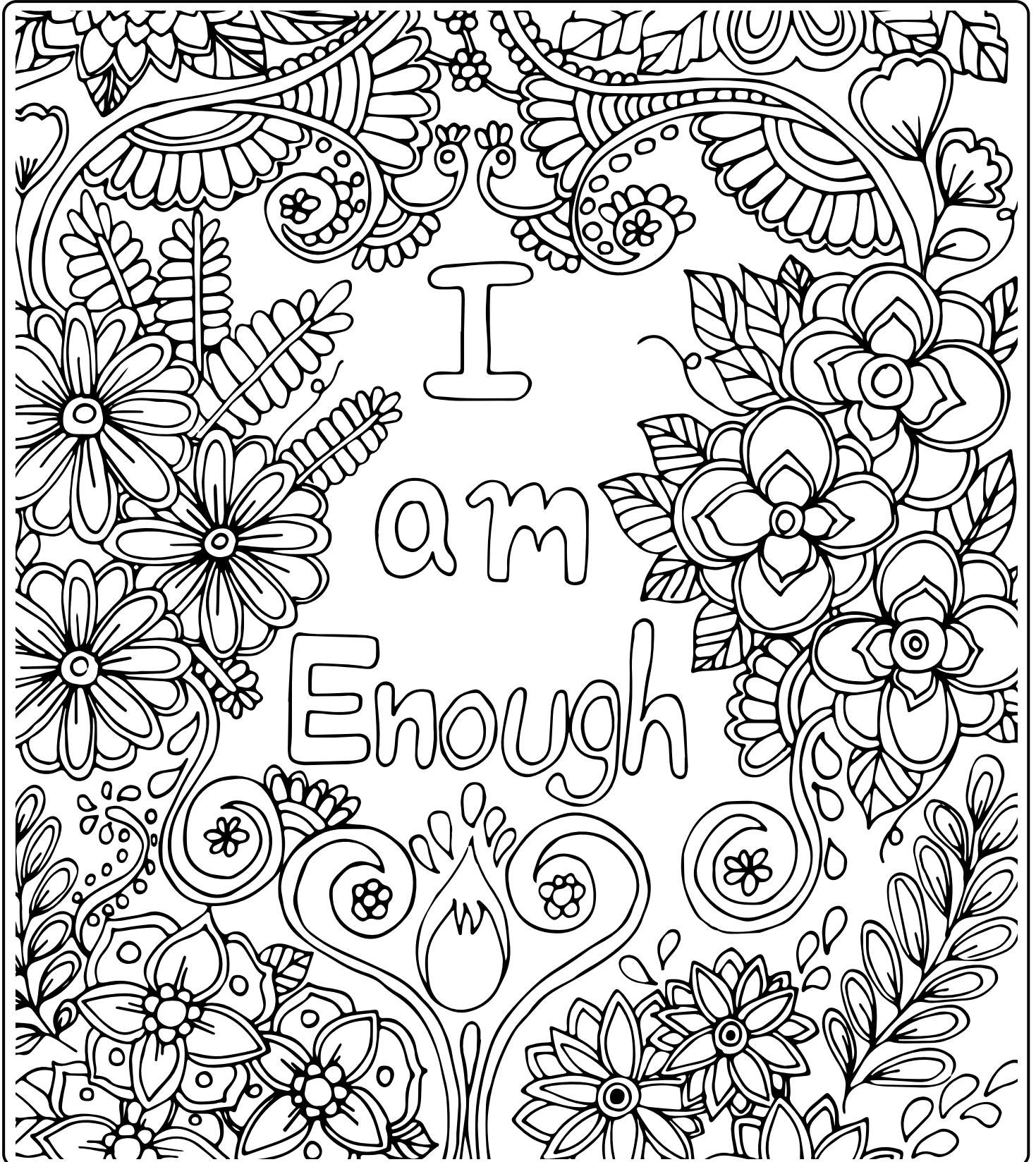
**Lesson:** *Whether it was easy or hard to make your "basket," you kept trying. Anything worth changing is worth working for. You can do hard things!*





# Coloring Fun!

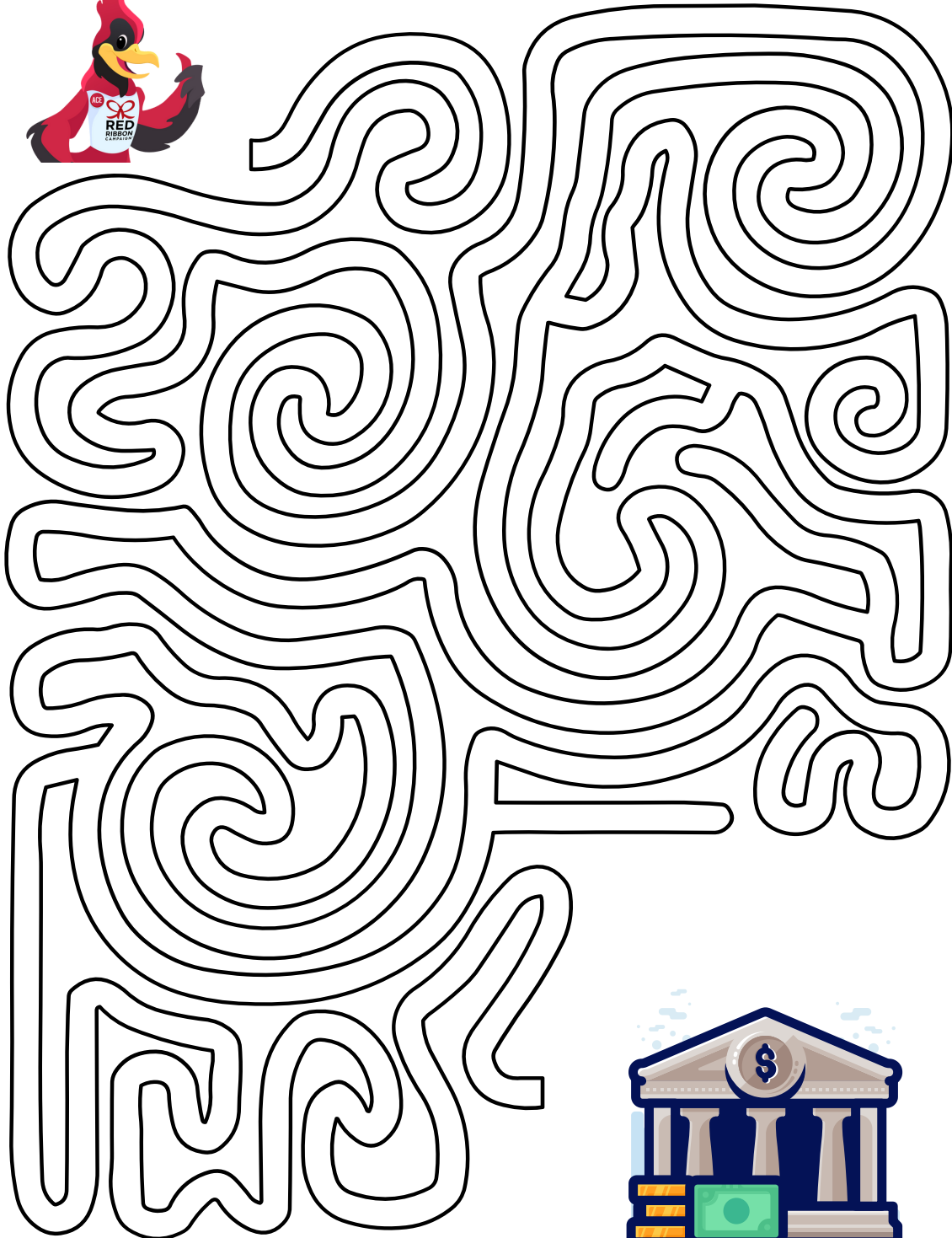
Choose your favorite colors to complete this picture.





# Bank Maze Fun!

Ace was just paid for helping his neighbor clean his garage.  
Help him find a bank to make a deposit.





## A Friend Worth Having

Create a social media post about a friend worth having. Convince your parents to post it to their social media pages to see how their friends respond.

Create post

Friends

What's on you mind?

Aa

Add to your post

Post



## Make Money Word Search

Find the words given in the word bank.

Q S R T X X W Y Y S E S Z D S Z A U W X D S X P E  
B P O Q E R K U Q Z D F R T G N T T B N X U U F L  
G B V S H M O P R T G S I H Y R L N U K H P W Y G  
O J U N D R J P F S O H H N J O Y Z D N W P L G E  
Z W F J S G Y P Q K N Q Q T A S H C G E X L S V A  
O F K E S O B S U S W D N L C N O I E E M Y Y L T  
D X O D C R E D I T S E O W C O C Y T D B H R O K  
Y P D S O O X U W T N B G S E J N E E S H M D J S  
J J K U F I N C K V X T O A Q Z C S L U J L I Q A  
L E P P E G H W Y J C M B V U B H E U L V U N G N  
Z A Q N N I R D A F L J Y I U H K K A M L R V D L  
N L Q G D A F S D N Z K U N C Y I N E K E D E L I  
I D C R E F L V Z R T J M G Y A Z A D C G R S L C  
S V D V M H V Q Y K F S E S T T P J P D G X T C Z  
H Q T T A T T L X W C C O S T A W I M V I D Y X B  
E G R Y N F P S G S D I K S T O Y G T U Y I K R N  
D Y I Z D Q U J P A Q T H C W O H P O A C L D U U  
Q P Q P E S L M H G W W V E U W C Q Z O L O B A M  
V C I Y W F J F Y V F A R O K U C K Q A D H R Y H  
Q C X B H H T B U N L Q N L M V N D S X L S K M Z

### Word Bank

Consumer

Capital

Savings

Cost

Demand

Finance

Supply

Debt

Budget

Credit

Invest

Wants

Goods

Needs

Stocks



# Things money can't do

Many people would like to have more money. What are some things money cannot buy? Write them in the spaces below.

A large circular graphic designed for a writing activity. In the center is a smaller circle containing the text "THINGS MONEY CAN'T DO" in a bold, serif font. Below this text is a small version of the Red Ribbon Campaign logo (a cardinal with a ribbon). The outer ring of the large circle is divided into eight equal segments by radial lines. Each segment contains a horizontal dotted line, providing a space for students to write their answers.



# Not Your Average Skittles

Fruits of your choice:

---

---

---

Recipe for a great sauce:

---

---

---

Eating more healthy foods can help you feel better!  
Surprise your family by asking to make a fruit salad to go along with your meal. Choose up to 3 fruits of your choice. You can even make your own sauce to pour over it.

**Let's go Chef!**





# My Emotions

Write your name on the line to complete the title above. Keep track of how you feel for a week.



-----'s face

Sun

Mon

Tue

Happy

Cool

Excited

Wed

Thu

Fri

Angry

Sad

Silly



## Sudoku 4x4

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

4	3	2	1
	2		
	4	1	
		4	3





## What's Cooking

Some people say, "You are what you eat." Are you really? Maybe you aren't an actual cheeseburger, taco, pizza, or piece of chicken, but eating more healthy foods can energize you!



Being healthy starts from within. Surprise your family one Saturday morning and ask to help make a healthy breakfast.





# Get Up and Move

Do you have any idea how long it takes you to walk or run a mile? Identify a safe space to find out! Ask a friend or family member to join you and time it! Schedule time to walk or run at least twice a week. At the end of 30 days, time yourself again to check for progress.



Walk or run a mile:

---

Identify a safe space

---

Name a friend or family member to join you:




---

Benefits of walking:

---

## 30 Day Tracker

Color each circle when you achieve your daily target.

			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



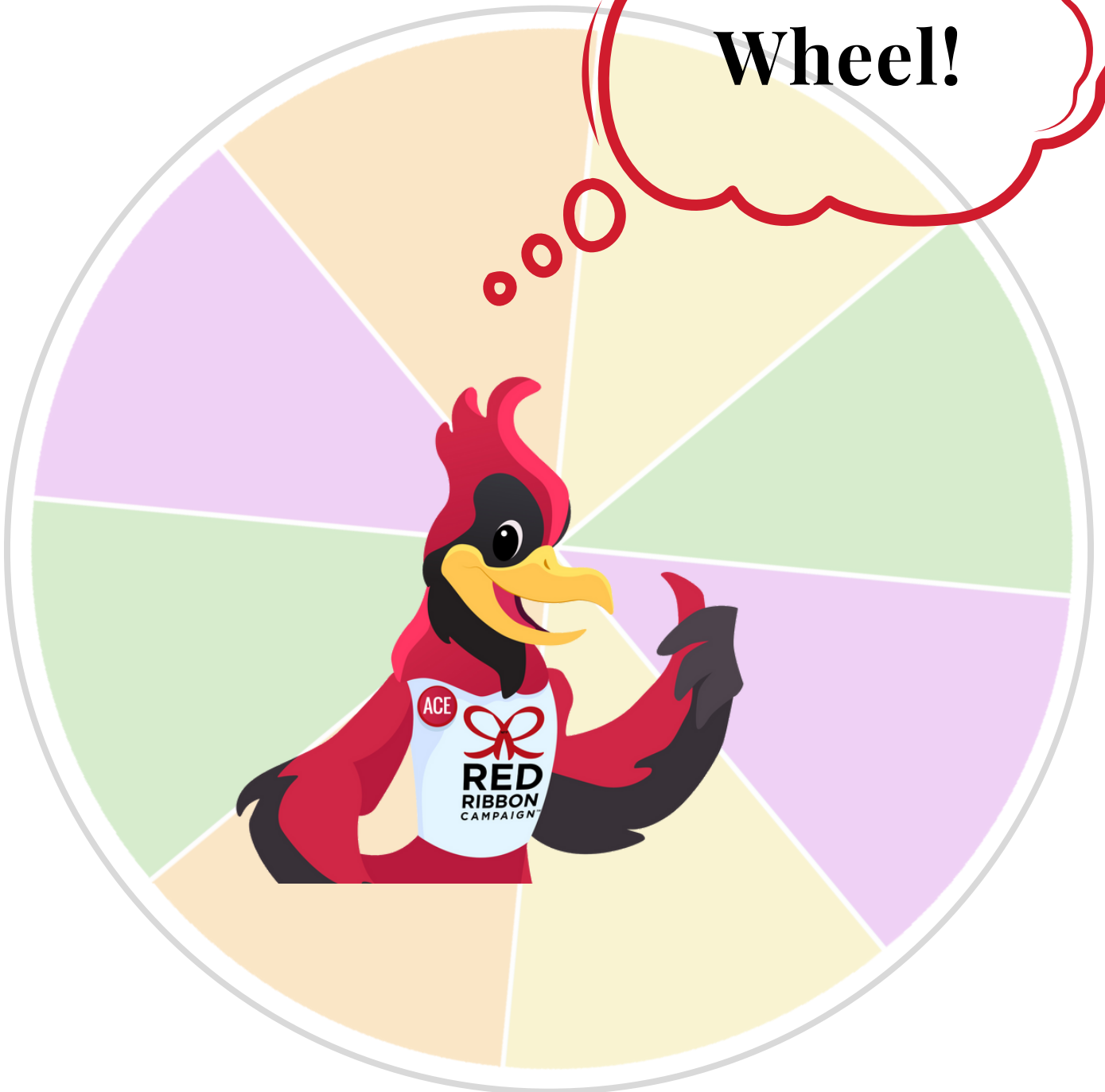
# Lifting Weights Maze Fun!

Ace wants to try out for the basketball team and decides to get in shape. Where should he start?





**Spin the  
Wheel!**

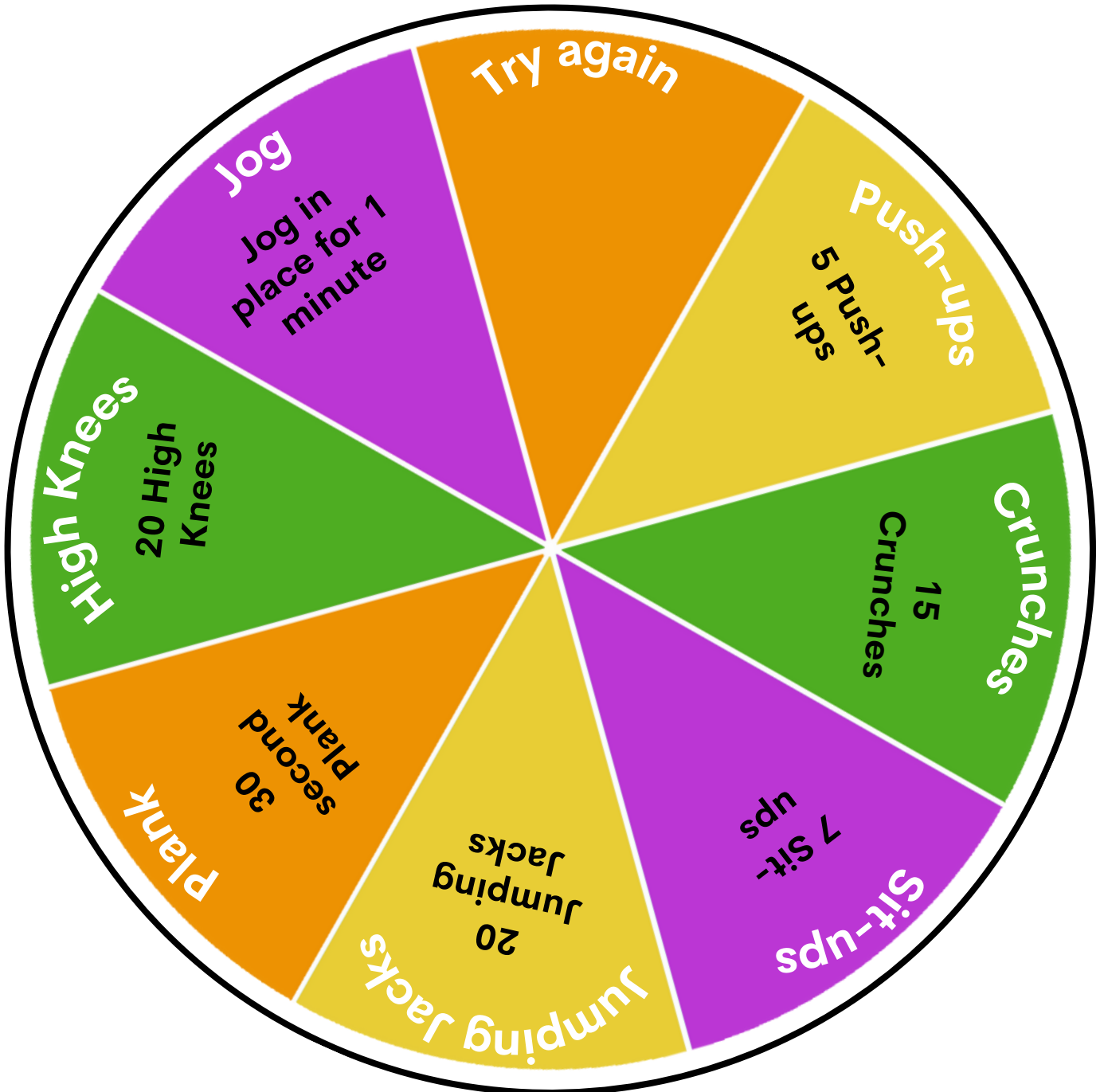






# Spin the Wheel!

All you need is ten minutes! Spin the wheel and do as many exercises as you can. Grab a friend or go at it alone!





## It's Better to Give! Word Search

Find the words given in the word bank.

S S E Q H Z Z J B J E J U H C X J Q H J Y P Q O L  
U I E D Q P X R O E Z U V X Y M U W T T X J Y A I  
P U C H Z J A M D S O T O Y V H J G V H L Q S X O  
O Z O N N E Y Y P E D V L Y G N C I K A F Y V D U  
R C M A T V C E E R Z T U P P M T D M E K J I X N  
T W M Q N N B Q S V Y G N F J T C D V O M H N B Y  
Y P U P Q X C A H E D X T Y E Q N Q X C A S H Y L  
R L N G I V E P E T K K E W B U R P L H M D U A C  
I G I F I M U A L A R E E X Z D U A T M C Y H C W  
N L T Z D N G U T A H Z R W K R L T U N P T A O U  
J E Y Y H Q S I E S E D G S Z I W E T N X H V L I  
Y A T F A T S C R S H F M O V V W M C O L K T L L  
N D Z I X I I M N I M O L L X E V J L D F Y Z E A  
V E Q M A E Z X S S P O X Z N M Y Y O O L D Z C T  
H R E V G M Z P O T R D J E P Z X N T F G M A T P  
L L T K A P X R D O N A T E E Y R Q H P W V M D L  
F S A L U G U U T J Y N J A Q Q P C I W C J Z I T  
U J E S E R V I C E R W X I U L P H N V U Z X F A  
U M T M V Z Y F Q D B Z G G E V N V G Z U K E C C  
J Q X Z M A M Q K A C E B T G C V V L K J Z D I U

### Word Bank

Community

Service

Volunteer

Give

Serve

Leader

Donate

Drive

Collect

Clothing

Shelter

Food

Cash

Assist

Suport



# The Giving Tree

You are never too young to serve your community.  
Plan a community service project that you can be proud of.

Who will benefit from this service project?

---

---

---

---

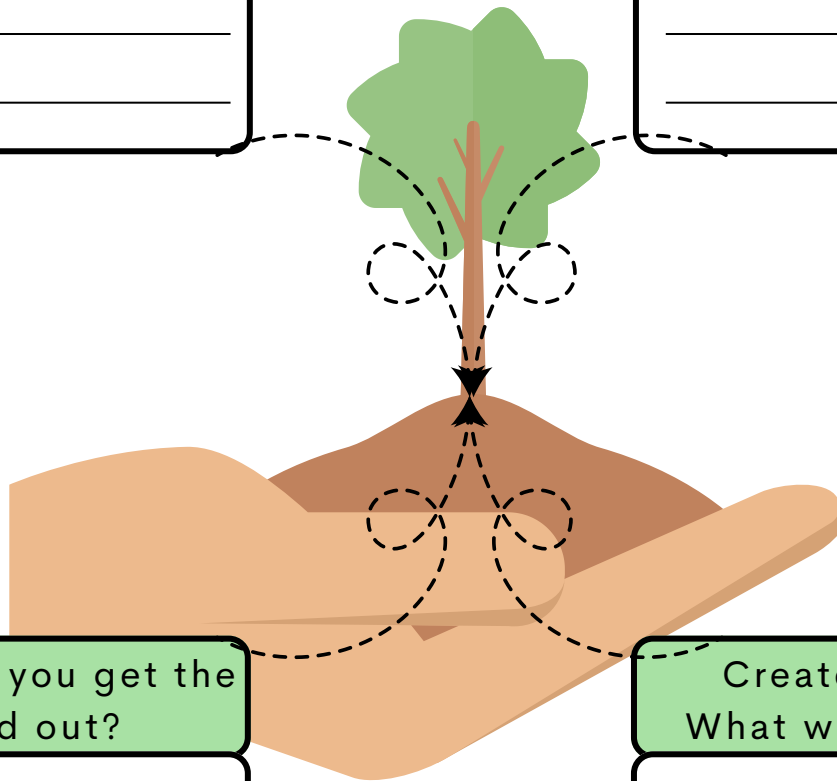
Who will be on your team?

---

---

---

---



How will you get the word out?

---

---

---

---

Create a plan.  
What will you do?

---

---

---

---





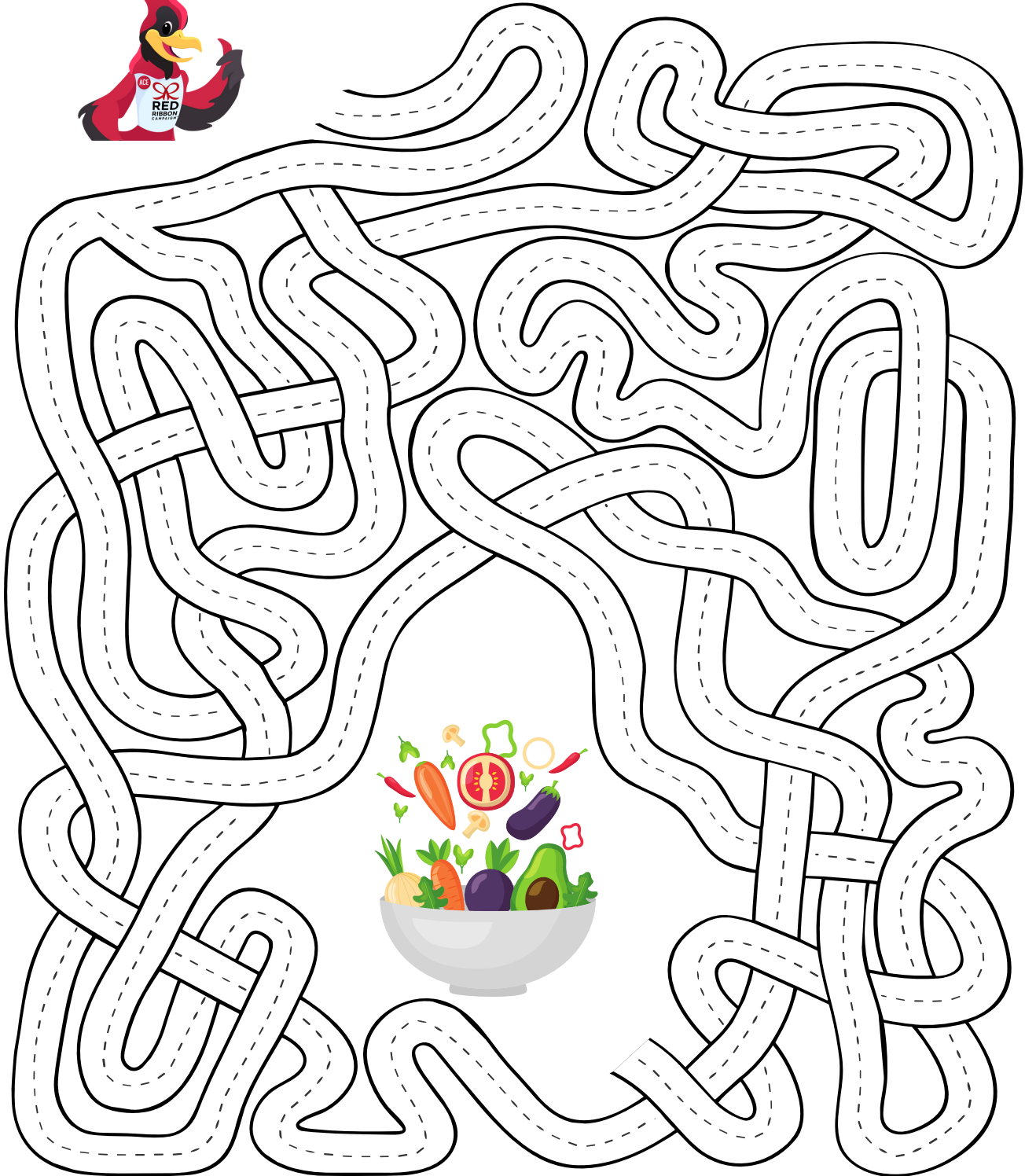
# Community Service

Create a digital flyer or poster to share the details of your community service project. Be sure to include important dates and images related to the project. Tell others how they can help.



# Healthy Food Maze Fun!

Ace has been eating too much junk food and decides he needs to eat healthier. Help him find his way to better choices.





## Sudoku 4x4

Fill in the missing numbers to solve the sudoku puzzle.

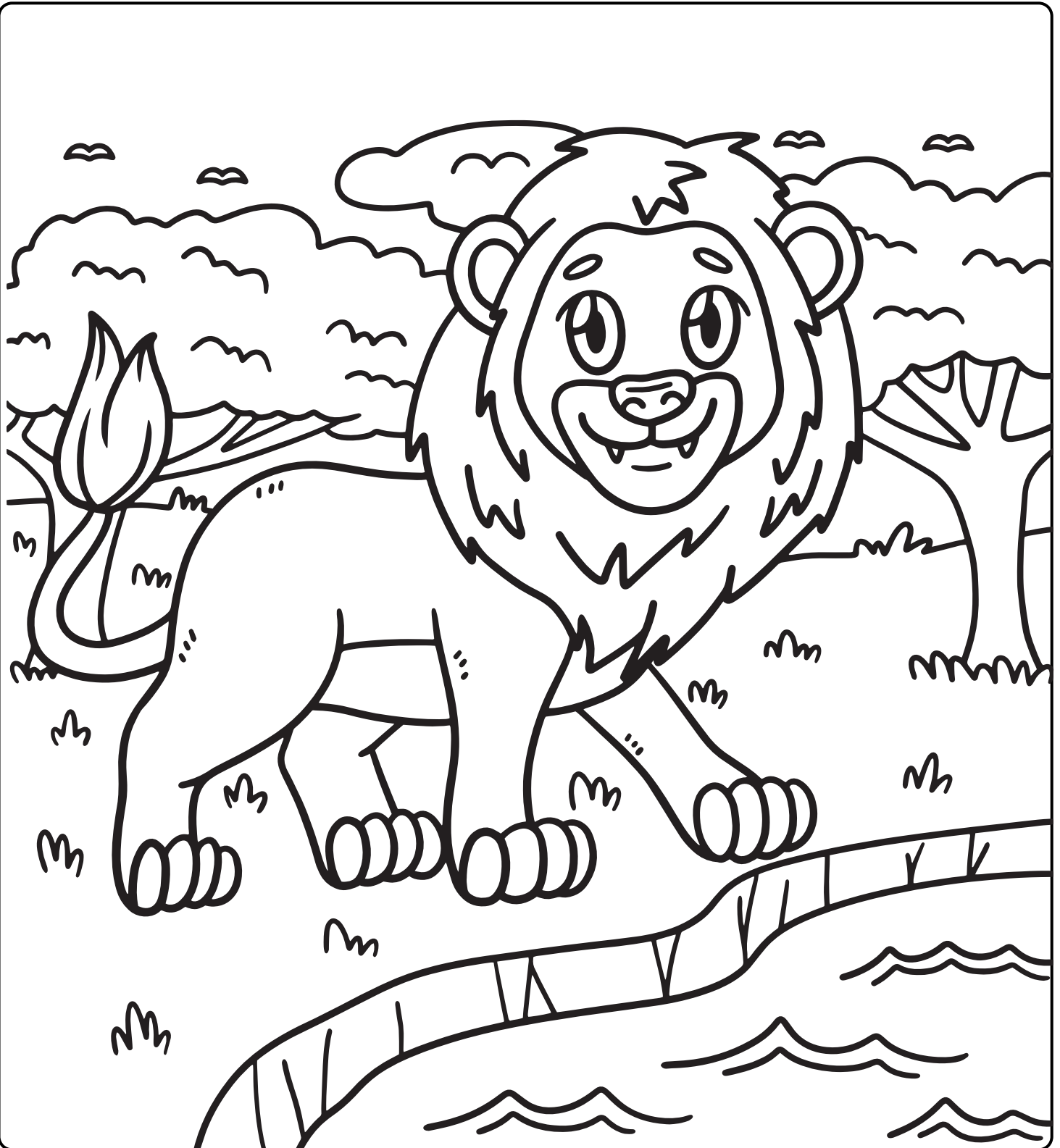
First select a number and then apply it to a sudoku cell.

	4	2	
		4	



# Coloring Fun!

Choose your favorite colors to complete this picture.





## Sudoku 6x6

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

		6	2		4
4	2	3	5		1
3		5	4	1	2
2	4	1	3		6
1	5	2	6	4	3



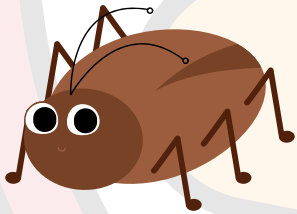
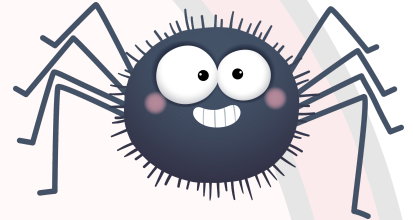
# Drugs Bug Me

Drugs can be harmful to your health! What are some of the ways drugs can bug you, your loved ones or your community?  
Write about the dangers of harmful drugs on the lines below.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

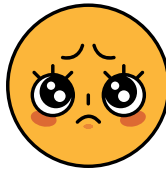
\_\_\_\_\_





# My Emotions

Write your name on the line to complete the title above. Keep track of how you feel for a week.



-----'s face

Sun

Mon

Tue

Happy

Cool

Excited

Wed

Thu

Fri

Angry

Sad

Silly



## It's Better to Give! Word Search

Find the words given in the word bank.

J F P F O O D Z T V O L X M Q K L C L R A H Z F D  
Y U G R I D X L H N Y C S T S V C O A X K E J N S  
Q W Q W H I A S H V E O E L E A G A K S M L A D M  
C L U G Y T U J M J M L R V R F B R M K H P B S G  
B O K E U O Y L T Q B L V G V Z I S A K Q I B Z H  
P X X E X W T Y W Z B E I F E E S K T Z A N L J P  
G K I J J W H K A H H C C R F R N J M O E X H C I  
L M J V A D A O X N F T E L I Q G F W K K I I C T  
N C V M O N E Y W W Q Z B R O A V C O A I D Q N W  
S O W Q Q B B O S N V O D S Z E I Z Q K G H G P Q  
V M A U E S W C Y X I L O T H Q A L U Q V C K D D  
Z M S P L O G Z W A G O N R U E E G J J H N I A J  
Q U Y W U K Z F R P H Y A A I G L G Q T B O P T K  
I N R O N E U K S Q G K T K K X M T I H Y I P Q I  
P I A H S G G B G D I U E F L Y D V E G Q A M W N  
K T P T G R H A L Q V G Y O I L M H S R T V R G A  
G Y K U Z W C F P W E S W Y O G C N V V O W Z D W  
L Y P V N I J X A Y P L E A D E R H I J Y U K K U  
L J Y B G A N F G Z T W F G M Y J U T R W W K S X  
O R J H G S Y C G R L K E O W Q O R Z G O R M H A

### Word Bank

Community

Leader

Food

Service

Donate

Cash

Give

Collect

Money

Serve

Shelter

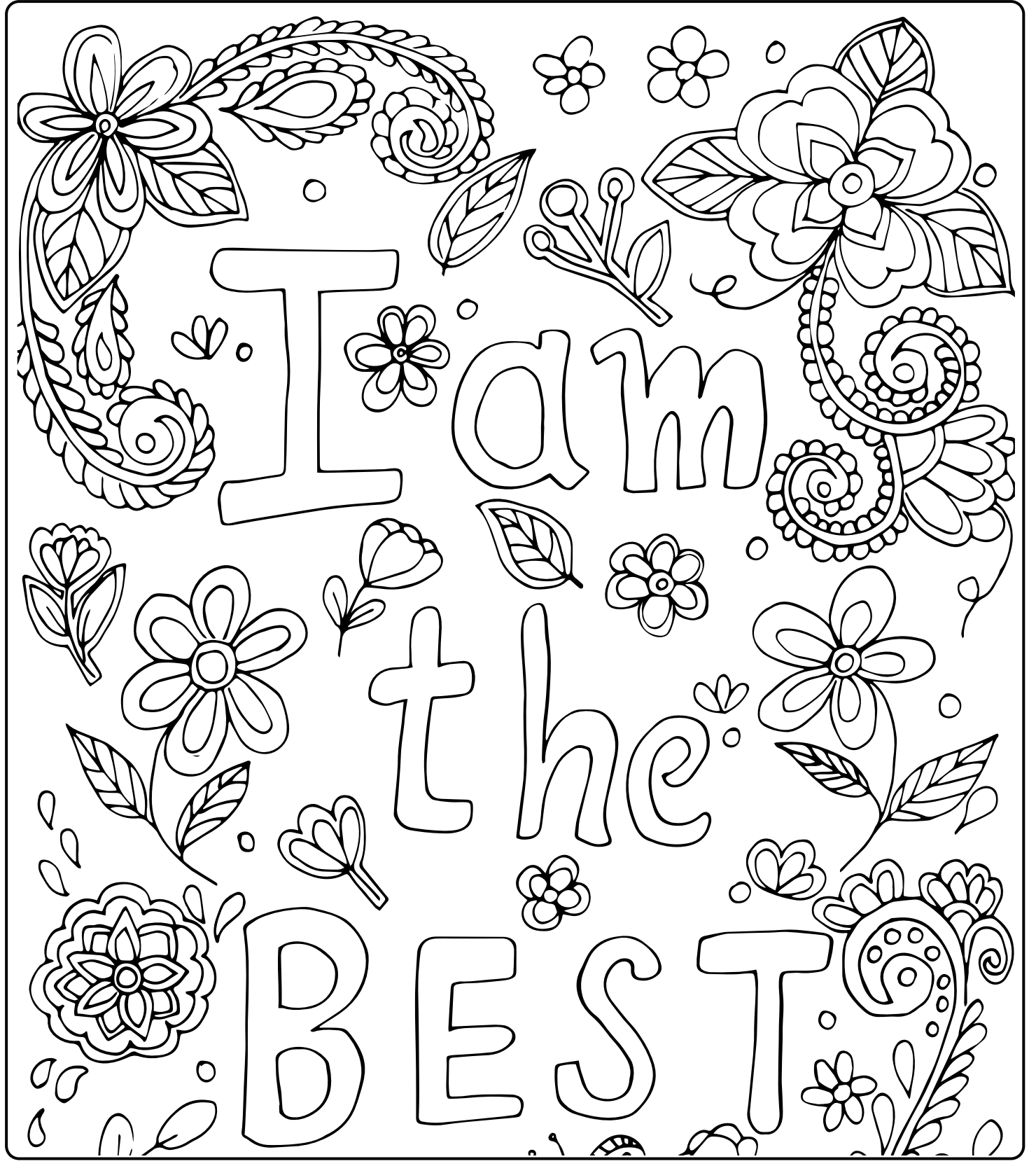
Help





# Coloring Fun!

Choose your favorite colors to complete this picture.





# A Perfect Day

Some may say there is no such thing as perfect, but this is what a perfect day for me looks like...



Who would join you or would you be alone?

---

What would you eat?

---

Where would you be?

---

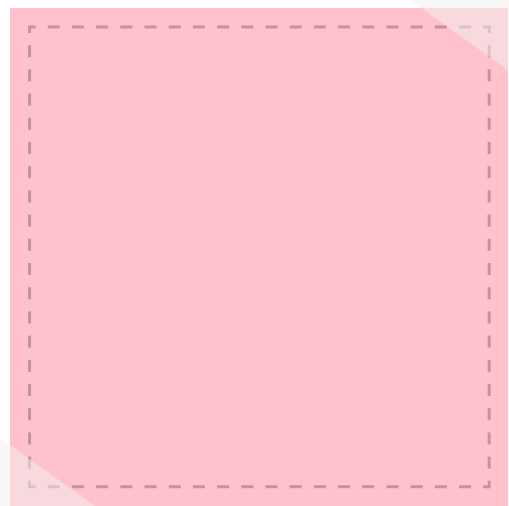
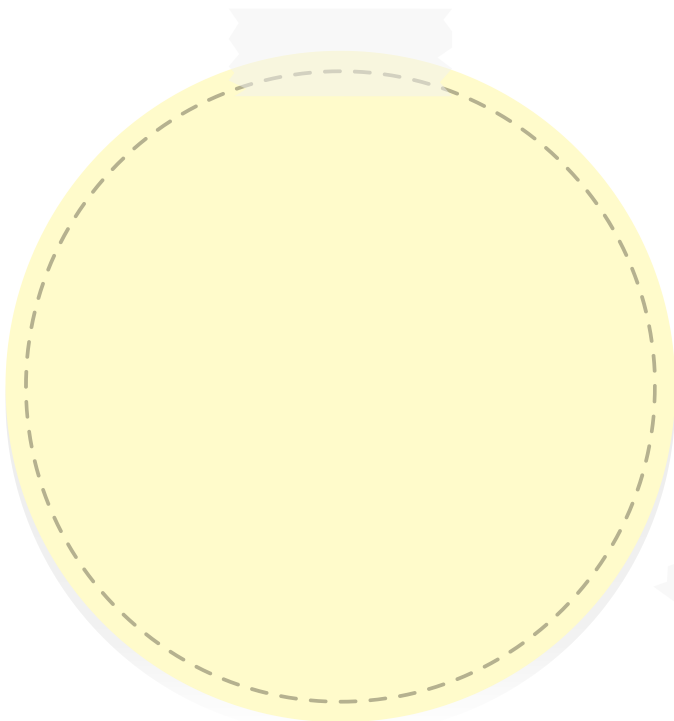
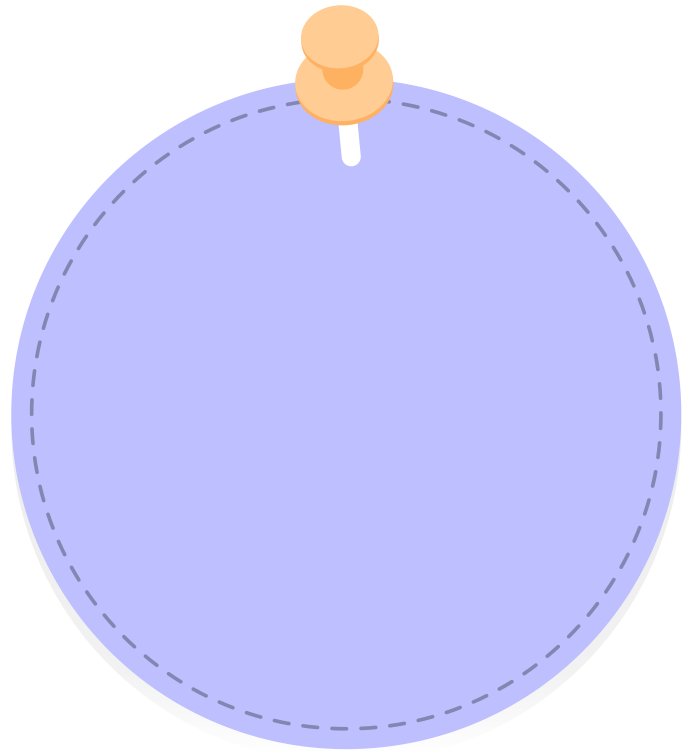
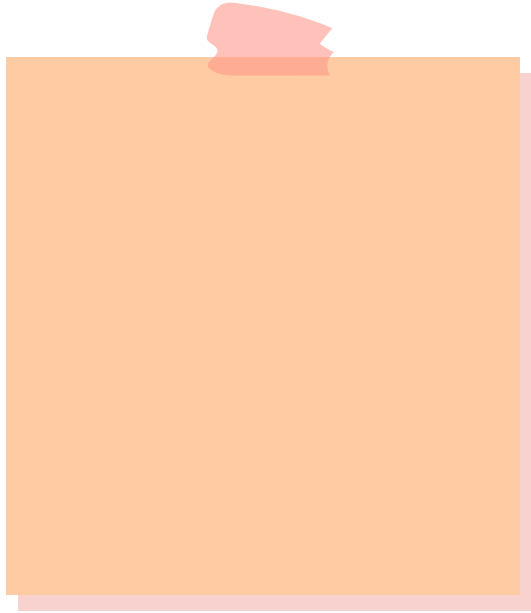
What would you be doing?

---



# Can We be Friends?

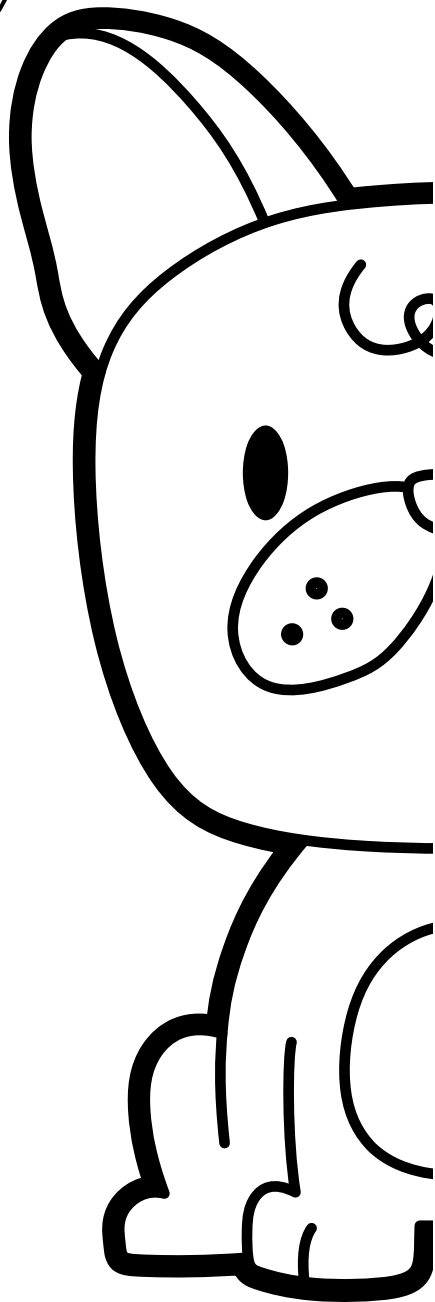
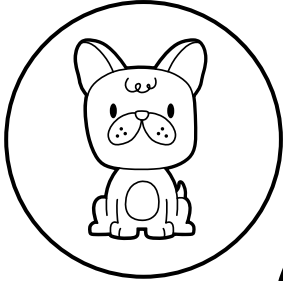
Draw pictures of things you like to do with your friends in each of the spaces. Think of the people you call your friends. Are they the right friends for you?





# Draw and Color

Draw and color the other half of the picture.

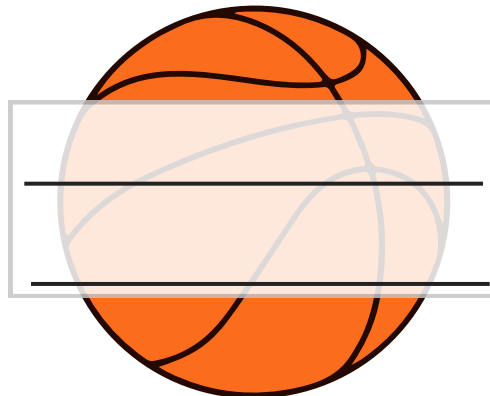
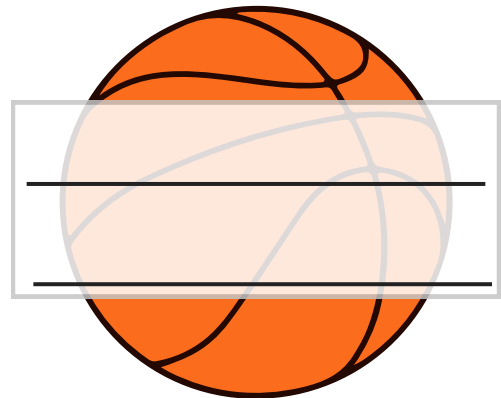
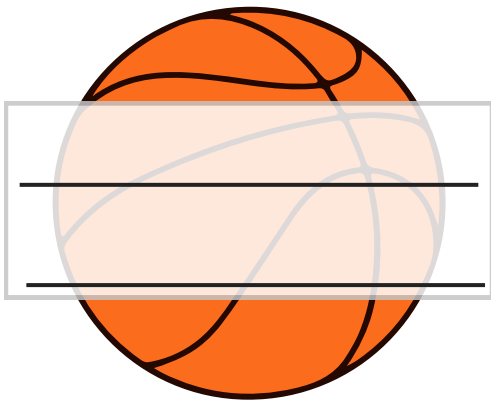
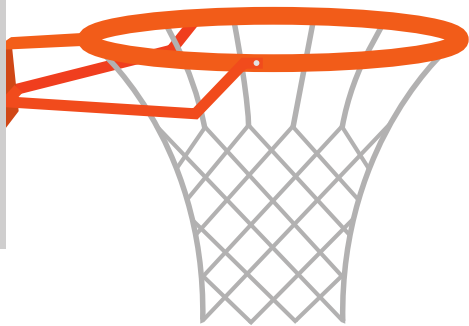






# Basketball!

Write or draw a picture of a goal. Starting with the ball the farthest from the basketball goal, add the steps needed to help you achieve your goal. Create a social media post on the importance of goal setting using your personal example. Have an adult share it on their social media pages. Check back in one week to see what people thought.





# Money In the Bank

You are a junior in high school. You find a job making \$2,000.00 a month after taxes are taken out. Create an expense and savings budget.



How much more money do you need to make to be able to afford to live on your own? How does what you learned impact your remaining elementary, middle and high school years?



## Expenses

Date	Description	Amount
TOTAL:		



## Savings

Date	Description	Amount
TOTAL:		

Are you moving out or staying with your parents a little longer? Why?

---

---



# Journaling

I want to be a

---

---

What are some things I can do now to help me reach my goal?

---

---

---

---

---

---

Steps I will take to meet my goal:

---

---

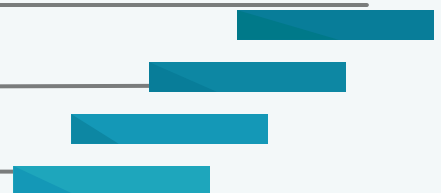
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---

Who can I get to help me with my goal?







## A Personal Pledge

A pledge is a commitment or promise to do something. Create your own personal pledge to live a healthy life. Design a flag that includes images of those things/people you are committed to.



A large rectangular area with horizontal lines for writing. In the background, there is a faint illustration of a girl with glasses and a pink shirt. In the bottom right corner of this area, there is an illustration of three raised fists holding a red and white flag.



# “Goal” Star

Use the template below to organize the steps needed to reach your overall goal. Remember to be as detailed as possible when identifying the steps in your process. PROCESS leads to the PRODUCT!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Overall Goal : \_\_\_\_\_

\_\_\_\_\_

<b>S</b> <b>Specific:</b> Clearly state your goal!	
<b>M</b> <b>Measurable:</b> Make sure you can measure your success!	
<b>A</b> <b>Achievable:</b> Set goals you know you can achieve!	
<b>R</b> <b>Relevant:</b> Set goals relevant to your overall health and wellbeing!	
<b>T</b> <b>Time-bound:</b> Set a deadline for completion!	



## Sudoku 4x4

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

		3	
	1		
	4	1	3
1		4	2



# My Emotions

Write your name on the line to complete the title above. Keep track of how you feel for a week.



-----'s face

Sun

Mon

Tue

Happy

Cool

Excited

Wed

Thu

Fri

Angry

Sad

Silly



# Joy Juice

Lots of ingredients can go into making a great juice. Lots of "ingredients" can go into making a joyful life! Who do you need in your life? What do you need in your life? Create a recipe for a joyful life.



## Recipe for a Joyful Life

ingredients

---

---

---

---



Steps

1.

2.

3.

4.

5.

---

---

---

---

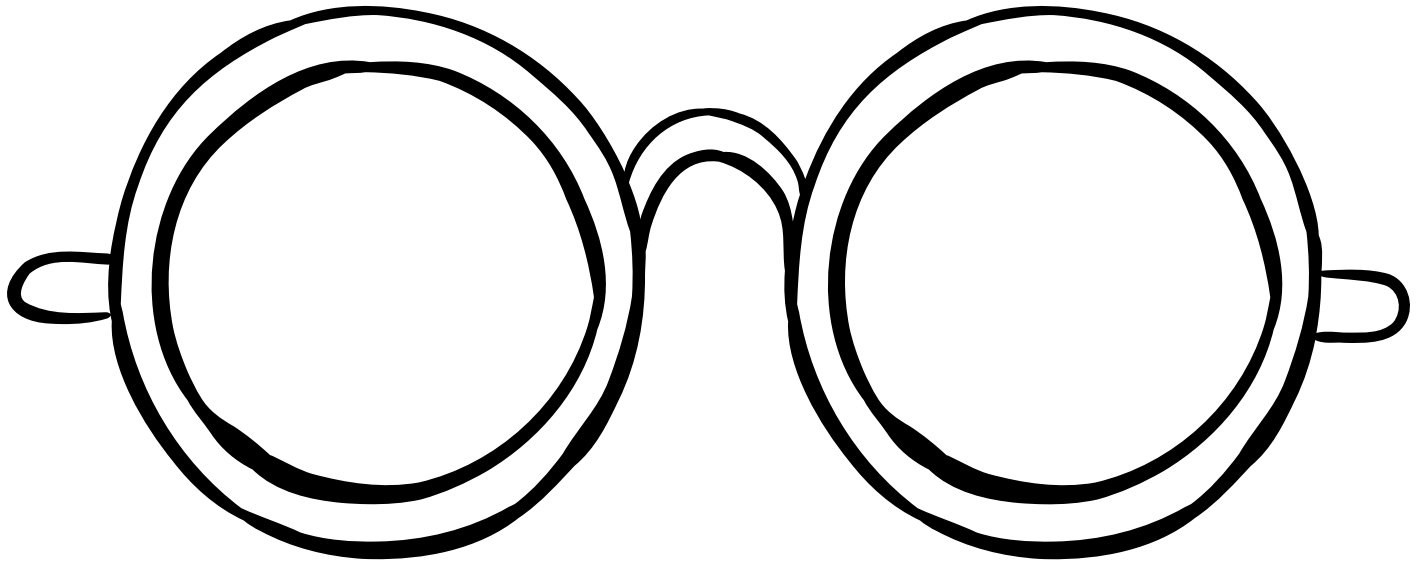
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# Moving Forward

Goal #1

Goal #2



Things I am really good at/Things I really enjoy

---

---

---

---

---

---

---

---

Things others have told me I am good at

---

---

---

---

---

---

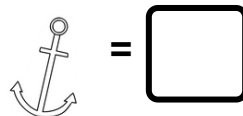
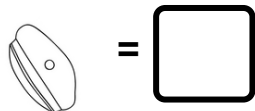
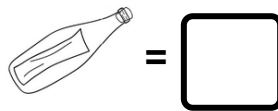
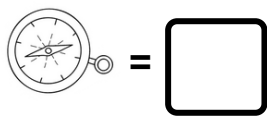
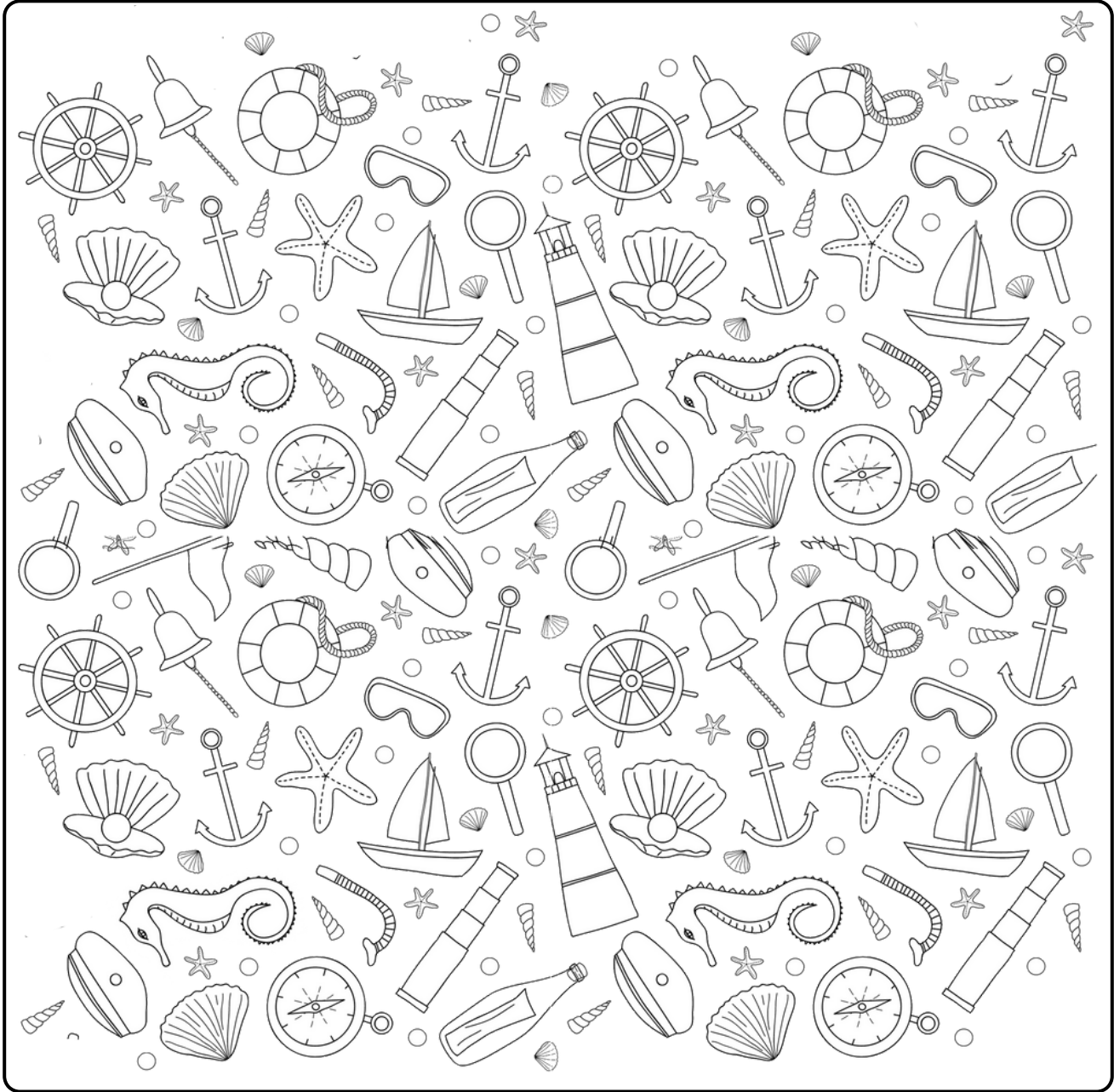
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# A Cruise I Spy

Look at the images at the bottom of the page. How many of each can you spy?





# Draw and Color

Draw and color the other half of the picture.





















# Healthy Eating Food Tracker

Make a list of everything you eat and drink in one week. Are you eating enough fruits and vegetables? Are you drinking enough water? Create a plan to improve the following week.

	Breakfast	Lunch	Dinner	Fruits and Vegetables
Monday				 <input type="checkbox"/>  <input type="checkbox"/>
Tuesday				 <input type="checkbox"/>  <input type="checkbox"/>
Wednesday				 <input type="checkbox"/>  <input type="checkbox"/>
Thursday				 <input type="checkbox"/>  <input type="checkbox"/>
Friday				 <input type="checkbox"/>  <input type="checkbox"/>
Saturday				 <input type="checkbox"/>  <input type="checkbox"/>
Sunday				 <input type="checkbox"/>  <input type="checkbox"/>



# Gratitude Tree

What are you grateful for? Try not to include things like phones, games and shoes or clothes.



I am grateful for

I am grateful for

I am grateful for

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

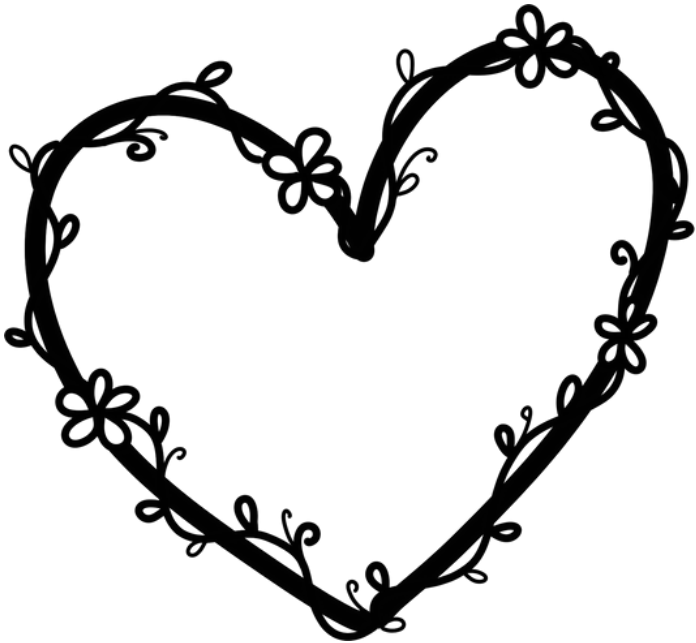


# Kindness Campaign

Plan to commit random acts of kindness throughout the week and make it a part of your daily life.



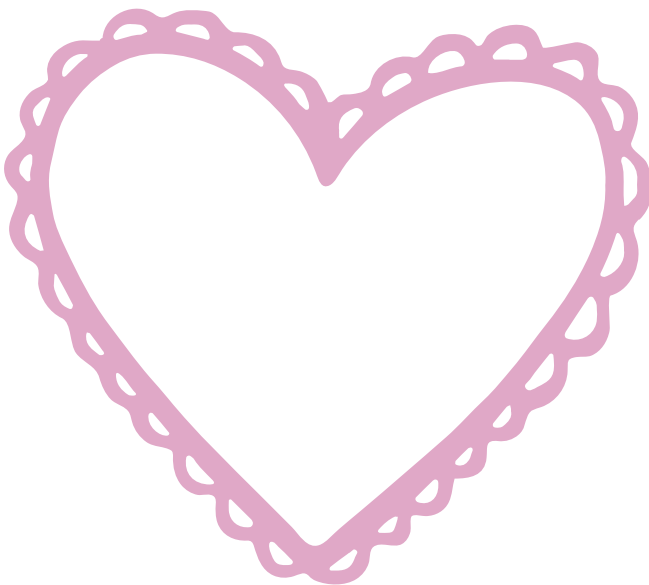
Random Act 1



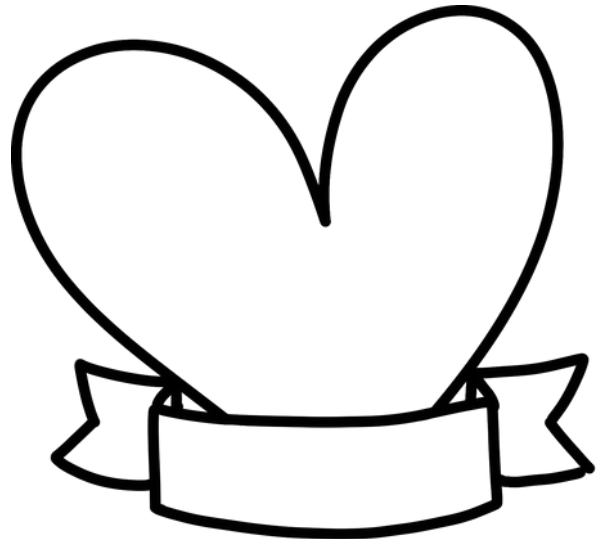
Random Act 2



Random Act 3



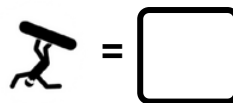
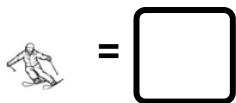
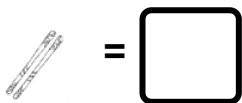
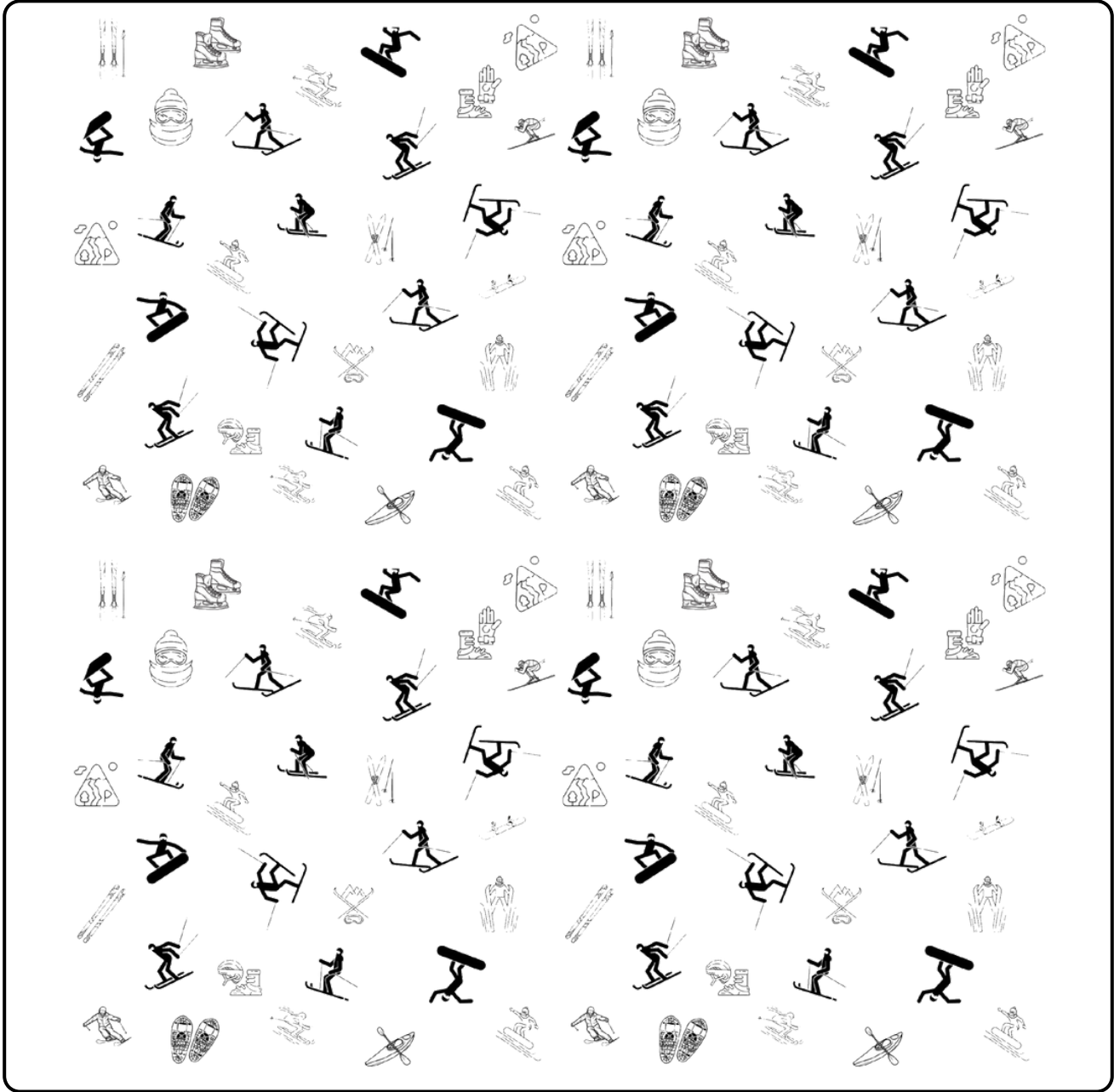
Random Act 4





# A Ski Trip I Spy

Look at the images at the bottom of the page. How many of each can you spy?





# My Life as a Movie

Imagine your life as a movie. What type of movie would it be? Who would you want to play you? Draw a picture to represent the opening scene below.



Genre: \_\_\_\_\_

Who would you want to play you?  
\_\_\_\_\_

Script:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Answer Keys





# The Perfect Summer Picnic Word Search

Find the words given in the word bank.



## Word Bank

Sandwich

Balls

Plates

Forks

Napkins

Cookies

Cups

Spoon

Blanket

Basket

Grapes

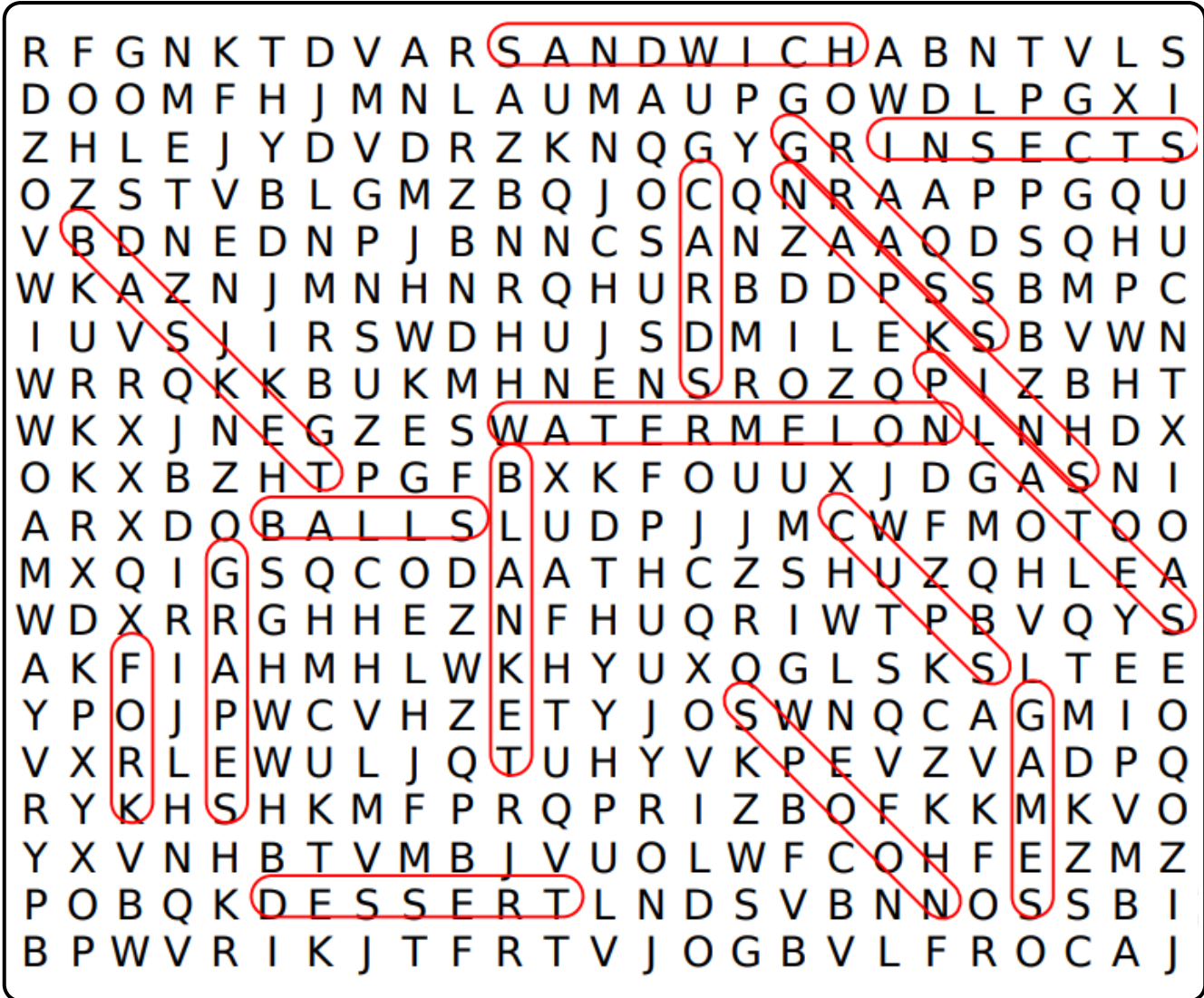
Chips





# The Perfect Summer Picnic Word Search

Find the words given in the word bank.



## Word Bank

Balls	Blanket	Dessert	Basket
Watermelon	Cups	Fork	Spoon
Sandwich	Insects	Plates	Grass
Napkins	Games	Grapes	Cards





# What's in a Friend Word Search

Find the words given in the word bank.

A 15x15 grid of letters with several words circled in red. The circled words are: HONEST (row 2, columns 10-15), LOYAL (row 3, columns 10-15), RESPECTFUL (row 4, columns 6-15), KIND (row 5, column 1), PATIENT (row 6, column 1), TRUSTWORTHY (row 7, column 1), GENEROUS (row 8, column 1), POSITIVE (row 9, column 1), EMPATHETIC (row 10, column 1), and REAL (row 11, column 3).

## Word Bank

Trustworthy

Respectful

Generous

Considerate

Supportive

Positive

Empathetic

Accepting

Loyal

Kind

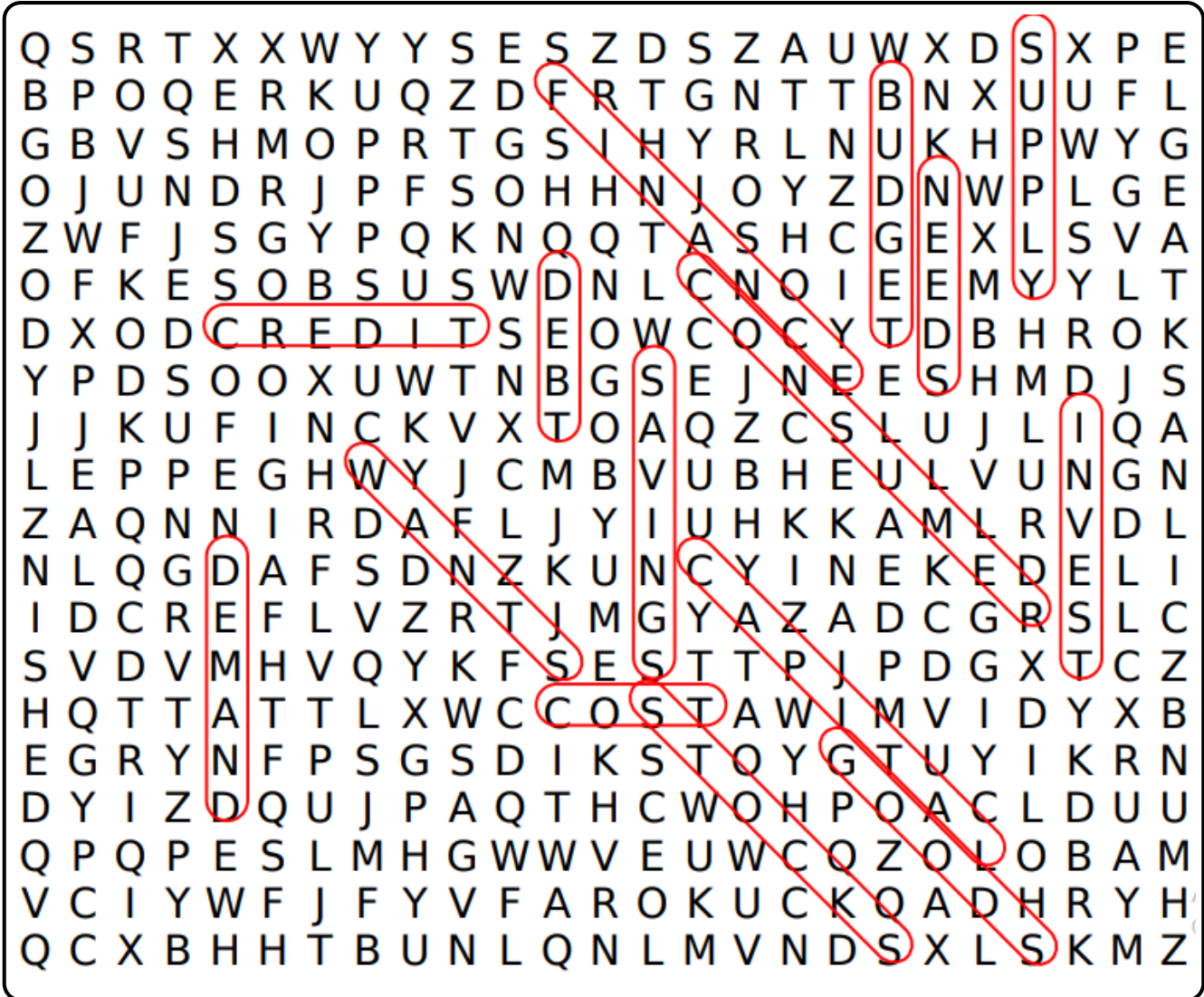
Patient

Honest



# Make Money Word Search

Find the words given in the word bank.



## Word Bank

Consumer  
Capital  
Savings  
Cost  
Demand

Finance  
Supply  
Debt  
Budget  
Credit

Invest  
Wants  
Goods  
Needs  
Stocks



## It's Better to Give! Word Search

Find the words given in the word bank.

J F P **FOOD** Z T V O L X M O K L C L R A H Z F D  
Y U G R I D X L H N Y C S T S V C O A X K E J N S  
Q W Q W H I A S H V E O E L E A G A K S M L A D M  
C L U G Y T U J M J M L R V R F B R M K H P B S G  
B O K E U O Y L T Q B L V G V Z I S A K Q I B Z H  
P X X E X W T Y W Z B E I F E S K T Z A N L J P  
G K I J J W H K A H H C C R F R N J M O E X H C I  
L M J V A D A O X N F T E L I Q G F W K K I I C T  
N C V **MONEY** W W Q Z B R O A V C O A I D Q N W  
S O W Q Q B B O S N V O D S Z E I Z Q K G H G P Q  
V M A U E S W C Y X I L O T H O A L U Q V C K D D  
Z M S P L O G Z W A G O N R U E E G J J H N I A J  
Q U Y W U K Z F R P H Y A A I G L G Q T B O P T K  
I N R O N E U K S Q G K T K K X M T I H Y I P Q I  
P I A H S G G B G D I U E F L Y D V E G Q A M W N  
K T P T G R H A L Q V G Y O I L M H S R T V R G A  
G Y K U Z W C F P W F S W Y O G C N V V O W Z D W  
L Y P V N I J X A Y P **LEADER** H I J Y U K K U  
L J Y B G A N F G Z T W F G M Y J U T R W W K S X  
O R J H G S Y C G R L K E O W Q O R Z G O R M H A

### Word Bank

Community

Service

Give

Serve

Leader

Donate

Collect

Shelter

Food

Cash

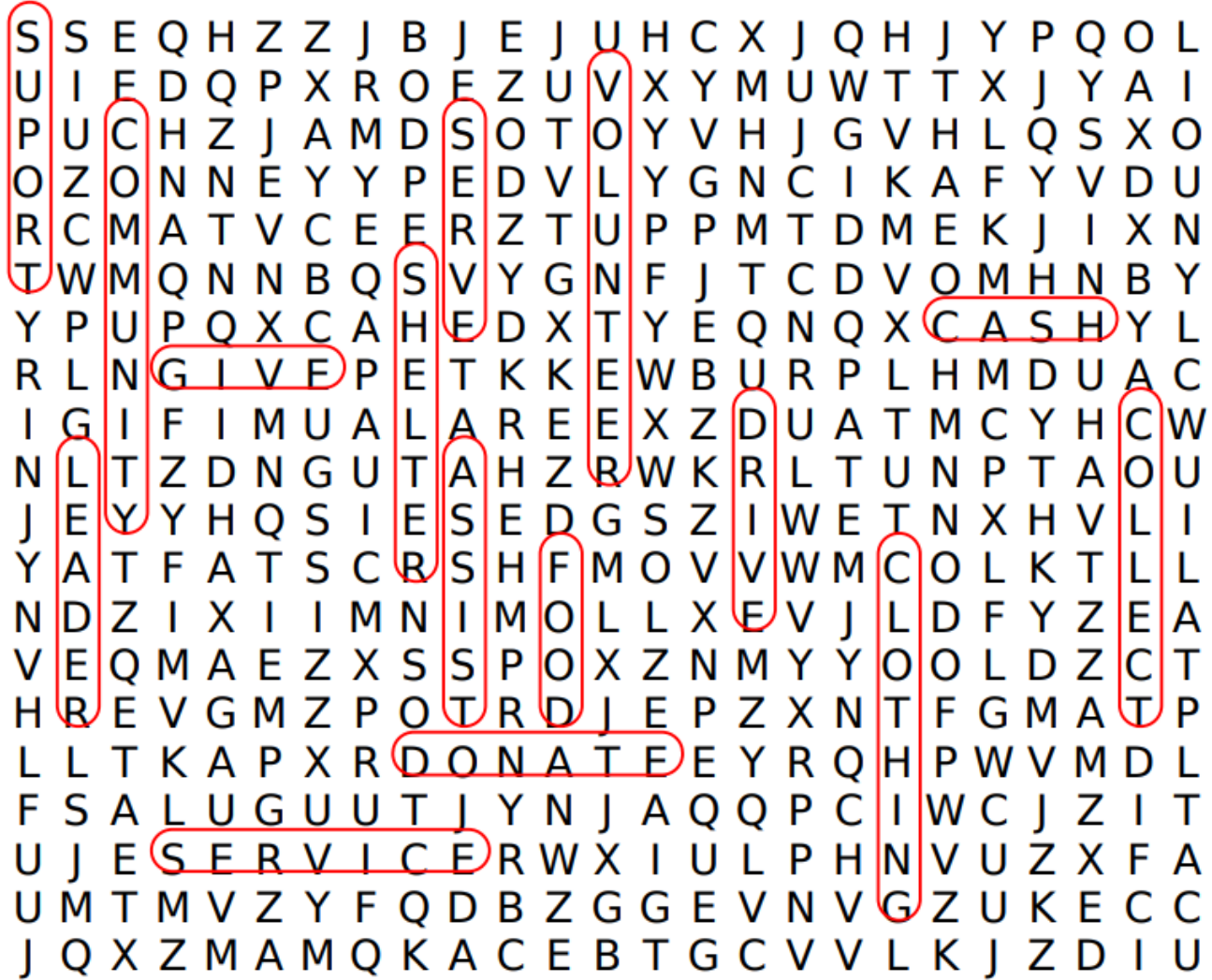
Money

Help



# It's Better to Give! Word Search

Find the words given in the word bank.



## Word Bank

Community

Service

Volunteer

Give

Serve

Leader

Donate

Drive

Collect

Clothing

Shelter

Food

Cash

Assist

Suport



## Sudoku 6x6

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

4	6	3	2	5	1
2	5	1	4	6	3
3	2	4	5	1	6
5	1	6	3	2	4
1	4	5	6	3	2
6	3	2	1	4	5



## Sudoku 4x4

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

3	4	2	1
2	1	4	3
4	3	1	2
1	2	3	4



## Sudoku 6x6

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

5	1	6	2	3	4
4	2	3	5	6	1
3	6	5	4	1	2
2	4	1	3	5	6
6	3	4	1	2	5
1	5	2	6	4	3





## Sudoku 4x4

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

4	3	2	1
1	2	3	4
3	4	1	2
2	1	4	3





## Sudoku 4x4

Fill in the missing numbers to solve the sudoku puzzle.

First select a number and then apply it to a sudoku cell.

4	2	3	1
3	1	2	4
2	4	1	3
1	3	4	2



The following contributors are recognized for their efforts to ensure Georgia's schools and communities have a comprehensive book of activities to assist scholars in becoming their best selves:

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