



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



**Elementary School Resource &
Activity Book**

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



**Department of Behavioral Health
& Developmental Disabilities**



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Georgia Department
of Behavioral Health &
Developmental Disabilities

**Elementary School Resource &
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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It's just Alcohol	There are dangers with alcohol and how it can affect various body parts.	alcohol	30-45 minutes
Choices	It is important to practice safety around medicine.	medicine	30 minutes
It's Not Really Smoking	Vapes can affect us in negative ways.	vaping	30-45 minutes
Impact	Smoking can have a negative impact on people.	cardiovascular, tobacco, athlete, oxygen, agile, energy, exercise, endurance	30- 45 minutes

January



Activity Plan

Title: : It's Just Alcohol

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will understand how alcohol affects the body. <p>Materials:</p> <ul style="list-style-type: none">How Alcohol can Affect by Body activity sheet <p>Vocabulary:</p> <ul style="list-style-type: none">alcohol	Activity Overview: Scholars will learn about the dangers of alcohol and how it can affect various body parts.	
	Bridge (Connect & Engage)	<ul style="list-style-type: none">Facilitator will begin the session by asking scholars what they know about alcohol. Facilitator will record student responses.Facilitator: <i>Alcohol can be found in adult beverages such as wine and beer. When you drink alcohol, it can change the way you feel. Alcohol also affects your brain and can cause you to do things such as not speak properly.</i>Facilitator: <i>Today we are going to learn more about how alcohol can affect your body.</i>
	Boost (Teach)	<ul style="list-style-type: none">Facilitator: <i>We have learned that alcohol can cause you to not be able to speak properly. It also affects your coordination. This means how you move your arms and legs. What do you think that may look like?</i>Facilitator will record student responses.Facilitator will display the human body chart.Facilitator: <i>Let's look at our human body chart and discuss how drinking alcohol can affect various parts of our body.</i>Facilitator: <i>Did you know that drinking too much alcohol can affect your stomach? It can cause you to get sick and vomit. It can also cause you to gain weight in your stomach area.</i>Facilitator will point to the liver and ask scholars how they think alcohol affects the liver? Scholars will share their responses.



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>If you drink a lot of alcohol over a long period of time, such as years, your liver can stop working properly.</i> • Facilitator: <i>Alcohol abuse also affects your heart. It can cause you to have a stroke or high blood pressure. It also affects the heart's ability to pump which could lead to a heart attack.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>We have learned how alcohol can affect our bodies. We will now practice identifying how alcohol abuse can affect our bodies.</i> • Facilitator will provide scholars with a copy of the How Alcohol can Affect my body activity sheet. • Facilitator: <i>You have been provided with an activity sheet that shows the various body parts that alcohol can affect. In each box, next to the body part, you will write how that body part is affected.</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide scholars with small group support.

Scholars can create a PSA on how alcohol abuse can affect your body.

The facilitator will provide scholars with a picture of the body part and a description of how alcohol affects it.

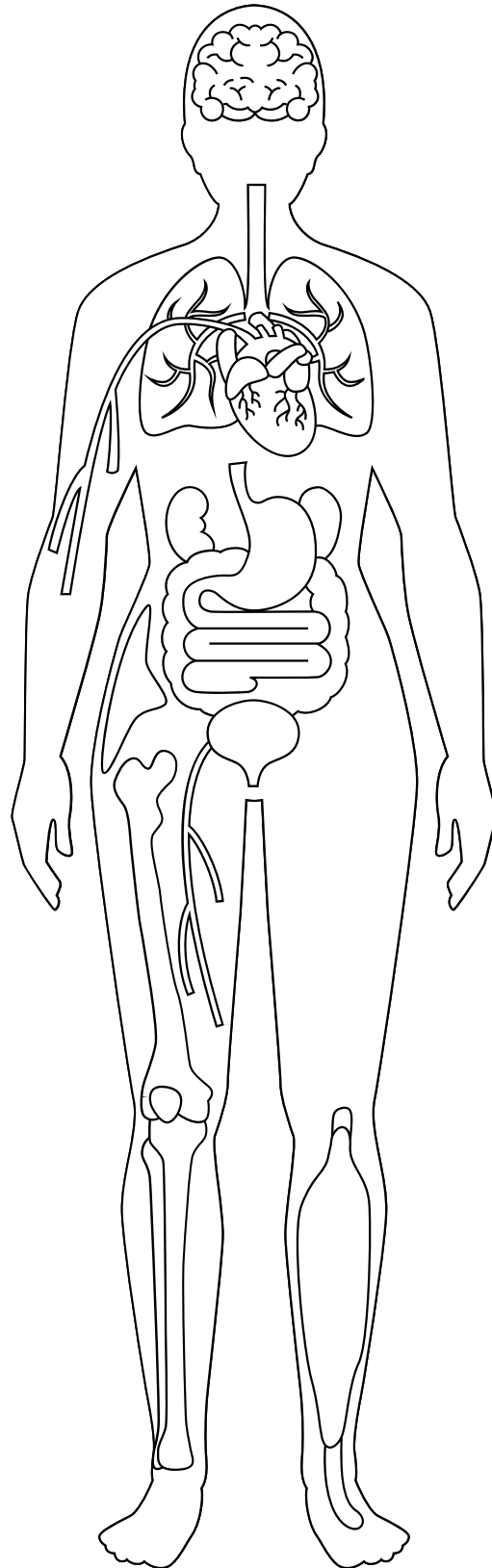
Activity Reflection:

Share with a partner how alcohol use affects a person's body.

Supplemental Resources:



It's Just Alcohol



Activity Plan

Title: : Choices

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will understand how to stay safe around medicines. <p>Materials:</p> <ul style="list-style-type: none">scenarios document <p>Vocabulary:</p> <ul style="list-style-type: none">medicine	Activity Overview: Scholars will identify safe ways to respond when medicine is involved.	
	Bridge (Connect & Engage)	<ul style="list-style-type: none">Facilitator: <i>What is medicine?</i>Allow up to 2 scholars to share their responses.Facilitator: <i>Medicine is a drug. A medicine treats or prevents an illness or symptoms. Medicine can make you feel better when you are ill.</i><i>When used the right way, medicine helps people.</i><i>When used the wrong way, it can hurt your brain, heart, and other organs.</i><i>It's important for you to know how to safely respond around medicine.</i>
	Boost (Teach)	<ul style="list-style-type: none">Facilitator: <i>Let's discuss some ways to handle situations involving medicine safely. Use thumbs up or thumbs down to show if the response is a good choice or bad choice. Let's practice!</i>Facilitator reads the scenario:<i>Jamie finds an open pill bottle on the counter. She did not touch it and quickly told her caregiver about it. Thumbs up if this was a good choice and thumbs down if this was a bad choice.</i>Facilitator will allow students to respond using the nonverbal response of thumbs up or thumbs down.Facilitator: <i>Jamie made a good choice. Medicine should be stored safely to avoid drug misuse.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • <i>Let's give it another try! After I read a scenario, use thumbs up or thumbs down to show me if it is a good or bad choice.</i> • Refer to the scenario document. • Facilitator will read the scenarios allowing scholars to give a thumbs up or down. Discuss each correct answer with the group.
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>That was fun! You all demonstrated that you know how to make the right choices with medicine.</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide small group support as needed.

Scholars can create scenarios to use with friends or relatives.

Scholars can create a medicine safety brochure.

The facilitator will provide opportunities for correction, extended think time, verbal prompts, and reminders.

Activity Reflection:

With your neighbor, share what you have learned about being safe around medicine.

Supplemental Resources:
Scenario Document



Activity Plan

Title: : It's not Really Smoking

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand what vaping is and compare it to smoking cigarettes. <p>Materials:</p> <ul style="list-style-type: none"> pictures of vape pens <p>Vocabulary:</p> <ul style="list-style-type: none"> vaping 	<p>Activity Overview: Scholars will learn about vaping and identify what vape pens can look like. Scholars will create a rap video about the dangers of vaping.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will show pictures of vape pens and ask scholars what they think these are? Facilitator will record student responses. Facilitator: <i>These are called Vape pens. Have you ever heard of a vape pen? What do you think that they are used for?</i> Facilitator will record student responses.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will explain to scholars that vape pens are electronic cigarettes. Facilitator: <i>Vaping is when you inhale vapor through an electronic cigarette or e-cigarette. When you vape, you are simulating smoking a cigarette.</i> Facilitator: <i>Unlike real cigarettes, e-cigarettes have liquid inside of them. When the liquid is heated, that creates the vapor.</i> Facilitator: <i>What do you think is inside of a vape pen? Turn and share your answer with your neighbor.</i> Facilitator will record student responses. Facilitator will display what's inside of a vape pen chart and discuss with scholars what the ingredients are and how they are harmful. Facilitator: <i>Many of the ingredients in vape pens can have serious side effects. Since vape pens contain nicotine, they can affect brain development.</i>
	<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Using what you have learned about vaping, you will create a music video about the dangers of vaping. You can choose to create a song or rap.</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can create a whole class video.

Scholars can write a poem about vaping.

The facilitator can assist scholars with writing one verse of the rap song.

Activity Reflection:

Scholars can invite their family and friends to watch them perform the song that they created.

Supplemental Resources:



Activity Plan

Title : Impact

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate their understanding of the effects of smoking on the body. <p>Materials:</p> <ul style="list-style-type: none"> straws timer graphic organizer pencils <p>Vocabulary:</p> <ul style="list-style-type: none"> cardiovascular tobacco athlete oxygen agile energy exercise endurance 	<p>Activity Overview: Scholars will participate in activities that will give them insight on the physical impact smoking has on active people.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>When you think about a football player or a basketball player, what are some things they should be able to do?</i> Allow students to popcorn out some answers. Ex: big, strong, fast, in shape, active, able to move easily Facilitator: <i>A person who plays sports should be physically fit. They should be able to run a lot without getting tired, right? But what if the athlete smokes? Do you think they will still be able to be a great athlete if they are also a smoker? Why or why not? Allow scholars two minutes to discuss their responses to the question.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We already know smoking is not good for the body. Smoking damages many parts of the body like your ears, tongue, brain, lungs, blood, and heart. However, smoking is much worse for athletes. Earlier we described athletes as being strong, agile, and fast. Did you know oxygen is used to provide energy to your muscles? However, smoking decreases the ability of your lungs to provide oxygen to your muscles, which causes your heart to work harder. Smoking causes challenges with playing football, basketball, track, and many other sports. Smoking can negatively impact an athlete's cardiovascular endurance and overall performance. Today we will complete an activity to compare physical performances between a smoker versus a non-smoker. This activity requires two participants. Each participant will do 5 different cardiovascular exercises (ex. march in place, jumping jacks, high knees, mountain climbers, squat jumps) for 30 seconds.</i>



	Boost (Teach)	<ul style="list-style-type: none">• <i>Participant 1 will do the exercises as normal. Participant 2 will do the same exercises; however, they will have to breathe through a straw in their mouth. After each exercise is complete, you will use the chart to document what you observe. How well did they complete each exercise? Did they look tired? Did they struggle with breathing?</i>• Participants will also complete the chart describing how they felt and assess how well they did the exercise. Facilitator may complete activity as whole group or utilize small groups.• Facilitator: <i>If you feel dizzy or lightheaded while doing this activity, stop and take deep breaths.</i>
	Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none">• Allow scholars to share their observations.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can include low impact exercise options.

The facilitator can review effects of tobacco use as needed.

Scholars can complete the exercises as a circuit.

Scholars can identify how smoking affects other parts of the body.

Scholars can write a persuasive letter to convince an athlete to stop smoking.

The facilitator can provide the scholars with pictures paired with vocabulary.

The facilitator can provide the scholars with sentence frames.

Activity Reflection:

Facilitator: *Did you notice a difference between Participant 1 and 2 after the exercise? What other aspects of your life might be impacted if you had the same breathing restrictions as participant 2?*

Supplemental Resources:



Impact

Name: _____

Directions: Write down what you notice after each exercise is completed. Is the participant having trouble breathing? Are they tired?
Be sure to use complete sentences.

Exercise	Straw	No Straw
March in place		
Jumping Jacks		
High Knees		
Squat Jumps		
Mountain Climbers		



Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Do you Really Need it?	Wants and needs impact your life in different ways.	wants, need, survive	30-45 minutes
The Wonder Years	Educational opportunities can change as you mature.	expectations reality	30-45 minutes
Disappointment Happens	It is important to understand how to handle disappointment appropriately.	disappointment	45 minutes
To Spend or to Save	Prioritizing your money is a part of overall wellness.	saving, spending	30-45 minutes

February



Activity Plan

Title: Do you really need it?
Suggested Time: 40 minutes
Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify how wants and needs impact their lives. <p>Materials:</p> <ul style="list-style-type: none"> needs and wants photo guide needs and wants cut and paste <p>Vocabulary:</p> <ul style="list-style-type: none"> wants need survive 	<p>Activity Overview: Scholars will learn about the differences between wants and needs. Scholars will complete a cut and paste activity on wants and needs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will begin the lesson by sharing the photo of the food, shelter, and water. Facilitator: <i>Let's take a look at this photo. Why are the things in this photo important?</i> Facilitator will record scholar responses. Facilitator: <i>The things in this photo are all "needs." Without these things, people are not able to survive. A need is something that people need to live. Our basic needs are food, oxygen, water, and shelter.</i> Facilitator will explain to scholars that today they will be learning about and comparing wants and needs.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will have scholars view the needs poster and ask scholars why do people need water? Facilitator will record scholar responses. Facilitator will point out that we need water to drink, wash our clothes, and to take showers and baths. Facilitator will display page 2 - candy, iPad, and toys. Facilitator: <i>Let's take a look at these items. Do we need them to live? No, we do not. These items are called wants. These things may make us happy, but we do not need them to survive.</i> Facilitator: <i>Can you think of any other wants?</i> Facilitator will record scholar responses.

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

- **Facilitator: (For K-2)** Now that we have learned about wants and needs, we will compare them by completing a picture sort. Photos of needs should go into the "needs" column and photos of wants should go into the "wants" column.
- **Facilitator: (For 3-5)** Now that we have learned about wants and needs, we will compare items and identify them as wants or needs and explain why.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can assist scholars in identifying how needs impact their lives. Example: Without water, I would not be able to___ .

Scholars can use their list of wants and needs to create a budget and share it with their families.

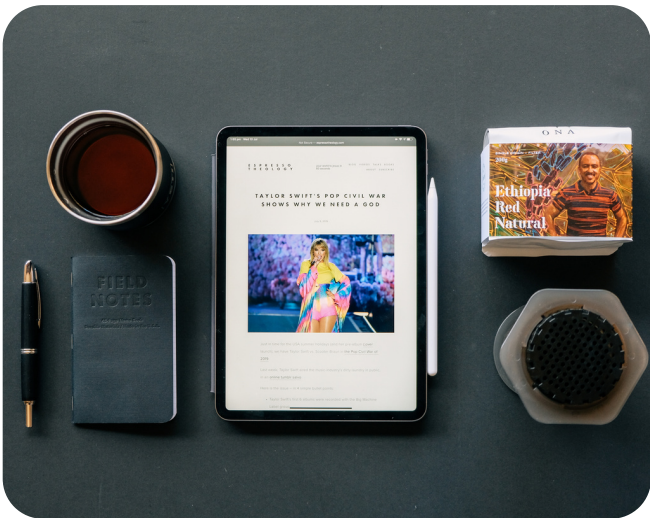
The facilitator can provide scholars with a sentence stem to assist with their written responses.

Activity Reflection:

Scholars can share their completed activity sheets with a partner and compare their wants and needs.

Supplemental Resources:





Needs / Wants

Needs

Wants





Needs / Wants

Needs or Want

Wants



Activity Plan

Title: The Wonder Years

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify activities and opportunities available for scholars at the next level of schooling. <p>Materials:</p> <ul style="list-style-type: none"> computers/tablet smartphone index card sticky notes middle school scavenger hunt <p>Vocabulary:</p> <ul style="list-style-type: none"> expectations reality 	<p>Activity Overview: Scholars will have an opportunity to explore what learning looks like at the next level.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever thought how different your life is going to be when you are a middle schooler, high schooler, or when you become an adult? Provide time for scholars to think. Now I want to hear your thoughts on how you think your life will be different in five years. In twenty years? Accept reasonable responses.</i> Facilitator: <i>Thank you for your responses. Today we are going to explore what "schooling" looks like at the next level. In your case, that will be middle school.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>On your index cards, I want you to write down three expectations you have about middle school. Provide time for scholars to jot down their ideas on the index cards. Now, I want you to imagine that you could interview a middle schooler, write down three questions you have for them. Provide time for scholars to write their questions on the index card. I would like a few of you to share your responses.</i> Facilitator: <i>The next thing we are going to do is see if your perceptions match reality. To do so, you will need your devices. Allow scholars to take out their laptops, tablets, or smartphones. Now we are going to use the internet to research your middle school. You will put your findings on the Middle School Scavenger Hunt document. The facilitator will distribute the handout.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Look at the handout and take a few minutes to complete the handout.</i> Provide time and space for scholars to complete the Middle School Scavenger Hunt.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 suggestions: Scholars should be placed in pairs and given additional time to complete the form.

Scholars can find a middle schooler to interview and share their results with the class.

Scholars can work with a buddy to complete the activity.

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:

Middle School Scavenger Hunt



Middle School Scavenger Hunt

Directions: Explore the school's website to complete the chart below.

Name	
Date	
Name of Middle School	
List of Academic Clubs	
List of Athletic Activities	
List of Special Classes Available	
School Start Time	
School End Time	
School Mascot	
Principal	
Find one upcoming event that interests you	

Activity Plan

Title: Disappointment Happens

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will explore how to overcome disappointment. <p>Materials:</p> <ul style="list-style-type: none"> sticky notes chart paper timer graphic organizer <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment 	<p>Activity Overview: Scholars will have an opportunity to discuss disappointments and how to handle themselves when they occur.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator writes the word disappointment on the board. Facilitator: <i>I am going to give each of you some sticky notes. I will set a timer for one minute. I want you to jot down whatever comes to your mind when you hear the word disappointment.</i> Set a timer and allow scholars time to write their responses. <i>Now I want you all to place your sticky notes on the chart paper or board.</i> Facilitator: <i>I want to hear from a few of you. What are some of the things you listed on your sticky notes? Accept reasonable responses.</i> Facilitator: <i>Today we will discuss the term disappointment. We will find out how some of us respond to disappointment. Now I want you to take a moment and think about a time you felt disappointed. If you would like to share, please raise your hand. Allow time for scholars to think and accept reasonable responses.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>To be honest, we have all felt some sort of disappointment. The most important thing to think about is what you do when you feel disappointed. Would any of you like to share some things you do when you feel disappointed? Accept reasonable responses.</i> Facilitator: <i>Since we all know that we will be disappointed at some point during the day or week, let's talk about how we should handle those situations.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Here is the first example. Your parents promise to take you to the movies on Saturday, but when Saturday comes, they must go to work. Talk with a buddy to see what you can do if that happens. Allow scholars to talk with their buddies and then share their answers with the class.</i> • Facilitator: <i>Let's try another one. Your team just lost the championship game. Talk with your buddy to discuss how you should deal with this loss. Allow scholars to talk with their buddies and then share their answers with the class.</i> • Facilitator: <i>You all have done awesome with this activity.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • The facilitator distributes the graphic organizer. • Facilitator: <i>Look at the graphic organizer in front of you. It reviews many of the things we discussed today. Review the graphic organizer with scholars and give them time to complete it.</i> • Facilitator: <i>If you are willing to share portions of your graphic organizer, raise your hand. Allow scholars to share what they have written.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Recommendations for K-2: The class can complete the graphic organizers together led by the facilitator. This activity could be done as a shared writing task.

Scholars can write a story about a time they were disappointed. It should include their response to the disappointment. It can also include things they would do differently if faced with a similar disappointing situation.

Scholars can work with a buddy to complete the graphic organizer.

Scholars can use the text to speech application in word to help them complete their writing.

Activity Reflection:

Scholars should write a one sentence summary. This summary should include a definition of disappointment and how they should handle it when it comes their way.

Supplemental Resources:

Read aloud the story Alexander and the Terrible, Horrible, No Good, Very Bad Day and discuss some of the disappointments of Alexander's day.



How to Effectively Handle Disappointment

Scholar Name: _____ Date: _____

When I am feeling disappointed I should....

When I am feeling disappointed I should NOT....

Someone I can talk to when I feel disappointed is....

I can talk to them because...

I understand that disappointment can happen to anyone, but it is important for me to handle my disappointment appropriately.

In my own words disappointment is _____

Activity Plan

Title: To Spend or to Save?
Suggested Time: 30-45 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will compare saving money to spending it. <p>Materials:</p> <ul style="list-style-type: none"> savings goal sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment 	<p>Activity Overview: Scholars will learn about the benefits of saving money. They will have an opportunity to develop a plan to save for something they want.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: How many of you receive an allowance? Facilitator will note student responses. Facilitator: <i>Ace's parents give him an allowance for completing chores. He earns \$5 a week, and he can use the money to buy whatever he wants as long as he can afford it. The problem is that sometimes Ace cannot buy what he wants because he doesn't have enough money.</i> Facilitator: <i>Why do you think Ace may not have enough money? If Ace wants to buy something that costs a lot, what should he do?</i> Facilitator will note student responses. Facilitator: <i>Even though Ace earns money every week, he doesn't have to spend it. Today we will learn about the benefits of saving money and how to set a goal to save for an item you want.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>When you earn money, you have two choices. You can either spend the money or save it. When you save money, you put it away for later. When you spend money, you use it right away. You can also donate money for charity, but we aren't discussing that today.</i> Facilitator: <i>Let's discuss some reasons you might choose to save your money.</i> Facilitator will note student responses.

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>People save money for many reasons. Some people save their money for an item they want, and some people save money for emergencies. For example, your car may need repairs or you may have a medical emergency and have to pay an unexpected medical expense. Some people also save money when they want to go on a vacation.</i> • Facilitator: <i>Let's think back to Ace's dilemma. If he earns \$5 a week for his allowance, how can he start saving his money?</i> • Facilitator will note student responses. • Facilitator: <i>Ace can choose an item that he really wants and save the money he makes each week until he can afford it. He can make a goal sheet to help him keep track of his progress.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that we have learned about the benefits of saving money, let's set a goal for something we want to save for. Think about something you have been wanting and how much it costs. Using the goal saving sheet, you will determine how much and how often you will need to save money in order to reach your goal.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide scholars with sentence frames to assist with writing.

Scholars can brainstorm additional ways to earn money to make it possible for them to make their purchases sooner.

The facilitator can provide scholars with sentence frames to assist with writing.

Activity Reflection:

Scholars can discuss other ways they can earn money to potentially reach their goals faster.

Supplemental Resources:

I believe you want the supplemental resource to be Alexander Use to Be Rich Last Sunday- since the topic deals with money.



Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Words have Power	Affirmations can be helpful in your life.	affirmations, persevere, confidence, positive, negative, motivation	2 30-minute sessions
Turn Negative Feelings Into Positive Movements	Movement can relieve stress.	stress yoga poses	45 minutes
What does a Name Mean?	Having positive thoughts about yourself contributes to overall wellness.	positive, negative character traits, acrostic poem, adjectives	45 minutes
Positive VS Negative	It is important to know how to turn negative situations into positive ones.	positive negative	45 minutes

March



Activity Plan

Title: Words Have Power

Suggested Time: 2-30 minute sessions

Suggested Grade Level(s): K-2nd

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how to speak positive words about themselves. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers class set of handheld mirrors crayons pencil construction paper glue tape stickers glitter <p>Vocabulary:</p> <ul style="list-style-type: none"> affirmations persevere confidence positive negative motivation 	<p>Activity Overview: Scholars will explore what an affirmation is, how to create one, and how to incorporate it into their daily routine. Scholars will also make an affirmation mirror to use at home.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will hold up a mirror decorated with affirmations to their face and will say with exaggerated expression, "Mirror, mirror on the wall, who is the fairest of them all? Me! I am the fairest! I am the greatest! I am unstoppable!" Facilitator will then hand the mirror to the nearest student and will say, "You give it a try." Allow at least two more children to speak to themselves while looking in the mirror. Be sure to use guided prompts like "say something nice about yourself" if the child gets stuck or does not know what to say in the mirror. Facilitator: Who can tell me what we are doing when we say good things about ourselves? Accept two or three responses from the scholars before explaining what an affirmation is. Facilitator: We are saying positive and motivating words to ourselves. These are called affirmations. Why is it important to speak positivity over yourself?
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Take a minute to think about a time it was hard for you to learn how to do something. Maybe learning how to tie your shoes was difficult. Maybe it was hard for you to learn how to use the swings on the playground. I know when I was your age, learning how to ride a bike was a big deal to me, but I had a hard time learning how to balance on two wheels. I was also afraid of falling. I wanted to give up.

<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Do you know what it feels like to want to quit? You may feel sad. You may feel angry. You might stomp your feet and say I can't do this! (Facilitator should act out a foot stomp, crossed arms, and angry face.) Have you ever felt like that? • What if I told you that thinking positive can change things? What if telling yourself "I can" helps you get closer to achieving your goal? • Well, that is what affirmations are! Your words have power over your attitude. Your words can help build your confidence. Telling yourself "I can do it. I can ride a bike. I can tie my shoes." helps you persevere to the end. It's like magic! If I keep telling myself over and over again "I can do whatever," then I am able to ignore the negative thoughts and keep trying. • Have you ever heard the story about Thomas the Train? Thomas was a little train who had to make it up a big mountain. At first Thomas doesn't think he can do it, but then he starts telling himself, "I think I can. I think I can. I think I can." As he is moving along, he starts saying "I know I can. I know I can. I know I can." What do you think he says as he makes it over the mountain? "I can. I can. I can." He made it over that mountain with the help of his positive self-talk. • Now, can you think of some affirmations for yourself? What are some things we can tell ourselves when things seem too hard? • Facilitator will chart scholar responses to the questions. Chart paper will already have examples to help guide responses: I am important. I can do anything. I will learn. • So, what we're going to do now is make our own positive affirmations mirror. I want you to write 3-5 of your own affirmations on a notecard. When you are done, you can decorate your notecards however you would like. You will then glue them to your mirror.
<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> • Scholars will take turns reading their affirmations in their decorated mirrors.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can work in small groups.
The facilitator can provide images that support the vocabulary.
The facilitator can read Thomas the Train aloud.

Scholars can create a flipbook of affirmations.
Scholars can design an affirmations mirror for the classroom.

The facilitator can provide scholars with a bank of words to choose from.
The facilitator can provide scholars with sentence frames if needed.
Instructions can be chunked.

Activity Reflection:

Facilitator: *How does it make you feel after telling yourself how wonderful you are? What could you do if someone is saying negative things to you? How would you help a friend who is saying negative things about themselves? Where are you going to hang up your affirmation mirror? When will you use your mirror?*

Supplemental Resources:





Activity Plan

Title: Turn Negative Feelings into Positive Movements

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn poses to relieve negative stress felt by their mind and body. <p>Materials:</p> <ul style="list-style-type: none"> yoga poster of choice <p>Vocabulary:</p> <ul style="list-style-type: none"> affirmations persevere confidence positive negative motivation 	<p>Activity Overview: Scholars will explore what an affirmation is, how to create one, and how to incorporate it into their daily routine. Scholars will also make an affirmation mirror to use at home.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever felt frustrated about something? Raise your hand and tell me about it? How did you handle it?</i> Facilitator will call on scholars to respond. Facilitator: <i>Have you ever been upset with yourself about a decision or a mistake that you made? Have you ever thought negatively about yourself?</i> Facilitator will call on scholars to respond. Facilitator: <i>It is normal to be frustrated, upset, and disappointed at times. The important thing is that you do not hold negative thoughts and feelings for a long time.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today you will learn yoga poses you can do to help your body shift your negative thoughts to positive ones. Negative thoughts can cause stress in your body. Take a look at the board. You will notice a series of yoga poses. When I tell you to, I want you to choose a pose to do.</i> Facilitator will make sure scholars have enough room to move without coming in contact with others. Facilitator: <i>Think about a time you were upset at school. Choose a pose to do.</i> Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. Facilitator: <i>Think about a time you made a mistake on an assignment because you were rushing to complete it. Choose a pose to do.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. • Facilitator: <i>Think about a time someone stole something very special from you or you lost something very special to you. Choose a pose to do.</i> • Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. • Facilitator: <i>Think about a time an adult yelled at you for something you didn't do. Choose a pose to do.</i> • Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. • The facilitator may share additional scenarios if desired. Once completed, have scholars sit.
	<p>Build (Rehearse & Build for Transfer/ Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>How did you feel when you thought about a negative or stressful situation? How did your body feel?</i> • Facilitator will allow scholars to respond. • Facilitator: <i>How did you feel after you completed the yoga poses? How did your body feel?</i> • Facilitator will allow scholars to respond.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator will assist scholars with poses if needed.

The facilitator will rephrase scenarios for clarity if needed.

Scholars can reflect on different situations that have caused stress in their life and create their own yoga routines.

The facilitator will assist scholars with poses if needed.

The facilitator will rephrase scenarios for clarity if needed.

Activity Reflection:

Choose one or do both

After completing the yoga poses, I felt _____

My favorite pose was _____

because _____

Supplemental Resources:

Yoga poses posters





Activity Plan

Title: What Does My Name Mean?

Suggested Time: 45 minutes

Suggested Grade Level(s): K-2nd

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify positive character traits that describe themselves. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> affirmations persevere confidence positive negative motivation 	<p>Activity Overview: Scholars will write an acrostic poem using the letters of their first name to identify positive words that describe them.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Do you think the word "happy" is positive or negative? Facilitator will allow time for scholars to respond. Discuss the scholars' responses. Facilitator: Do you think the work "upset" is positive or negative? Facilitator will allow time for scholars to respond.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: What parts of speech are the words "happy" and "upset?" Facilitator will allow time for scholars to respond. Facilitator will prompt scholars, if needed. Facilitator: Who can recall what a noun is? Facilitator will allow time for scholars to respond. Facilitator will prompt scholars, if needed. Facilitator: What about an adjective? What is an adjective? Who can give me an adjective that describes you? Think of a positive adjective (character trait that describes you). Facilitator will allow time for scholars to respond. Facilitator will distribute paper and pencil.

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Please write your first name on your paper. I want you to think of a positive adjective (character trait) that describes you for every letter in your name.</i> • Facilitator will share the following example: <ul style="list-style-type: none"> ◦ ANN <ul style="list-style-type: none"> ▪ analytical; nurturing; nice
	<p>Build (Rehearse & Build for Transfer/ Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>You will now use the adjectives (character traits) that you identified to write an acrostic poem about yourself. An acrostic poem is a poem where the first word of each line spells out a word or phrase.</i> • Facilitator will share the following example: <ul style="list-style-type: none"> ◦ A: always analytical and thinking ◦ N: nurturing is in my nature ◦ N: nice is the way to be • Scholars will share their acrostic poem with an elbow partner.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide a graphic organizer and/or word bank for scholars to use.

Scholars can use a thesaurus to identify at least one synonym for each character trait that they have chosen to describe themselves.

Scholars can draw a picture to show positive character traits that describe them.

Activity Reflection:

What did you learn about yourself after completing this activity?

Supplemental Resources:



Activity Plan

Title: Positive vs Negative

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will be able to determine if a situation is positive and negative. <p>Materials:</p> <ul style="list-style-type: none">paperred crayon or colored pencilgreen crayon or colored pencil <p>Vocabulary:</p> <ul style="list-style-type: none">positivenegative	<p>Activity Overview: Scholars will decide if a situation is positive or negative. For negative situations, scholars will participate in a discussion to determine how to make it a positive situation.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>Do you know the difference between positive and negative?</i>Facilitator will allow time for scholars to respond.Facilitator: <i>Is it positive or negative to take a classmate's new pencil while they are in the restroom?</i>Facilitator will allow time for scholars to respond.Facilitator: <i>What can you do to turn the negative situation into a positive situation?</i>Facilitator will allow time for scholars to respond.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator will distribute paper and crayons/colored pencils.Facilitator: <i>Please fold your paper in half hamburger style (horizontal fold). On one side, use the green crayon to write the word "POSITIVE". On the other side, use the red crayon to write the word "NEGATIVE". I am going to read some scenarios to the class and I want you to hold up the side of the paper that describes the situation as "POSITIVE" or "NEGATIVE".</i>

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

- **Facilitator will share the following scenarios and allow the scholars an opportunity to display their POSITIVE or NEGATIVE sign after each scenario is read.**
- **Facilitator:** *Scenario 1: You are walking past the restroom and you hear a classmate crying. You immediately go and tell your teacher that someone is upset in the restroom.*
- **Facilitator:** *Scenario 2: You are the team captain for a kickball game. You do not pick your best friend to be on your team. You know it will make him/her upset, but he/she is not good at playing kickball.*
- **Facilitator:** *Scenario 3: You celebrate your birthday at school with cupcakes. You have leftovers after you have shared with all of your classmates. A child from another class asks for one and you share with them.*
- **Facilitator:** *Scenario 4: Your classmate wears a new outfit to school. The classmate overhears you and another classmate talking about the "ugly" new outfit and begins to cry.*
- **Facilitator:** *I would like for you to turn and talk to your elbow partner to determine how you can turn one of the negative scenarios into a positive one.*
- **Facilitator will allow time for scholars to share what they discussed with their elbow partner.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide **POSITIVE/NEGATIVE** signs.

Scholars can serve as a peer helper to demonstrate their understanding of being positive.

The facilitator can provide **POSITIVE/NEGATIVE** signs.

Activity Reflection:

Why is it important to think and behave in a positive manner?

Supplemental Resources:



Month at a Glance: April

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Public Service Announcement (PSA): Just Say No	It is important to understand the importance of saying no to drugs.	public service announcement (PSA) peers	2- 30 minute sessions
Be Creative	Social Media can be used to communicate important information. Understand the difference between prescription drugs and harmful drugs.	social media icon guidelines	2- 30 minute sessions
Precious Prescriptions	Understand the difference between prescription drugs and harmful drugs.	prescription, medicine, harmful, helpful	30-45 minutes
Help! I Can't Put my Phone Down	There are other things to spend time doing besides engaging with social media.	addiction social media	30- 45 minutes

April



Activity Plan

Title: Public Service Announcement (PSA): Just Say NO

Suggested Time: 2 30-minute sessions

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate their understanding of the importance of not using drugs. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil visual timer <p>Vocabulary:</p> <ul style="list-style-type: none"> Public Service Announcement (PSA) peers 	<p>Activity Overview: Scholars will create a public service announcement about why it's important to say no to drugs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>How many of you are familiar with the term "public service announcement?"</i> Facilitator will allow time for scholars to respond. Facilitator: <i>Can someone share with the class what a public service announcement is?</i> Facilitator will choose a scholar(s) to define a public service announcement. Facilitator: <i>Thanks for sharing.</i> <i>Facilitator will summarize scholars' responses and clarify the meaning, if needed.</i> Facilitator: <i>The purpose of a public service announcement is to share very important information with the public. It is usually shared in a place/space where it can be seen by lots of people.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>What are some reasons we should not use drugs? Why are drugs bad for us?</i> Facilitator will allow scholars to respond. Facilitator will write scholars' responses on board or chart paper.
	<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today you will work in small groups</i> (5 to 6 scholars) <i>to create a public service announcement targeted to your peers about the dangers of drugs and why they should just say NO to drugs. Your PSA should be no longer than 1 minute. Use a timer to ensure your PSA falls in the time limit. You will have an opportunity to present it to the class.</i> Facilitator will allow time for scholars to create their PSA. <i>Facilitator: At this time, each group will present your PSA to the class. I will set the timer for 1 minute at the beginning of each presentation.</i> <i>Facilitator will allow each group an opportunity to present their PSA.</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator will provide scholars with a graphic organizer to support them in creating their PSA.

Scholars will record their PSA to share schoolwide. (ex. News Show, Red Ribbon Assembly, etc.)

Facilitator will provide scholars with a graphic organizer to support them in creating their PSA.

Activity Reflection:

Why do you think public service announcements are an important way to share information with the public?

Supplemental Resources:



Activity Plan

Title: Be Creative!

Suggested Time: 2 30-minute sessions

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will design their own social media platform to include an icon and guidelines for usage. <p>Materials:</p> <ul style="list-style-type: none">chart papermarkerscrayonspencils <p>Vocabulary:</p> <ul style="list-style-type: none">social mediaiconguidelines	Activity Overview: Scholars will design a social media platform.	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>What is social media?</i>Facilitator will allow for scholars to respond and then summarize their responses.Facilitator: <i>Social media is a way for people across the entire world to interact with each other. Social media allows us to share pictures, thoughts, and ideas with others.</i>Facilitator: <i>What are some common characteristics that different social media platforms share?</i>Facilitator will allow scholars to respond and then summarize their responses. Additional information can be provided if needed.Facilitator: <i>All social media platforms have an icon to identify them. They also have guidelines (rules) for using them.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator: <i>Today you are going to have the opportunity to create your own social media platform. You will create an icon to promote your social media platform. Remember that an icon is a picture or image that represents something. You will also decide what the guidelines (rules) will be for using your social media platform. Consider what age range will be allowed to use your platform. Consider what people will be able to post or share on your platform. Consider how people will interact on your social media platform.</i>



	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Facilitator: <i>Today you are going to have the opportunity to create your own social media platform. You will create an icon to promote your social media platform. Remember that an icon is a picture or image that represents something. You will also decide what the guidelines (rules) will be for using your social media platform. Consider what age range will be allowed to use your platform. Consider what people will be able to post or share on your platform. Consider how people will interact on your social media platform.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator will distribute chart paper and art supplies to scholars. • Facilitator: <i>You will use the chart paper and art supplies to create your social media platform. You should include the following on your chart paper: icon (explain what your icon means) and guidelines (what are the rules for using your social media platform).</i> • Facilitator will allow time for scholars to design their social media platforms. • Facilitator: <i>We will now work in small groups of 3 or 4 to share your social media platforms.</i> • Facilitator will allow time for scholars to work in small groups to share their social media platforms.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can work in small groups to complete the activity.

Scholars can use technology (PowerPoint, Flipgrid, etc.) to create their social media platform.

Scholars can work in small groups to complete the activity.

Activity Reflection:

How does the social media platform you created promote being positive? Why should this be important to you as a creator?

Supplemental Resources:



Activity Plan

Title: Precious Prescriptions
Suggested Time: 30-45 minute
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to identify the difference between prescription drugs and harmful drugs. <p>Materials:</p> <ul style="list-style-type: none"> chart paper index cards or post it notes handout <p>Vocabulary:</p> <ul style="list-style-type: none"> prescription medicine harmful helpful 	<p>Activity Overview: Scholars will discuss prescription medicine and how it can be helpful.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever been sick before and needed to go to the doctor? If so, I want you to share your experiences with the class.</i> Allow time for scholars to share appropriate responses with the class. Facilitator: <i>Thank you all for sharing your experiences with us.</i> Facilitator: <i>Sometimes the doctor recommends medicine that can be found at a pharmacy or grocery store. Other times the doctor writes out a special prescription for you. Although prescription drugs can be purchased at the pharmacy or grocery store, you must talk with a pharmacist if you have prescription medicine. A pharmacist is trained to discuss medicine prescribed by a doctor.</i> <i>Now take a minute to jot your definition of prescription medicine down on an index card.</i> Allow time for scholars to develop their own definition of prescription medicine and share them with the group.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Prescription medicine can be very helpful. It can help you feel better if you have a cold or the flu. It can also help you feel better if you have some ailments such as asthma. Please raise your hand and share other ways prescription drugs can be helpful.</i> Accept reasonable responses for scholars and clarify responses as needed.



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Great work scholars. Prescription drugs can be just as harmful as illegal drugs if you misuse them. For example, taking the wrong prescription drugs can cause severe bodily harm. You can also become addicted to prescription drugs just as you can become addicted to illegal drugs. I would like some of you to share other ways that prescription drugs can be harmful.</i> • Accept reasonable responses for scholars and clarify responses as needed. • Facilitator: <i>Now we will complete an activity together. I am going to say a series of statements, standup if the statement is true; sit down if the statement is false.</i> <ul style="list-style-type: none"> ◦ <i>Anybody can give you prescription drugs.</i> • <i>Allow time for scholars to stand or sit. Discuss why the statements are right or wrong. (Repeat this for the next three statements listed below. Be sure to review the answers after each statement.)</i> <ul style="list-style-type: none"> ◦ <i>All prescription drugs are good for you.</i> ◦ <i>It is safe to take another person's prescription drugs if you have the same symptoms.</i> ◦ <i>You must be careful with prescription drugs too.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>You all have done an awesome job so far with our activity on prescription drugs. Our closing activity will allow me to check for your understanding a bit more. You will complete a handout that reviews our learning from today.</i> • The facilitator will distribute the handout. • Facilitator: <i>This activity is divided into two parts. I am going to review each part with you, answer any questions, then you will work independently.</i> • Review each part and answer any questions.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 Scholars can draw a picture that checks for understanding of how prescription drugs can be helpful or harmful.

Scholars can use their devices to create a presentation that outlines how prescription drugs can be helpful and harmful.

The facilitator can work with scholars in a small group to complete the task.

Some scholars may be successful if allowed to work with a buddy.

Activity Reflection:

Scholars will create a one sentence summary that explains how prescription drugs can be both harmful and helpful.

Supplemental Resources:

Prescription Drugs handout



Drugs

Name: _____ Date: _____

Part 1: Complete the chart below. In the first column list three facts about prescription drugs. In the second column list three facts about drugs that were not prescribed by a doctor.

Prescription Drugs	Other Drugs
1.	1.
2.	2.
3.	3.

Part 2: In the first column write three ways prescription drugs can be helpful. In the second column write three ways prescription drugs can be harmful.

Prescription Drugs (HELPFUL)	Other Drugs (HARMFUL)
1.	1.
2.	2.
3.	3.



Activity Plan

Title: Help! I Can't Put My Phone Down

Suggested Time: 30-45 minute

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify patterns of behavior that show an addiction to social media. <p>Materials:</p> <ul style="list-style-type: none"> chart paper activity sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> addiction social media 	<p>Activity Overview: Scholars will find alternate activities to do instead of being on social media.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>By a show of hands how many of you use social media throughout the day?</i> Allow time for scholars to respond. Facilitator: <i>What kind of social media do you use, and how many hours a day would you say that you use and/or explore social media? Accept reasonable responses from scholars.</i> Facilitators: <i>Today we are going to explore the term addiction and discuss activities we can do instead of spending so much time on social media.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to complete a class "word splash." This means I am going to write a word on the board, and I want you to share what comes to mind when you think about the word.</i> The facilitator writes the word "addiction" on the board. Facilitator: <i>Look at the board, now share the first thing that comes to mind when you hear or think about the word "addiction".</i> Allow time for scholars to share their thoughts and write their answers on the board or chart paper. Facilitator: <i>Great work. The actual definition of addiction is a disorder that is characterized by a persistent and intense urge to engage in the use of substances or behaviors. Oftentimes when we hear the term addiction, we think about drug addiction. It is, however, possible to be addicted to things like technology or social media.</i> Allow time scholars to process what you said.



<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Facilitator: <i>Now I want you to turn and talk to your neighbor and reflect on the definition of addiction and think about your own habits with social media.</i> • Give scholars time to reflect and talk with a buddy. • Facilitator: <i>I would like a few of you to share your thoughts with the class.</i> • Allow scholars time to share aloud with the entire class.
<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator: <i>I want you all to think about your own habits with social media. Raise your hand if you spend more than an hour a day using any social media platform. Allow time for scholars to answer the question.</i> • Facilitator: <i>Let's talk about this a little more. Tell me what kind of social media platforms you use and when you are using them. Accept reasonable responses.</i> • Facilitator: <i>That's quite a bit of time some of you are spending on your phones or tablets using social media.</i> • Facilitator: <i>I want you all to think about better ways you can spend time throughout the day. The facilitator distributes the handout.</i> • Facilitator: <i>Our final step for today is to complete this handout. Look at it carefully. We have already discussed most of this today. I want you to reflect on what we discussed today and your own habits.</i> • Allow time for scholars to complete the handout.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 Scholars can complete the handout with a buddy.

Scholars can create an action plan for reducing their time on social media and share their plans with the class.

Scholars can have a scribe assist with writing to ensure the handout is completed.

Activity Reflection:

Facilitator: Think about the things you listed on your handout that you could do instead of spending so much time on social media. Share one activity you will do this week instead of using social media.

Allow scholars to share their responses.

Supplemental Resources:

Social Media Handout



Social Media Handout

Name: _____ **Date:** _____

Carefully respond to the questions listed below. Be sure to be honest with yourself as you think about your own social media usage.

Do you feel like you are addicted to technology or social media?

List the social media platforms you currently use.

Approximately how much time do you spend using social media each day?

List other activities you could do instead of spending time on social media.

Of all the activities listed above, which one are you most likely to use instead of social media?

Who might you be able to identify as an accountability partner to make sure you are reducing the amount of time spent on social media?



Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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No Means No!	Never allow pressure to allow you to engage in situations that are wrong.	peer pressure	30-45 minutes
Ace and the Election	It is important to understand how to accept defeat with grace.	courage anxious dignity	30-minutes
Healthy Body, Healthy Life	Eating healthy will promote healthy living.	healthy	30-45 minutes
Gangs are not Cool	Say no to gangs.	gangs	30-40 minutes

May



Activity Plan

Title: No Means No!

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> To practice saying no to participating in things that are wrong. <p>Materials:</p> <ul style="list-style-type: none"> scenario cards <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure 	<p>Activity Overview: Scholars will understand the importance of saying no when they do not want to do something that is wrong or makes them feel uncomfortable.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Does anyone know what peer pressure is? Allow scholars to respond. Negative peer pressure is when someone around your age tries to convince you to do something you know is wrong. Have you ever been pressured into participating in doing something you knew was wrong? Allow scholars to respond. How did it make you feel? Allow scholars to respond.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to take a look at some images. We will talk about whether it is something you should do or participate in or not. We will then practice saying no and sharing the reason why you don't want to do it.</i> Facilitator will show a card and respond either incorrectly or correctly. Facilitator will engage scholars by asking if the response was correct or appropriate. Discuss the reasons why or why not. Facilitator will allow scholars to work in pairs or in small groups to discuss the scenario on each card.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will call on scholars to share one of the scenarios they discussed with their partner or small groups. The class will engage in a discussion on how their fellow scholars would handle the situation. Facilitator: <i>Remember that it is important that you do not allow anyone to pressure you into doing something that makes you uncomfortable or that you know is wrong. It is ok to say no.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can guide scholars if help is needed to understand what is happening in the pictured scenario as needed.

Scholars can discuss how they can use positive peer pressure in negative situations.

The facilitator can guide scholars if help is needed to understand what is happening in the pictured scenario as needed.

Activity Reflection:

Respond orally or in a journal: Ace wants to know how you feel when someone tries to make you do something you know is wrong. What can you do if someone tries to peer pressure you?

Supplemental Resources:

Read aloud the story Alexander and the Terrible, Horrible, No Good, Very Bad Day and discuss some of the disappointments of Alexander's day.



Scenario Cards







Activity Plan

Title: Ace and the Election

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will learn how to accept defeat with dignity. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none">courageanxiousdignity	<p>Activity Overview: Scholars will practice delivering appropriate responses to defeat.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>Put your thumbs up if you've ever played a game and won. Put your thumbs down if you've ever played a game and lost. Put your thumbs up if you have ever run for a position like class president and won. Put your thumbs down if you ran for a position like class president and lost. Put your thumbs up if you tried out for a team and were selected. Put your thumbs down if you tried out for a team and did not make it.</i>Facilitator: <i>Trying out for teams or a play takes courage. Stepping up to try out for a position such as class president also takes courage. It is a part of life that sometimes you may not be selected. You may actually lose. How would you feel if you lost or did not get selected for something you tried out for?</i>Facilitator will allow scholars to respond to the group or turn and talk to a peer.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator: <i>Ace wanted to run for president of his elementary school. He ran against his friends Xavier, Tara, and Kiara. They all made posters and did a great job with their campaign speeches. There could only be one president. It was time for the scholars who attended the elementary school to vote. Ace, Xavier, Tara, and Kiara were very anxious as they waited for the results. Moments later, Principal Jefferson announced that Ace won the election. Ace was very excited. Kiara and Xavier congratulated him. Tara stormed off and vowed to never speak to anyone at the elementary school again because she did not win. She went on social media and began to tell lies about Ace and even called him names. Xavier saw the posts and told Tara to take them down. She refused. Do you think Tara handled the loss with dignity?</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator will allow scholars to respond to the group or turn and talk to a peer. <i>How do you think Ace will feel if he finds out? Facilitator will allow scholars to respond to the group or turn and talk to a peer.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator will put scholars in groups of four. • Facilitator: <i>Now that you are in your groups, I would like you to act out a positive way Tara could have handled the loss. What could she have done differently? Do you think Xavier could have done something different to help? If so, act that out too. You will have ten minutes to discuss and practice with your group.</i> • Facilitator will call on groups to present to the class. Scholars will discuss the suggested ways to act out the scenario after each group presents.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can prepare sentence stems for scholars to complete.

Tara felt _____
when she lost, so she

_____.

She should have

done _____
_____ instead.

Grades K-2 Pretend you are the character Tara and draw a congratulatory picture or make a card for Ace.

Grades 3-5 Pretend you are the character Tara and write a congratulatory note to Ace.

The facilitator can prepare sentence stems for scholars to complete.

Tara felt _____
when she lost so she _____

_____.

She should have

done _____
_____ instead.

The facilitator can paraphrase the story for clarity if needed.

Activity Reflection:

Turn and Talk to a partner: How do you think Ace would feel if he found out what Tara did when she lost the election?

What should Ace do if he finds out how Tara responded to losing?

Supplemental Resources:



Activity Plan

Title: Healthy Body, Healthy Life

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify what healthy eating looks like and create a healthy meal plan. <p>Materials:</p> <ul style="list-style-type: none"> junk food and healthy food posters <p>Vocabulary:</p> <ul style="list-style-type: none"> courage anxious dignity 	<p>Activity Overview: After learning about healthy foods, scholars will create their own healthy meal plan for the week.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display photos of junk food and ask scholars how these foods taste? Facilitator will record student responses. Facilitator: <i>What happens after you eat too much of these foods?</i> Facilitator will record student responses. Facilitator: <i>Although these foods might taste good, they are not the best foods for our body. These are not healthy foods. Today we will learn about healthy foods and how they are good for our body.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will display photos of healthy foods and lead a discussion on what it means to be healthy. Facilitator: <i>These foods are healthy. Healthy eating means taking care of your body by eating lean protein and dairy, fruits and vegetables, whole grains, and water. Protein includes fish, chicken, seafood, lean beef, nuts, and beans.</i> Facilitator: <i>When you eat healthy foods, you are less likely to get sick and you will have more energy.</i> Facilitator: <i>What are some of your favorite healthy foods? How do you feel when you eat these healthy foods?</i> Facilitator: <i>Turn and talk to your neighbors.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <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> • Facilitator: <i>How do you like to eat your favorite foods?</i> • Facilitator: <i>Turn and talk to your neighbors.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <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>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can view videos of healthy foods and their benefits.

Scholars can design a menu to be used in a restaurant. It should include mainly healthy food options.

Scholars can draw and illustrate their meals. Facilitator can help scholars dictate what they draw.

Activity Reflection:

Scholars will share their meal plans with the class.

Supplemental Resources:



Activity Plan

Title: Gangs are not Cool
Suggested Time: 30-40 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn what gangs are and how to avoid them. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> gangs 	<p>Activity Overview: Scholars will create a calendar of social or community activities they can do with their friends instead of joining a gang.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Listen as I read this story about Ace and Blue Jay. (Facilitator will read the story.). <p><i>Ace was walking along with Blue Jay. As they were walking, they saw a group of kids dressed alike in the same colors. One of the kids noticed Ace and Blue Jay and said, "Hey kids what's up?" "Umm nothing," said Ace nervously. Ace noticed the kids were smoking. One kid also had spray paint. "Why don't you all come hang with us?" they asked. Ace noticed one of the kids had a can of spray paint and started spray painting on someone's car. "Hey! That's not cool", said Ace. "Well what are you going to do about it?" said one of the kids. Ace and Blue Jay took off running home and told their parents about what happened.</i></p>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: The group of kids that Ace and Bluejay saw were members of a gang. A gang is a group of people who share a common identity. They often commit crimes together. The kids from the story who were spray painting someone's car are an example. Facilitator: Why do you think some kids might want to join a gang? Facilitator will record student responses. Facilitator: Some kids might join a gang because gang members offer friendship. Gangs will also tell you that they can offer protection so that no one will bully or harm you.

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>They may try to entice you by offering nice things such as flashy jewelry or new clothes and shoes. Gangs often participate in harmful activities that affect the community, which is how they get these items. Many gang members sell drugs and commit violent crimes such as robbery. They also may commit crimes such as shooting at other gangs. Even though they may shoot at another gang, sometimes an innocent person can get hurt if they are near where the gang is shooting.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that we have learned about gangs and how they can affect our community, we are going to think about things we can do with our friends and support our community. You will create a social/community calendar of activities that you can do with your friends or family members instead of joining a gang.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Tasks can be chunked for scholars.

Scholars can keep a journal of the activities they did with their friends. They can then write about how the activities made them feel.

The facilitator can assist scholars with dictating events they want to include on their calendars.

Activity Reflection:

Scholars will share their calendars of activities with their peers.

Supplemental Resources:



Month	Topic/Focus	Description
June	Oh The Places You'll Go!	<p>Oh the places scholars can go if they develop good habits that continue through adulthood! Throughout the month, we will take a trip to an identified location outside our great state of Georgia! In preparation, we will do lots of fun things. This will help ensure we know exactly what to expect once we arrive!</p> <p>The facilitator can either choose one location for everyone to research or allow scholars to decide on a location of their choice.</p>
July	It's An Annual Affair!	<p>Each year schools celebrate Red Ribbon Week during the week of October 23 – 31st. Educators, scholars and members of the community sign pledges, dress in special clothing and stand together to rid their communities of drugs. The mission of Red Ribbon 365 is to promote overall wellness, which includes saying no to drugs and many other things associated with unhealthy living. During the month of July, educators and scholars will work together to plan an annual event of your choice to be held at the end of Red Ribbon Week or on a date of your choice!</p> <p>The activities in the choice board should be completed in preparation for the annual event.</p>

Oh The Places You'll Go!

Decide Where to Go	Obtain a Passport/Identification	Book Flights, Hotels, Transportation
<p>Think about what might interest you... a beach, snowy mountains, interesting buildings, etc.</p> <p>Conduct an internet search or consult with a travel agent.</p> <p>Find the location on a map. How far away is it from Georgia?</p>	<p>Conduct an internet search of the process for obtaining a passport/ID. Find out how long it will take to obtain one.</p> <p>Use art supplies to create a passport or identification card.</p> <p style="text-align: center;">Or</p> <p>Find an online passport or identification card template and add your information.</p>	<p>Conduct an internet search of hotels, flights, rental cars, etc.</p> <p>Consider prices & location as it relates to the distance to and from tourist attractions.</p> <p>Create a budget for all expenses.</p>
Safety Tips When Traveling	Language Needed to Communicate	Explore Tourist Attractions
<p>Research ways to be safe when traveling.</p> <p>Create a list of safety tips.</p> <p>Create a list of safety tips.</p>	<p>What tools can you use to communicate if you are exploring a place that does not speak English?</p> <p>Research websites that translate languages.</p> <p>Research websites that translate languages.</p>	<p>Research tourist attractions, the days & times of operation, cost to enjoy the attraction etc.</p> <p>Create an itinerary of things to do.</p>

Explore Foods to Eat	Select a Souvenir to Bring Back	Keep a Journal of Your Trip
<p>Research restaurants known for serving delicious foods, their hours of operation, costs, etc.</p> <p>Create a menu of foods you might like to eat. Find a recipe of a food item that would be served at one of the restaurants. Make the meal.</p>	<p>Determine what would be a great souvenir to bring back to a friend or family member to represent the place you visited.</p> <p>Create a model souvenir that you would bring back from the trip.</p>	<p>Reflection on your experience.</p> <p>Journal: Write about your trip. How was the flight, hotel, food, and tourist attractions? Was it difficult to communicate with people? How was the weather?</p> <p style="text-align: center;">Or</p> <p>Create a postcard to represent the location. Write a message on the postcard to a family member or friend telling them about the trip.</p>

It's An Annual Affair

Logics and Technology Committee	Community Engagement Committee (Scholar Focus)	Community Engagement Committee (Adult Focus)
<p>Determine a date, time, and location. Determine a budget (Will there be a fee to enter?)</p> <p>Ensure needs such as electricity, water, etc. are considered.</p> <p>Obtain security.</p>	<p>Plan activities such as face painting, cake walks, sack race, arts and crafts, and bouncy houses.</p>	<p>Identify institutions and resources such as public libraries, health departments (mental and physical health), banks, and employment agencies. Encourage their participation.</p>
Social Media Committee	Food Committee	Family Fitness Committee
<p>Get the word out about the event before, during, and after.</p> <p>Take still pictures and "go live" on social media.</p> <p>Create a hashtag.</p>	<p>Solicit participation from food trucks, local restaurants, and caterers.</p>	<p>Seek a fitness instructor to lead workouts such as Zumba and yoga.</p>

Local School Connection Committee	Outreach Committee	Red Ribbon Week Pledge Committee
<p>Encourage participation from the school board and local elementary, middle, and high schools.</p>	<p>Grassroot advertisement (newspaper, flyers, schools etc.)</p> <p>Create a survey and administer it to obtain feedback from the fair.</p> <p>Determine demographics of participants (ex. age group, how did they find out about the event etc.)</p>	<p>Determine a creative way to capture signatures of participants as they pledge to be drug free. (Ex. Display large banners, paint a mural, write drug free message on balloons and release etc.)</p>

Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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I Am SMART!	Setting goals will help create a plan for success.	goal, specific, measurable, actionable, realistic, timely	45 minutes
My Interest- My Future	Doing what you love may lead to a successful career.	interests, career	30-45 minutes
Let's Get Together!	Spending time doing things you enjoy with others fosters a happy life.		45 minutes
Am I a Good Friend?	Being kind to others helps to build healthy relationships.	characteristics, good friend	30-45 minutes

August



Activity Plan

Title: I Am SMART!

Suggested Time: 45 minutes

Suggested Grade Level(s): 3rd – 5th independent/K-2nd whole group

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify key components of goal setting. <p>Materials:</p> <ul style="list-style-type: none"> image of goal post chart paper markers, SMART goal template <p>Vocabulary:</p> <ul style="list-style-type: none"> goal specific measurable actionable realistic timely 	<p>Activity Overview: Scholars will write a SMART goal after discussing the importance of goal setting.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display an image of a goal post. <i>Facilitator: What is the purpose of a goal post? Facilitator will record scholars' responses on chart paper.</i> Facilitator will use scholars' responses to guide class discussion on the importance of setting goals.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will display the SMART goal template. Facilitator will lead class in discussing and understanding the meaning of the following terms: <i>Facilitator: What does specific mean? (what exactly do you want to accomplish) What does measurable mean? (what will your evidence look like), What does actionable mean? (what will you do to achieve your goal), What does realistic mean? (is your goal achievable), and What does timely mean? (how long will it take to achieve your goal).</i> Facilitator will guide scholars in creating a whole group SMART goal.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will guide scholars in generating a list of possible goals (i.e., books read, report card grades, becoming a safety patrol). Facilitator will distribute SMART goal templates to scholars. Facilitator will remind scholars to use the whole group SMART goal as a reference. Scholars in grades 3-5 will create an individualized SMART goal.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator can provide sentence frames to support scholars in writing their SMART goal.

Scholars can write specific steps to achieve their SMART goal.

Scholars can use pictures to create their SMART goal.

Scholars can work in collaborative groups to create a SMART goal.

Activity Reflection:

Scholars will share their SMART goal with a classmate and discuss why it is important to set goals.

Supplemental Resources: SMART goal template; Goal Post Image



S.M.A.R.T. Goal

Specific What exactly do you want to accomplish?	
Measurable What will your evidence look like?	
Actionable What will you do to achieve your goal?	
Realistic Is your goal achievable?	
Timely How long will it take to achieve your goal?	

Write your S.M.A.R.T. goal

Activity Plan

Title: My Interests-My Future
Suggested Time: 30-45 minutes
Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify possible careers related to current interests. <p>Materials:</p> <ul style="list-style-type: none"> sentence strips index cards sentence frames <p>Vocabulary:</p> <ul style="list-style-type: none"> interests career 	<p>Activity Overview: Scholars will brainstorm a list of activities they are interested in and find a career that aligns with their interests.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will write the following words on the board: hammer, book, paintbrush, basketball, tractor, and helmet. (Provide visuals of the pictures for scholars who are unable to read). Facilitator: <i>Scholars, can you identify possible careers related to the words (or pictures) on the board? Some words could be associated with more than one career.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Scholars, did you know that most people choose a career based on things they are interested in or like to do?</i> <i>So, let's talk about some of the things you like to do. Turn to your elbow partner or the person next to you and talk about some things you are interested in or a career that you have been thinking about.</i>
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will then make a list or draw pictures of their interests or things they like to do. Scholars will then complete the following sentence frame: I like _____; therefore when I grow up I might have a career as a/an_____. Scholars will have an opportunity to share and read their sentences aloud.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Review the terms interests and career with scholars and discuss how they are related.

For scholars who are not yet reading, consider using an app such as Chatterpix to help find pictures and explain their ideas, interests, and career aspirations.

Scholars can research careers related to their interests.

Instead of writing words on the board, display pictures.

Discuss each picture and what they are used for.

Provide conversation stems to help with "buddy discussions."

Activity Reflection:

Scholars will share with the class/group how their interests are connected to their future careers.

Supplemental Resources:



Activity Plan

Title: Let's Get Together!

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the importance of building healthy relationships with peers. <p>Materials:</p> <ul style="list-style-type: none"> art supplies magazines printed web images posterboard chart paper construction paper <p>Vocabulary:</p> <ul style="list-style-type: none"> peers relationships traits characteristics 	<p>Activity Overview: Scholars will create a collage of activities that they enjoy doing with their friends.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Who are some fictional characters that you think are friends?</i> Facilitator will record scholars' responses. Facilitator: <i>Why do you think these fictional characters are friends?</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will share some activities they enjoy doing with their friends (vacationing, exercising, going to the movies, etc.). Facilitator will ask scholars to generate a list of activities that they enjoy doing with their friends.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will create a visual representation on poster board, construction paper, or chart paper using drawings, pictures from magazines, or web images to display activities they enjoy participating in with their friends.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can choose one activity that they enjoy doing with their friends to complete the visual.

The facilitator can provide examples of fictional friends Batman and Robin, Dora the Explorer and her monkey named Boots.

Scholars can create an invitation for one of their friends to participate in a fun activity with them.

Scholars can share details about activities that have a cultural relevance.

Activity Reflection:

Scholars will respond to the following questions after completing the activity:

- What are the characteristics/traits of a good friend?
- Do you consider yourself to be a good friend? Why or why not?

Supplemental Resources:



Activity Plan

Title: Am I a Good Friend?
Suggested Time: 30-45 minutes
Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> To identify what a "good friend" is, so they can work on becoming an even better friend. <p>Materials:</p> <ul style="list-style-type: none"> sentence strips index Cards sticky Notes scenarios <p>Vocabulary:</p> <ul style="list-style-type: none"> good friends characteristics 	<p>Activity Overview: Scholars will explore the characteristics of a "Good Friend" and develop their own meaning for the term "Good Friend"</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will lead the scholars in a word splash. To complete a word splash, first the facilitator writes the term "friend" on the board then scholars create a "splash" by placing their sticky notes around the word friend. The facilitator will give scholars a sticky note. Facilitator: <i>What words come to mind when you see the word friend?</i> The facilitator will then ask a few scholars to share what they wrote on their sticky note and why. Facilitator: <i>Thank you all for sharing. Please place your sticky notes around the word "friend" that is listed on the board.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will share some activities they enjoy doing with their friends (vacationing, exercising, going to the movies, etc.). Facilitator will ask scholars to generate a list of activities that they enjoy doing with their friends.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will distribute sentence strips or index cards to each scholar. The scholars will complete the following sentence stem: A good friend is..... I am a good friend because.....

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Share videos related to friendship and ask scholars to describe why these are examples or non-examples of a "good friend"

For scholars who are not yet reading and writing, the facilitator can use pictures and the scholars can draw their own pictures. Chatterpix is an app that helps scholars explain their ideas on paper

Scholars will create an acrostic using the letters in the word "friend".

Scholars can create their own scenarios or act out the ones from the handout.

The facilitator can write down the words on the board instead of scholars using sticky notes.

Activity Reflection:

Scholars will explain why it is important to be a "good friend" either verbally or in writing.

Supplemental Resources: Am I a Good Friend Scenarios



Am I a Good Friend?

Scenario 1: Mary and Keisha were at the park. They swung on the swings, climbed the jungle gym, and played hopscotch together. Suddenly, Mary's friend Jane showed up at the park. Mary and Jane began to jump rope and chase each other around the tree. Keisha was left with no one to play with and began to cry. Mary and Jane started laughing at Keisha.

Was Mary being a good friend? What could she have done differently to be a better friend?

Scenario 1: Mark and Kevin were playing basketball during recess with some of their classmates. Kevin kept missing the basket and the other boys began calling him names. Mark noticed that Kevin was becoming upset and about to cry. Mark decided he did not want to play basketball anymore and invited Kevin to play Tag.

Was Mark being a good friend? What could he have done differently to be a better friend?

Scenario 3: Kim and Kwame are classmates in Ms. Johnson's class. The class took a field trip to the aquarium. Kim's mom gave her some money to buy some souvenirs from the gift shop. Kwame's mom also gave him money to buy something. When they got to the cash register Kwame did not have enough money. He needed an additional dollar to complete his purchase. Kim had five dollars left over and decided to give Kwame a dollar.

Was Kim being a good friend? What could she have done to be a better friend?

Month at a Glance: September

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Finding your Joy	It is important to understand how to make yourself happy.	joy	30-45 minutes
Face My Feelings	Facial expressions can reveal your emotions.	feelings facial features	30-45 minutes
Press and Reset	Understanding how to identify unpleasant feelings and how to address them will help people ease anxiety.	negative feelings	30-45 minutes
Put a Face to it	Identifying people you can trust will help you get support when needed.	trustworthiness trustworthy character traits	45 minutes

September



Activity Plan

Title: - Finding your Joy
Suggested Time: 30-45 minutes
Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the importance of being able to identify those things that bring you joy. <p>Materials:</p> <ul style="list-style-type: none"> aces faces template aces bad day story finding your joy worksheet <p>Vocabulary:</p> <ul style="list-style-type: none"> joy 	<p>Activity Overview: Scholars will be able to explain how they can find their joy when they are having a bad day.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display the Ace's Faces Template and share how they are feeling today and why. Facilitator will call on several scholars to also share how they are feeling and why. Facilitator will tell scholars they are going to learn about how to find joy if they are having a bad day. Facilitator: <i>When people have joy in their lives, it gives them a feeling of happiness and wellbeing.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will introduce the story " Ace's Bad Day" to scholars and explain to them that in this story Ace has a bad day. Facilitator will read the story and ask students how Ace was feeling throughout the story. Facilitator will ask scholars to explain how Ace was able to find his joy even though he thought he was having a bad day.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>How did Ace feel in the beginning, middle, and end of the story?</i> Facilitator will have scholars reflect on the things that bring them joy when they are having a bad day. Scholars will complete the Finding Your Joy activity sheet. Scholars will share how they found their joy after having a bad day.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator will provide a sentence frame to support scholars in writing how they found their joy.

Scholars will write and illustrate the beginning, middle, and end of how they found their joy.

Facilitator will have scholars illustrate how they found their joy. Facilitator will provide scholars with pictures and words to assist them with their writing.

Activity Reflection:

Facilitator will have scholars revisit the Aces Faces chart to discuss if their feelings have changed. Scholars will share their finding your joy activity sheet with a classmate.

Supplemental Resources:

Ace's Faces Template

- Aces Bad Day story
- Finding your joy activity sheet



Characters: Ace's Bad Day





Ace's Bad Day

One morning Ace woke up to his mom yelling, "Ace time to get up! You will be late for school!"

Ace quickly jumped out of bed, brushed his teeth, put on his clothes, and ran to the bus stop.

When Ace got to the bus stop, he saw his best friend Bluebird. "Good morning, Bluebird," said Ace. "Wow, did you get dressed in the dark?" asked Bluebird. "What do you mean?" asked Ace. Bluebird said, "Your shoes don't match." Ace looked down and saw that he had put on two different shoes. "Oh no!" said Ace.

Ace immediately became sad and put his head down. "What will everyone think?" he thought.

As the bus arrived at school, Ace slowly got off the bus. Bluebird tried to cheer him up, but Ace was so embarrassed.

When he walked into class the teacher noticed Ace's sad face. "Good morning, Ace," said Mrs. Owl. "Why are you sad?" Ace pointed to his two mismatched feet. "I see," said Mrs. Owl.

All Ace could think about was his mismatched shoes. He had a hard time paying attention in class, and he didn't volunteer to be a class helper because he thought more of his classmates would notice his shoes.

"At least it's almost lunchtime," he thought to himself. Just then, Mrs. Owl announced that it was lunchtime and told everyone to get their lunch. Ace walked over to his book bag only to find out that he forgot his lunch. "Oh no!" said Ace. Ace was no longer sad. He was now angry.

"First, I put on the wrong shoes, and then I forgot my lunch! This day can't get any worse," said Ace. Ace was so upset and angry that he sat alone in the cafeteria. His friends Bluebird and Hawk came over to ask what was wrong. "I put on mismatched shoes and I forgot my lunch," said Ace. Hawk said, "I thought your mismatched shoes looked cool!"

"Really?" questioned Ace with a smile. Ace started to feel better, but he was still hungry.

"Do you want some of my lunch?" asked Bluebird. "It's a peanut butter and banana sandwich." "Thanks," said Ace. "You can have my cookie and grapes," said Hawk.

"Thanks Hawk," Ace said. Even though he didn't have his own lunch, Ace was happy that his friends were willing to share with him.

"Thanks for sharing with me. It makes me feel special," said Ace. "You're welcome," said Hawk. "Plus, you need to have energy for gym class. Remember, it's a relay race day!" Hawk said.

Ace usually loved relay race day in gym class, but since he had on mismatched shoes he wasn't as excited. After recess, they headed to gym class and Coach Eagle put them into teams for the relay races.

Ace was the last person on his team to go. He was sure he wouldn't do well because of his mismatched shoes. Bluebird could tell Ace was doubting himself and told him, "You've got this! You are always the fastest runner!"

"But what about my shoes?" asked Ace.

"What about them?" Asked Bluebird.

"On your mark, get set, GO!!" yelled Coach Eagle. Hawk was first in line for Ace's team, and he took off running as fast as he could. Bluebird was next, and he was running as fast as he could. Ace yelled, "Come on, Bluebird! You can do it!"

Although Bluebird ran as fast as he could, they were still in second place. Next it was Ace's turn. He knew it was up to him to run as fast as he could. He looked down at his mismatched shoes and said, "Let's do this!"

Ace took off running and he could hear Bluebird and Hawk cheering him on. "You can do it Ace!" they yelled. Ace looked at the runner next to him, forgot about his mismatched shoes and sped towards the finish line in first place. "Yay Ace!" yelled everyone.

"I did it!" said Ace.

"And you did it with mismatched shoes!" said Bluebird.

Ace, Hawk, and Bluebird shared a laugh and Ace was no longer sad. He realized that even though his day started off bad, it didn't have to end that way.

Ace's Faces

How are you feeling today?



Happy



Cool



Excited



Angry



Okay



Sad



Silly



Nervous



Finding your Joy

Directions: Think about a time you had a bad day. What made you feel better? What brought you joy? Illustrate and write about it below.



I felt joy when:



Activity Plan

Title: Face My Feelings

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be self aware of their feelings and faces using a picture and descriptive words. <p>Materials:</p> <ul style="list-style-type: none"> emojis pictures of faces <p>Vocabulary:</p> <ul style="list-style-type: none"> feelings facial features 	<p>Activity Overview: Scholars will explore the many feelings they experience and the faces they make when they are experiencing them.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display several faces. Pictures can be emojis, personal pictures making faces, stock photos. Display each picture. Facilitator: <i>What feelings do you associate with the look on the face?</i> Facilitator will chart student responses.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Every day we experience many different emotions and feelings. The emotions you feel are important. Sometimes we express our emotions on our faces.</i> Using the Ace Feeling Face activity sheet, the facilitator will draw their silly facial features and describe the facial features aloud. Example: My eyebrows are high, my eyes are big and my teeth are showing.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will distribute the Ace Feeling Face activity sheet and provide pencils, crayons, or markers. Scholar(s) will choose an emotion and draw the facial features. Encourage scholars to describe the facial features aloud with a partner or caring person.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Allow scholars to identify and describe the feeling and face aloud before drawing.

Show peer examples.

**Scholars requiring acceleration can:
Identify new feeling words on a separate sheet of paper.**

Match their feeling face with an emoji on the mood meter.

Offer books about emotions for students to read independently

Scholars can list feeling words.

The facilitator can provide scholars with visual examples.

Scholars can receive extended time.

Activity Reflection:

Facilitator will allow scholars to share and describe their faces with a neighbor or aloud.

Facilitator will encourage scholars to continue to explore their feelings and faces throughout the day to promote emotional self-awareness.

Supplemental Resources:





Activity Plan

Title: Press and Reset

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will empowered to make necessary changes that promote positive feelings. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers glue scissors construction paper glitter stickers <p>(other items scholars can use to create their Reset Button. Buttons can be 2 or 3 dimensional small plastic containers (3-D button))</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> negative feelings 	<p>Activity Overview: Scholars will create a Reset Button to prompt them to stop and address unhappy feelings.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever found yourself feeling happy, and then something happens to make you feel angry? Facilitator will allow scholars to respond.</i> Facilitator: <i>Do you like to remain angry? Facilitator will allow scholars to respond.</i> Facilitator: <i>Being angry or upset are normal feelings. It becomes a problem if we keep those feelings for a long time. When people are angry for an extended amount of time, they have problems focusing and working well with others. It is important that you know how to change your mood to a happier or more pleasant one so you can feel better and get along with others.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are times when you can feel yourself becoming upset. How can you tell?</i> Facilitator will allow scholars to respond. (Ex. heart races, begin to cry) This happens to all of us. What can you do when you become upset? (Ex. Tell someone what has upset you, draw a picture, write in a journal) Facilitator will record responses on chart paper to be displayed in the classroom. Facilitator: <i>Today you will make a Reset Button. It can be used to remind yourself to stop and think about ways to deal with what's upsetting you. Once you press it, you can refer to the list we created together. These ideas are a great way to help you deal with negative feelings.</i> Scholars will begin to create their Reset Buttons.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will allow scholars to share their Reset Button with a peer. Facilitator will engage scholars in a discussion on where the Reset Buttons will be housed and the appropriate use of them.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can receive small group instruction.
Facilitators may repeat and reword instructions as needed.

Scholars can write and act out scenarios that incorporate appropriate use of the Reset Button. They might also present to the class if time permits.

The facilitator or a peer helper can scribe scholar responses.
Wait time could be increased.
The facilitator can model and repeat or reword instructions as needed.

Activity Reflection:

Scholars can share how they will know it is a good time to use the Reset Button.

Supplemental Resources:



Activity Plan

Title: Put a Face to it
 Suggested Time: 45 minutes
 Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to identify a trustworthy person. <p>Materials:</p> <ul style="list-style-type: none"> pencils crayons chart paper clay optional: yarn, buttons, straws, etc. laptop (technology option to create the face) <p>Vocabulary:</p> <ul style="list-style-type: none"> trustworthiness trustworthy 	<p>Activity Overview: Scholars will define trustworthiness. Using the blank face template, the scholar will draw the face of someone that's trustworthy to them and write about it.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: What does trustworthy mean to you? Scholar responses are recorded on the board or chart paper. Lists might the following include examples: telling the truth, keeping promises, keeping secrets, feeling safe or doing the right thing. Facilitator: <i>Think of someone who is trustworthy.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> It should describe a person who is trustworthy to them. Facilitator: <i>I trust _____ because I feel safe with them.</i> The facilitator will write at the bottom of the template: <i>I trust _____ because I feel safe with them.</i> After completing the sentence, the teacher will draw the face of the person who makes them feel safe using the provided materials.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Using the materials provided, scholars will create the face of a trustworthy person in their life. They will write either a sentence or paragraph describing why they consider the person to be trustworthy.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can model the writing.

1:1 assistance can be provided to the scholar.

The face can be created using a PowerPoint/laptop or clay.

Scholars can write a paragraph: What looks do you associate with someone you think is trustworthy? Explain why.

Scholars can create the face using a PowerPoint/laptop or clay.

The following can be used for support:

Provide a word bank. Scribe/facilitator can write down the scholar's responses.

Verbal prompts can be given. Scholars can work with a partner.

Visual Examples can be provided. Sentence stems can be provided.

Scholars can create the face using a PowerPoint/laptop or clay.

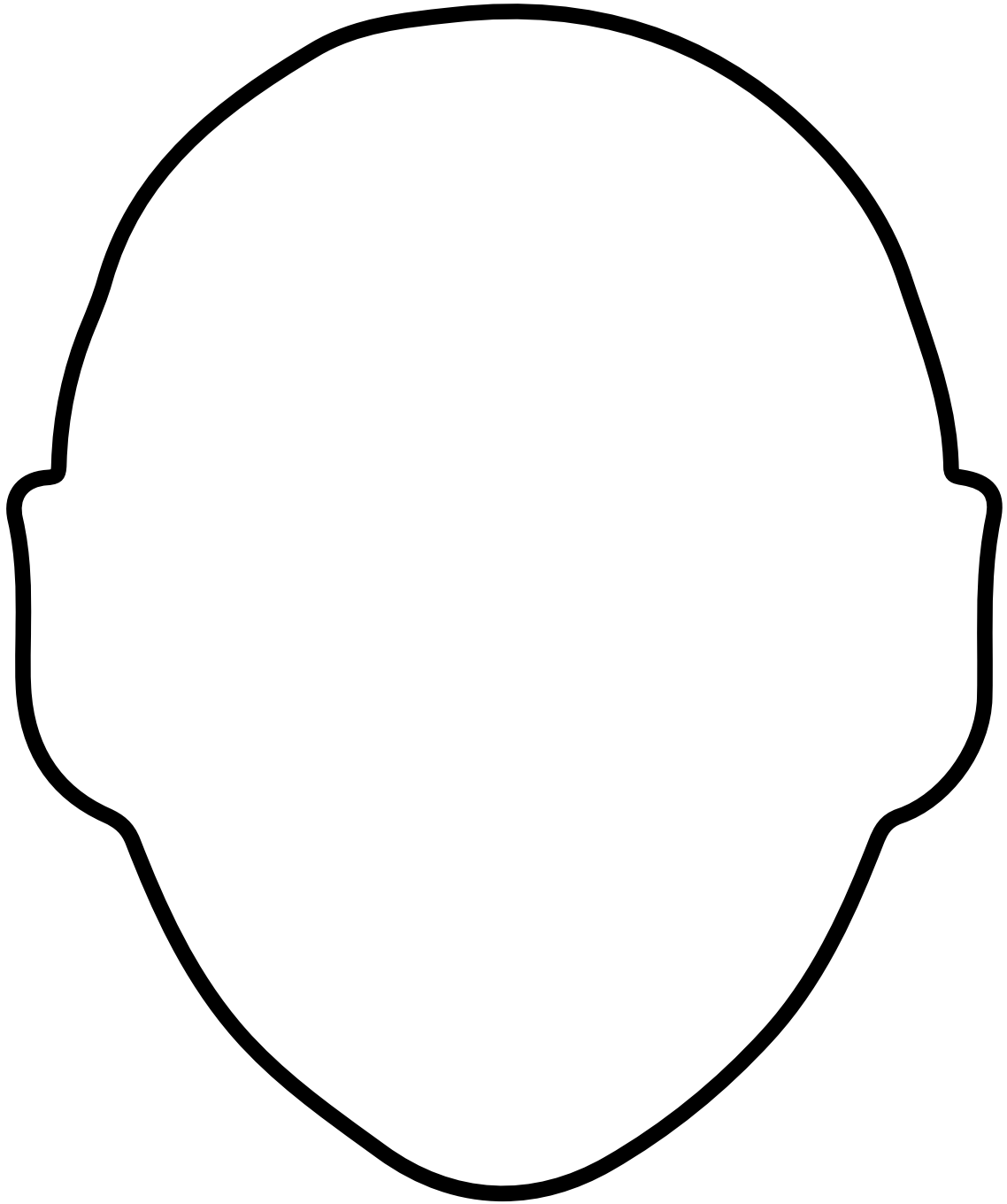
Activity Reflection:

Scholars are provided an opportunity to share their products with the whole class or a partner and read their sentences

Supplemental Resources:

Face template





Month at a Glance: October

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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I can "Say No"	It is important to say no to drugs to maintain a healthy wellbeing.	drugs	30-45 minutes
It's just Candy!	Some candy contains ingredients that are very harmful to the body.	marijuana edibles	30-40 minutes
Helpful versus Harmful	Some drugs are helpful for the body, while others are not.	medicine drugs	Two 30-minute lessons
Beautiful Smile	Illegal drugs can be detrimental to your smile.	drugs chemicals	30- 45 minutes

October



Activity Plan

Title: I can “Say No”
Suggested Time: 30-45 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will practice saying no to drugs in authentic situations. <p>Materials:</p> <ul style="list-style-type: none"> scenarios <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs 	<p>Activity Overview: Scholars will review and use a variety of scenarios that give them an opportunity to practice saying “No” to drugs.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will write the phrases “Just Say No” and “Say No to Drugs” on the board or chart paper. Facilitator: <i>Scholars have you ever seen or heard those phrases before?</i> Allow scholars to answer and accept reasonable responses. Facilitator: <i>Scholars, what do you think those phrases mean? Why do you think it is important to say no to drugs?</i> Accept reasonable responses from scholars. Facilitator: <i>Today we are going to read a few scenarios and talk about what we should do if we are in similar situations.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are many types of drugs out there. Some drugs are helpful, and you usually get those from your doctor. There are other drugs that are very dangerous, illegal to buy, and can get you into some serious trouble. When you hear people telling you to “SAY NO,” they are talking about the dangerous drugs that are usually illegal.</i> Facilitator: <i>Even though most of us know that drugs are harmful, we sometimes don’t know what to do if a stranger, friend, or family member offers us drugs.</i> Facilitator: <i>I am going to read a few scenarios and I want us to talk about what we would do if we were in the given situations. Listen as I read the first one. Remember to be thinking about how you would respond.</i>



	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • The facilitator will read Scenario 1 and allow scholars to discuss how they would handle that situation. Place scholars in small groups or pairs/with a buddy. • Facilitator: <i>Now scholars, I want you to read the last two scenarios and discuss them with your buddy or small group. Talk about how you would handle each situation.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now let's discuss each scenario because I want to hear your responses. We want to make sure that we are giving our buddies good advice so they know why they should say no to drugs.</i> • The facilitator will call on several groups to discuss each scenario individually. The facilitator will ensure that scholars are clear on how and why to say "NO" to drugs.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2: Locate example videos that can be used so scholars can discuss the videos rather than reading the scenarios. Be sure that the videos are appropriate for your specific grade level.

Scholars can create their own scenarios and have their peers act them out.

The facilitator can use a computer or phone to record the scenarios so that scholars can listen to them. Scholars can then discuss or role play the scenarios.

Activity Reflection:

- 3 reasons why they should "Say No" to drugs
- 2 people they can talk to if someone offers them drugs
- 1 way they can "Say No" to drugs

Supplemental Resources:



I Can Say No Scenarios

Scenario 1: Janice and Mike are walking home from the bus stop. On the way home they see one of their friends whose name is Donovan. Donovan pulls out a vape pen and takes a puff. Donovan turns to them and asks them if they want to try it. Janice and Mike have heard that vaping is bad for you, but they want to look cool in front of Donovan. They both say no, but then Donovan begins to laugh at them and call them names.

What should they do.....

Scenario 2: Chris is sitting in the cafeteria during lunch. One of his friends tells him about some "different" types of candy one of his older cousins gave him over the weekend. The candy looks like something he's tried before. Chris gets ready to take one out of the bag, but notices that it looks a little different and has a funny smell to it. He also notices that there are some "plants" on this package of candy.

What should Chris do.....

Scenario 3: Marsha goes to school. In the middle of the day her head begins to hurt. She tells her best friend Gwen about her headache. Gwen tells her that her mom gave her something that always makes her head feel better. Marsha trusts Gwen because they have been friends forever; plus, their parents are good friends too.

What should Marsha do.....



Activity Plan

Title: It's just Candy!

Suggested Time: 30-40 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify edibles and the dangers of them. Scholars will also be able to compare edibles to candy. <p>Materials:</p> <ul style="list-style-type: none"> pack of sour patch kids venn diagram candy versus <p>Vocabulary:</p> <ul style="list-style-type: none"> marijuana edibles 	<p>Activity Overview: Scholars will learn about edibles and how they can be harmful. Scholars will also compare candy to edibles.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will begin the lesson by showing scholars a bag of sour patch kids. Facilitator: <i>What are these?</i> Facilitator will note student responses. Facilitator: <i>What are edibles?</i> Facilitator will note student responses.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Edibles are food products that contain marijuana. Marijuana is a type of drug that can affect your mind. It is important to be careful about what you think may be candy because it could be something that could actually be very harmful to your mind and body.</i> Facilitator: <i>Sometimes you can tell that it's much more than candy because of the symbols. Other times you cannot tell just by looking at it. For this reason, it is very important to have your parents or guardians check your candy before consuming it.</i> Facilitator: <i>Normally when you eat candy, it may taste sweet, but doesn't change the way you feel or how your mind works. When you eat an edible, it can change how you feel and how your mind works. You may not be as alert or aware.</i> Facilitator provides a disclaimer advising students on what to do if they ever eat candy, desserts or similar items and start to feel "different."



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

- **Facilitator:** *If someone gives you something that looks like candy but you are not sure if it really is candy, what should you do?*
- **Facilitator will note student responses.**
- **Facilitator:** *Now you will complete a Venn diagram comparing candy and edibles.*



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator can provide scholars with sentence stems to assist with the Venn Diagram.

Example: Edibles are different from candy because ____.

Scholars can create a public service announcement about the differences between candy and edibles.

The facilitator can provide scholars with pictures to sort on the venn diagram.

Activity Reflection:

Facilitator will have scholars share their Venn Diagrams with a partner. Scholars can discuss how they plan to stay safe as Halloween approaches.

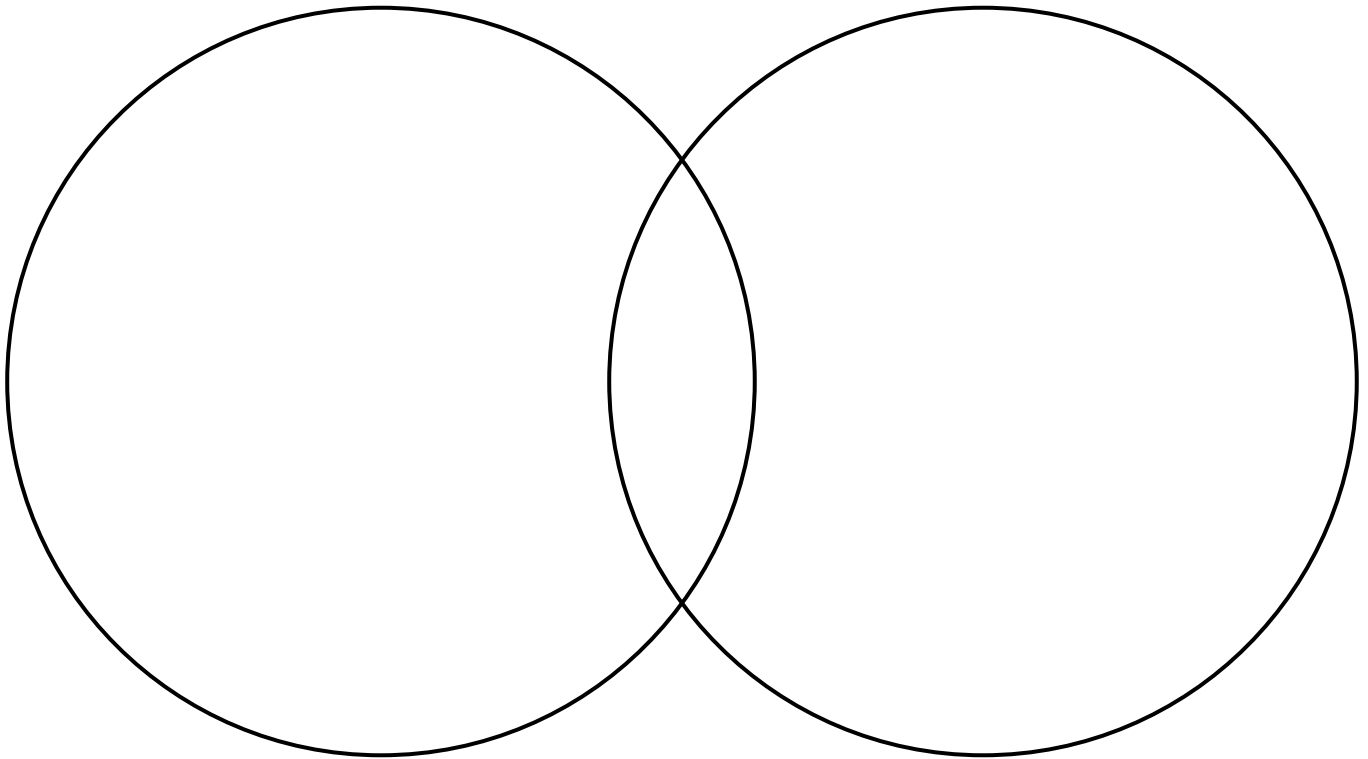
Supplemental Resources:



Venn Diagram

Candy

Edibles



Activity Plan

Title: Helpful versus Harmful

Suggested Time: Two 30 minute sessions

Suggested Grade Level(s): K-2

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to define what drugs are and compare drugs to medicine. <p>Materials:</p> <ul style="list-style-type: none"> KWL chart helpful and harmful signs <p>Vocabulary:</p> <ul style="list-style-type: none"> medicine drugs 	<p>Activity Overview: Scholars will learn about drugs and how they are different from medicine/prescription drugs. Scholars will discuss examples of drugs/medicines that are helpful and those that are harmful.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display a KWL chart and ask scholars what they know about drugs? Facilitator will record answers on the "Know" portion of the KWL chart. Facilitator will ask scholars what they want to know about drugs and record scholar responses in the "Want to know" portion of the KWL chart. Facilitator: <i>Today we will learn about drugs that can be harmful to us and prescription drugs or medicine that can help make us feel better.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you have ever had a cold. How many of you have ever had a fever or headache?</i> Facilitator: <i>Did your mom or dad give you any medicine to help you feel better?</i> Facilitator will explain to scholars that those medicines/drugs are ok because they may come from the doctor and they are safe to take. Those drugs/medicines can help you feel better. Facilitator: <i>There are other drugs out there that are not safe for you to take and those drugs can harm you. Those drugs can harm your body and make you ill.</i> Facilitator: <i>When taken by mouth or other ways, drugs can change the way you feel or act.</i>



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

- **Facilitator will make sure each scholar has a helpful sign and a harmful sign. As each scenario is read to them, scholars will raise one sign to respond to the facilitator's question.**
- **Facilitator:** *Ace tells his mom that he has a stomachache, so she goes to the store to buy some medicine. Ace takes the medicine and his stomach starts to feel better. Is this helpful or harmful?*
- **Facilitator:** *Ace is walking home from school and sees a group of kids smoking cigarettes. They tell Ace that he should try one because it will make him feel good. Are cigarettes helpful or harmful?*
- **Facilitator:** *Ace is visiting his friend Bluebird when he gets thirsty and asks for some water. Bluebird says he has something better than water and offers Ace some alcohol. Is alcohol helpful or harmful?*
- **Facilitator:** *Ace wakes up one morning with a headache and is feeling hot. His mom says he might have a fever and she takes him to the doctor. The doctor gives Ace some medicine. Is this helpful or harmful?*
- **Facilitator will have scholars complete a two-column notes activity sheet and identify helpful versus harmful drugs.**



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can be given a sentence stem to complete.
(Ex. Medicine is helpful because...)

Scholars can create a brochure on the dangers of harmful drugs.

Facilitator will provide scholars with pictures and matching words of helpful and harmful drugs so that scholars can complete the two-column notes.

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:



KWL Chart

**What do I
know?**

**What do I
want to know?**

**What did I
learn?**



Activity Plan

Title: Beautiful Smile

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will understand the negative effects that drugs have on your smile. <p>Materials:</p> <ul style="list-style-type: none">beautiful smile handoutconstruction or drawing papercrayons or markerssmall mirrors (approximately 3-4)DLIQ handout (optional) <p>Vocabulary:</p> <ul style="list-style-type: none">drugschemicals	Activity Overview: Scholars will acknowledge the beauty in their drug free smiles.	
	Bridge (Connect & Engage)	<ul style="list-style-type: none">The facilitator will display the images from page 1 of the Beautiful Smile Handout.Facilitator: <i>Look at the pictures on the screen. What do you notice about the pictures?</i>Allow scholars to discuss the different images. Accept any reasonable responses.Facilitator: <i>Today we will discuss the impact that drugs can have on your smile.</i>
	Boost (Teach)	<ul style="list-style-type: none">Facilitator: <i>Scholars, how many of you like to smile? Accept any reasonable responses. Do you think that using drugs can mess up your smile? Accept any reasonable responses.</i>Facilitator: <i>Drugs have harmful chemicals inside of them that cause your teeth to decay or become rotten. Just as too much sugar causes your teeth to rot, so do drugs.</i>Facilitator: <i>Let's take another look at the first image. Now let's take a look at the pictures on page 2. Notice the effect that using some drugs can have on your teeth.</i>The facilitator takes out a small mirror, smiles while looking in the mirror and says, "I have a beautiful smile and I will not let drugs take that away from me".Facilitator: <i>Now I am going to pass around this mirror. Once you have the mirror, say to yourself, "I have a beautiful smile and I will not let drugs take that away from me".</i>



	Boost (Teach)	<ul style="list-style-type: none">• The facilitator passes the mirror around the classroom until everyone has an opportunity to look into it and say the phrase, "I have a beautiful smile and I will not let drugs take that away from me"
	Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none">• Facilitator: Now scholars, I want you to draw a picture of your face with your "Beautiful Smile." Underneath your picture, write the following: "I have a beautiful smile, and I will not let drugs take that away from me".



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 scholars can draw a picture that illustrates how your smile looks before using drugs and after using drugs.

Scholars can write a paragraph or an essay about the effects that drugs can have on their teeth.

Use a template that includes sentence frames for scholars to complete their reflection activity.

Activity Reflection:

Facilitator: Today our ticket out the door will be a DLIQ. On a sheet of paper write:

- D-Write about what you DID in today's activity.
- L-Write one sentence about what you LEARNED from today's activity.
- I-Write one sentence about something you found INTERESTING in today's activity.
- Q-Write one QUESTION you still may have about today's activity.

Supplemental Resources:



DLIQ Reflection Activity

D	Write about what you DID in today's activity	
L	Write one sentence about what you LEARNED from today's activity	
I	Write one sentence about something you found INTERESTING in today's activity	
Q	Write one QUESTION you still may have about today's activity	



Page 1 Pictures



Page 2 Pictures



Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Ace High	It is important to know how to communicate and collaborate appropriately.	N/A	40 minutes
Dose of Gratitude	Expressing gratitude helps promote a happy wellbeing.	gratitude	30 minutes
Music on My Mind	Music can help regulate your mood.	tempo, mood, compare, contrast	30 minutes
And The Winner Is!	It's ok to acknowledge the accomplishments of yourself and others.	award motivation praise	45 minutes

November



Activity Plan

Title: Ace High

Suggested Time: 40 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will build a classroom community by working with peers. <p>Materials:</p> <ul style="list-style-type: none"> determine how many groups you will have (keeping group size to three or four people) index cards (30 per group) markers pens pencils 12 inches of masking tape (optional) clock timer <p>Vocabulary:</p>	<p>Activity Overview: Scholars will build a tower through effective communication, sharing commonalities and working together to have the tallest tower.</p>	
	<p>Bridge (Connect & Engage)</p> <p>Facilitators can develop their own questions for their audience.</p>	<ul style="list-style-type: none"> Facilitator will ask the following questions and scholars will raise their hand. Encourage scholars to look around to see who they share commonalities with. <ul style="list-style-type: none"> Raise your hand if you play a sport. Raise your hand if you do not play a sport. Raise your hand if you play an instrument. Raise your hand if you play video games. Raise your hand if you know how to swim. Raise your hand if you think you work well in a group. Facilitator comments on commonalities. <i>Example: I notice that many of you have sports in common.</i> <i>I notice that many of you have swimming in common.</i>
	<p>Boost (Teach)</p> <p>Facilitators can develop their own questions for their audience.</p>	<ul style="list-style-type: none"> Facilitator: <i>In our groups today, we will identify things we have in common, write those commonalities on index cards and build the tallest tower using the index cards.</i> Facilitator: <i>You will have 20 minutes to complete this task.</i> Facilitator organizes scholars into groups. Facilitator reviews the rules: <ul style="list-style-type: none"> <i>Each card must have a commonality written on it.</i> <i>Only use the cards you were provided, no props or scissors</i>

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

- **Facilitator:** *Begin time using timer (20 minutes) and monitor student progress. When time starts, team members will talk and identify things they have in common. Each time they find something in common, they will write it on an index card.*
- **Those index cards will be used to build the tallest tower.**
- **After 20 minutes, call time.**
- **If time allows, allow scholars an opportunity to view other groups' towers.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator or a peer can demonstrate the procedures and allow scholars to practice.

The facilitator can provide a combination of written, verbal, and pictorial instructions with scaffolding.

The tower must hold something.

Scholars can analyze their towers and all the towers for the class. Examples: Does the shape of the tower matter? Does the shape of the base seem to have an impact? Does the perimeter or area of base make a difference?

Have each team look at the towers of other teams. As a group, hypothesize about which tower they think will be the strongest.

Preferential seating can be assigned to scholars to avoid distractions.

Frequent, but brief, breaks can be afforded to scholars as needed.

The facilitator or a peer can demonstrate the procedures and allow scholars to practice.

The facilitator can provide a combination of written, verbal, and pictorial instructions with scaffolding.

Activity Reflection: 5 minutes

- Facilitator will choose 2 questions to ask.
- Was it easy to find things in common?
- Share one commonality you all discovered in your group.
- What did you like about the way your group worked together?
- What shape was most effective?
- What structural changes would you make if you were to do this again?

Supplemental Resources:



Activity Plan

Title: Dose of Gratitude

Suggested Time: 30 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will develop a daily practice of gratitude. <p>Materials:</p> <ul style="list-style-type: none"> digital whiteboard or chart paper and post it notes <p>Vocabulary:</p> <ul style="list-style-type: none"> gratitude 	<p>Activity Overview: Using a whiteboard app or chart paper and post-it notes, scholars will think of and share things they are grateful for.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Post this quote: <i>Goodnight stars, goodnight air, goodnight noises everywhere.</i>—<i>Goodnight Moon</i> Facilitator: <i>Gratitude is the ability to recognize and acknowledge the good things, people, and places in our lives. For example, in this quote the character is acknowledging the stars, air and noises by saying goodnight to them individually. Showing gratitude is linked to increased happiness, higher self-esteem, and greater mental well-being.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Let's improve our overall well-being by practicing gratitude.</i> Post the shared whiteboard or chart paper. The text should say, "What are you grateful for?" Facilitator types/writes: I'm grateful for the students that came to school today. Facilitator: <i>Take a moment to think. Next, add your post or draw a picture sharing what you are grateful for.</i> Set a timer for 3 minutes. Scholars will add their grateful statement to the shared whiteboard, on chart paper or post it notes.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Timer ends. Facilitator: <i>Now that you've shared, take a minute to read our shared responses.</i> Consider extending your gratitude into kind acts and verbal expressions. Think, "What can I do for others today to show them I care?" When you answer that question, find the time to go do it.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can include:
Explicit and repeated instructions.
Modeling of examples.

Scholars can: Journal five things they are grateful for.
Write an essay about how they can help someone on purpose.
Search and find an inspirational quote about gratitude and tell why it inspires them.

The facilitator can include:
The use of emojis.
Voice to Text technology.
Verbal Prompts.
Sentence stems.

Activity Reflection:

Sometimes you may experience times when you feel down and struggle to move forward. In those times, be reminded of the good things in your life.

Supplemental Resources:

Microsoft Whiteboard App



Activity Plan

Title: Music on My Mind

Suggested Time: 30 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will notice the effects of music on moods/feelings. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> tempo mood compare contrast 	<p>Activity Overview: Scholars will compare and contrast their moods or feelings while listening to two different tempos of music.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Please respond to the following statement with a Thumbs Up or Thumbs Down to indicate if you agree or disagree: Music affects how we feel.</i> Scholars will respond with Thumbs Up if they agree with the statement. Scholars will respond with Thumbs Down if they disagree with the statement.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will define the terms compare (similarities) and contrast (differences). The facilitator will model how to draw a Venn Diagram and explain how to use it to compare and contrast.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will draw a Venn Diagram on paper. Scholars will label the left circle of the Venn Diagram "Music 1." Scholars will label the right circle of the Venn Diagram "Music 2." Scholars will label the overlap of the circles "Both." Facilitator will play fast tempo music. Facilitator: <i>Write 3 words to describe how you feel in the circle labeled Music 1.</i> Facilitator will play slow tempo music. Facilitator: <i>Write 3 words to describe how you feel in the circle labeled Music 2.</i> Facilitator: <i>Write any words that you have in both the Music 1 circle and the Music 2 circle in the overlap of the circles.</i> The facilitator and scholars will discuss the scholars' Venn Diagrams.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can give scholars a template of a Venn Diagram.

Scholars can write a song about happiness, create the tempo for it, and share why they chose that tempo.

The facilitator can give scholars a template of a Venn Diagram.

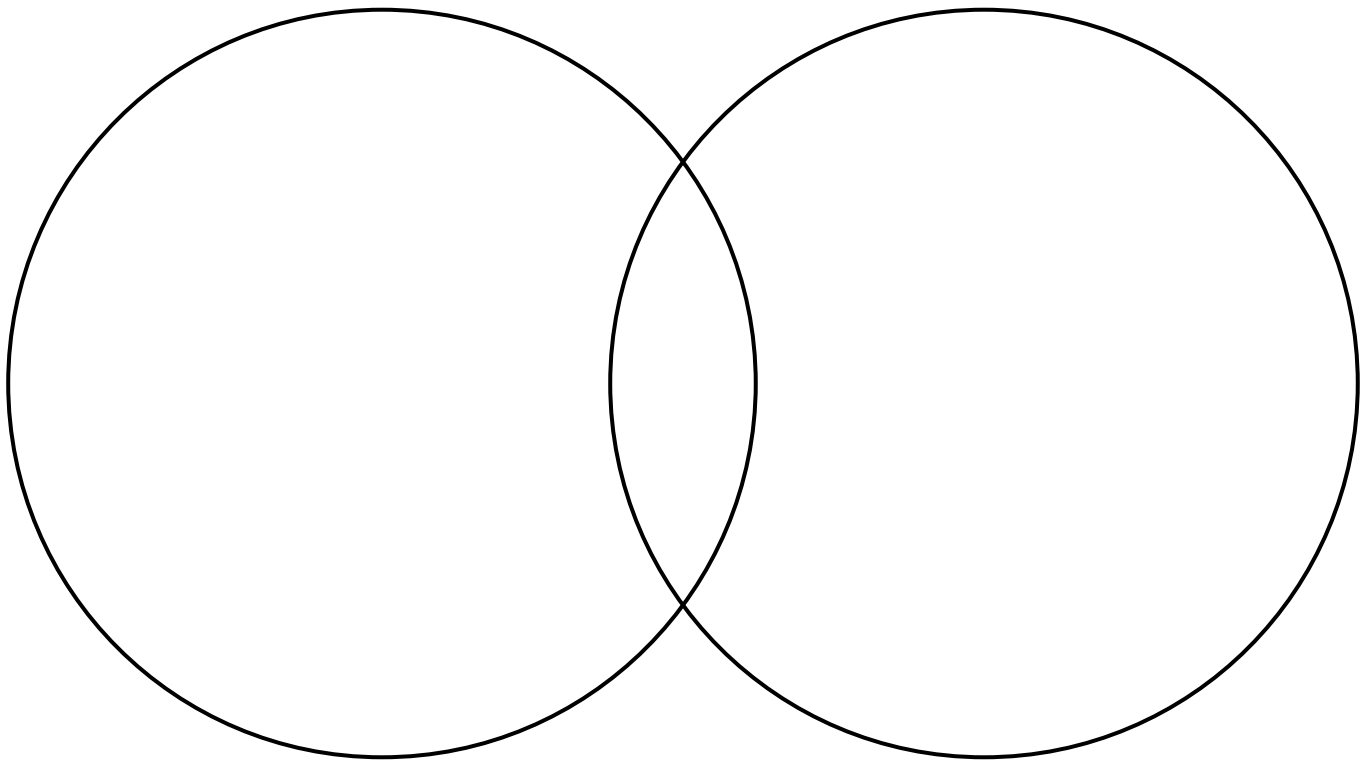
Activity Reflection:

Scholars will Turn and Talk with an elbow partner to share if they believe music affects our moods/feelings.

Supplemental Resources:



Venn Diagram



Activity Plan

Title: And The Winner Is!

Suggested Time: 45 minutes

Suggested Grade Level(s): K - 3

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will develop an understanding of intrinsic motivation and self-praise. <p>Materials:</p> <ul style="list-style-type: none"> art supplies (paper, markers, crayons, beads, buttons, string, glue, scissors) <p>Vocabulary:</p> <ul style="list-style-type: none"> award motivation praise 	<p>Activity Overview: Scholars will create a certificate or trophy to recognize something they do well.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>What are some ways to recognize that a person has done a good job?</i> Scholars will verbally share ways to recognize a person has done a good job. The facilitator will listen to scholar responses and provide feedback. Facilitator: <i>Do you think it makes people happy to be recognized for doing a good job?</i> Scholars will respond YES or NO. Facilitator: <i>Can you share a time when you were recognized for doing a good job? How did It make you feel?</i> The facilitator will choose 3 - 4 scholars to share an experience.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will share a short snippet (1 minute or less) of an award show that captures a person being recognized for doing a good job. Facilitator: <i>What did you notice? What did you wonder?</i> Scholars will verbally share what they noticed and what they wondered about the snippet of the award show. Facilitator: <i>What is something you have done well that you feel deserves a certificate or a trophy?</i> Scholars will verbally share ideas. Facilitator: <i>Today you will use the art supplies that are available to create a certificate or trophy to recognize something that you have done well.</i> The facilitator can share some possible options: making good grades, reading a certain number of books, achieving perfect attendance, being kind to others, serving as a peer helper, etc.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will use available art supplies to create a certificate or trophy to recognize something that they have done well.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



If needed, the facilitator will prompt scholars to determine something they have done well.

Scholars will participate in a classroom award show to present their certificates and trophies.

If needed, the facilitator will prompt scholars to determine something they have done well.

Activity Reflection:

Scholars will Turn and Talk with an elbow partner to share why it is important to recognize yourself for doing a good job.

Supplemental Resources:



Month at a Glance: December

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Do you feel pressured?	It is important to understand how to handle peer pressure.	peer pressure, advice, negative, positive, comic strip, humor, conversation bubble	45 minutes
No Bullies Allowed!	It is important to understand how to respond to bullying.	bully verbal, physical, isolation, exclusion	30 minutes
It's Okay to Not be Okay	It is important to understand how to make adjustments to your emotions to feel better.	feelings, mood	30-45 minutes
Help! I'm on the Edge	It is important to understand how to identify your triggers and how to handle them.	trigger, coping, mechanisms	45 minutes

December

Activity Plan

Title: Do You Feel Pressured?

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand peer pressure and how to respond when pressured to do something they do not want to do. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil crayons markers colored pencils <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure advice negative positive comic strip humor conversation bubble 	<p>Activity Overview: Scholars will demonstrate their understanding of peer pressure by creating a comic strip.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Raise your hand if you have heard the term "peer pressure" before. Allow time for scholars to raise their hand. Facilitator: Can I have a few people share their definition of peer pressure? Record scholars' responses. Discuss responses with scholars and correct any misconceptions that scholars may have shared.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Raise your hand if you have ever felt like you were peer pressured to do something that you did not want to do. Ask 2-3 scholars if they would feel comfortable sharing their experience. Allow willing scholars to share. Facilitator: Does anyone have any advice for how your classmate could have dealt with the situation in which they felt peer pressured to do something? Allow scholars to volunteer to offer advice for their classmates. Discuss responses with scholars and correct any misconceptions that may have been shared.



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

- **Facilitator:** *You all have shared some great examples of peer pressure today. Some of you have also shared great advice about how your classmates can respond if they feel they are being pressured to do something they do not want to do.*
- *Today we are going to continue to develop our understanding of how to respond to peer pressure by creating comic strips. How many of you have read/seen a comic strip before?*
- **Allow scholars to respond.**
- **Facilitator:** *What can you tell us about comic strips?*
- **Allow scholars to respond and guide scholars in understanding that comic strips use pictures and images (often with humor) to tell a story or make a point.**
- **Facilitator:** *What kind of novel is most like a comic strip?*
- **Allow scholars to respond. If no one says graphic novels, guide scholars' thinking until they have a connection between a comic strip and a graphic novel.**
- **Facilitator:** *I am going to show you some examples of comic strips.*
- **Show scholars 2-3 examples of comic strips, newspaper or online images.**
- **Facilitator:** *Today you are going to create a comic strip with at least 4 frames to show a situation in which someone feels peer pressured and how they responded to the situation.*
- **Allow scholars to share and discuss their comic strips in small groups of 3 - 4.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 scholars can create a whole class comic strip.

Scholars can create a follow-up comic strip to show what happens next.

The facilitator can provide a graphic organizer with the first frame of the comic strip completed.

Activity Reflection:

Scholars will respond to the following:

- Why is it important to identify situations involving peer pressure?
- Identify a trusted adult you can talk to when you feel you are being peer pressured into doing something.

Supplemental Resources:



Activity Plan

Title: No Bullies Allowed!
Suggested Time: 45 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to identify bullying and develop responses to bullying. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil post it notes or colored paper <p>Vocabulary:</p> <ul style="list-style-type: none"> bully aggressor eyewitness verbal physical isolation exclusion slogan 	<p>Activity Overview: Scholars will demonstrate their understanding of bullying and ways to respond to it.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>When you hear the word bullying, what does that mean to you?</i> Allow scholars to respond. Facilitator: <i>What are some different ways that someone can be a bully?</i> Allow scholars to respond. Discuss responses with scholars and highlight ways that bullying can be verbal, physical, or exclusion/isolation.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>I am going to give each of you two different color post-it notes (pieces of colored paper).</i> Provide scholars with two different color post-it notes or two different small squares of paper. Decide which color will represent YES and which color you will represent NO. Tell scholars to hold the color for YES in their left hand and the color for NO in their right hand. Facilitator: <i>At this time, I want everyone to close their eyes. If you have ever been bullied, raise the post-it (colored paper) in your left hand for YES. If you have never been bullied, raise the post-it (colored paper) in your right hand. Record the number of YES responses and the number of NO responses.</i> Record the number of YES responses and the number of NO responses. Facilitator: <i>Keep your eyes closed. If you told a trusted adult when you were bullied, raise the Post-it for YES (colored paper) in your left hand. If you did not tell a trusted adult when you were bullied, raise the Post-it for NO (colored paper) in your right hand.</i> Record the number of YES responses and the number of NO responses. Facilitator: <i>Lower your Post-it (colored paper)</i>

<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Check to be sure all Post-its (colored paper) are lowered. • Facilitator: <i>You may open your eyes. Share the YES and NO responses with scholars. Explain the importance of always talking to a trusted adult when they are involved in a bullying situation or witness someone being bullied.</i>
<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> • Facilitator: <i>You all have shared some great examples of what can be considered bullying. I want you all to understand the importance of not being a bully and recognizing situations that involve bullying. Please remember that you should always tell a trusted adult if you are being bullied or if you witness someone else being bullied. Do not take it upon yourself to intervene in the situation; however, you should tell a trusted adult. Today you are going to demonstrate your understanding of "No Bullies Allowed" by creating a slogan that tells bullies they are not allowed. A slogan is "a short and striking or memorable phrase used in advertising." For example, Nike's slogan is "Just Do It" What do you think that means?</i> • Allow scholars to respond. • Facilitator: <i>Burger King's slogan is "Have It Your Way."</i> • Allow scholars to respond. • Facilitator: <i>You will now have 10 minutes to create a "No Bullies Allowed" slogan. Write your slogan on a piece of paper.</i> • Allow scholars to work on slogans for 10 minutes. • Facilitator: <i>Is everyone ready? On the count of 3, I want everyone to shout your "No Bullies Allowed" slogan all together. 1-2-3</i> • Allow scholars to shout their slogan. • Facilitator: <i>Why do you think I asked you to shout your slogans?</i> • Allow scholars to respond. • Guide scholars in understanding that the reason they were asked to shout their slogans is because they are sending a strong, powerful message to bullies that no bullies are allowed.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 scholars can create a whole class antibullying slogan.

Scholars can generate a list of ideas for ways to share their anti-bullying slogans with the school.

Scholars can draw a picture to share their anti-bullying slogan.

Activity Reflection:

Scholars will respond to the following:

- What makes your anti-bullying slogan strong and powerful?
- Do you feel it will make others understand that no bullies are allowed?

Supplemental Resources:



Activity Plan

Title: It's Okay to Not be Okay

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that it is okay to not be okay. Making adjustments can help us feel better emotionally and mentally. <p>Materials:</p> <ul style="list-style-type: none"> chart paper handout: "I'm Not Always Okay and That's okay" <p>Vocabulary:</p> <ul style="list-style-type: none"> feelings mood 	<p>Activity Overview: Scholars will develop strategies to help when they are not feeling okay.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will start the activity by playing a few minutes of the song "Happy" by Pharrell Williams. Facilitator: <i>How many of you have heard this song before? Accept Reasonable Responses. How does this song make you feel? Be sure to use words other than HAPPY when responding.</i> Accept reasonable responses and record them on the board or chart paper. Facilitator: <i>I am glad to hear so many positive responses. This song makes me feel happy too when I hear it, but what do we do when we are not feeling happy?</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today's activity will focus on understanding that it is okay to not always be happy or feel okay. I bet you all did not know this, but even your facilitator is not always happy. The key though, is to not stay in a bad mood/place for long. So, when I am feeling down there are a few things I like to do. What about you guys? What do you do when you are not feeling okay? Accept reasonable responses.</i> Facilitator: <i>You all have some great ideas. Now we are going to create a poem entitled, "I'm Not Always Okay, and That's okay". We will use a graphic organizer to create our poem, but first we will do one together.</i> The facilitator displays/projects the graphic organizer/sentence frame on the screen and completes one with the scholars. Note: The poem is fill-in-the-blank. Allow scholars to provide words that will be used to create the class poem.
	<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Now you will work individually to create your own poem. The facilitator distributes the handouts to the scholar.</i> The facilitator will circulate to answer any questions that arise and provide clarity and assistance as needed.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 Suggestions: The facilitator can provide a word bank that scholars can use to complete their handout.

The facilitator can allow time for scholars to develop a script based on their poem. They can then create a movie based on "I'm Not Always Okay and That's Okay."

The facilitator can provide a word bank that scholars can use to complete their handout. Scholars can work in small groups or pairs to complete the activity.

Activity Reflection:

Scholars have an option to share their poem or what they learned about themselves after writing it.

Supplemental Resources:

[Sophie Says It's Okay Not To Be Okay](#)



I'm not Okay and that's OKAY!

Directions: Fill in the blank with a word or phrase that fits into the sentence.

- My name is _____ (write your first name)
- Sometimes I feel _____ (select a positive emotion)
- Sometimes I feel _____ (select a negative emotion)
- But it's okay to not be okay sometimes.

- When I feel okay, I like to _____ (write what you like to do)
- Sometimes I even like to _____ (write something else you like to do) But it's okay to not always feel okay!

- When I am not okay, I can talk to _____ (write the name of someone you can talk to).
- Talking to _____ always makes me feel _____ (write a positive feeling).
- But it's okay to not always be okay.
- My name is _____ (write your name) and I know that it's okay to not always be okay!



Activity Plan

Title: Help! I'm on the Edge

Suggested Time: 45 minutes

Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify their triggers and develop appropriate coping mechanisms to prevent negative responses. <p>Materials:</p> <ul style="list-style-type: none"> computers or smartphones <p>Vocabulary:</p> <ul style="list-style-type: none"> triggers coping mechanisms 	<p>Activity Overview: Scholars will identify things that push them to the edge and develop strategies to help them cope while they are on the edge.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>There is a song that came out long ago that says "Don't push me because I'm close to the edge. I'm trying not to lose my edge". Take a minute and think about what you think those lyrics mean. Provide time for scholars to think. Now I want to hear your thoughts on what you think those words mean. Accept reasonable responses.</i> Facilitator: <i>Those were some interesting thoughts. Today we are going to talk about things that push us to the edge and what to do when we are on the edge.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Those things that push us to the edge are called triggers. They are called triggers because they "trigger" negative thoughts and emotions within us. We all have different things that trigger us or push us to the edge. Do you all have any triggers that you would like to share? Accept reasonable responses.</i> Facilitator: <i>Now that we know our triggers, we need to develop a few coping mechanisms. Coping mechanisms are things we do when we feel triggered. For example, I like to take a deep breath and count slowly to myself when I'm feeling triggered. This helps me to calm down and think about how I should react. What about you guys? What are some of your coping mechanisms or things you do when you feel triggered? Accept reasonable responses.</i> Facilitator: <i>One of the best things we can all do is get to know ourselves, but it is also important to know one another. We have an activity that will help us to get to know ourselves and one another better.</i>



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

- The Facilitator distributes or displays the video script.
- **Facilitator:** *Look at the handout and take a few minutes to fill this in. You will complete the activity.*
- **Provide time and space for scholars to complete the video template and recording**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



K-2 suggestions: The facilitator can place scholars in pairs. Allow them to work together to complete the "Build" portion of the activity. They can also work together to complete their videos.

Scholars can create a **Public Service Announcement** for teens that encourages them to find healthy activities to do when they are on the edge.

The facilitator can place scholars in pairs. Allow them to work together to complete the "Build" portion of the activity. They can also work together to complete their videos.

Scholars can use **Google Translate** to understand what it means to be "on the edge."

Activity Reflection:

Allow scholars to watch each video and discuss what they learned about each other and themselves.

Supplemental Resources:
[Coping Skills For Kids](#)



Video Guidance

Directions: Use the sentence frames below. Fill in the blanks. Once you are done, raise your hand. I want to see your paper before you make your video.

- Hi my name is_____.
- Somethings push me close to the edge like_____.
- When you see me on the edge, the best thing you can do to help me is _____.

Directions: Use the sentence frames below. Fill in the blanks. Once you are done, raise your hand. I want to see your paper before you make your video.

- Hi my name is_____.
- Somethings push me close to the edge like_____.
- When you see me on the edge, the best thing you can do to help me is _____.

Directions: Use the sentence frames below. Fill in the blanks. Once you are done, raise your hand. I want to see your paper before you make your video.

- Hi my name is_____.
- Somethings push me close to the edge like_____.
- When you see me on the edge, the best thing you can do to help me is _____.

Directions: Use the sentence frames below. Fill in the blanks. Once you are done, raise your hand. I want to see your paper before you make your video.

- Hi my name is_____.
- Somethings push me close to the edge like_____.
- When you see me on the edge, the best thing you can do to help me is _____.

Directions: Use the sentence frames below. Fill in the blanks. Once you are done, raise your hand. I want to see your paper before you make your video.

- Hi my name is_____.
- Somethings push me close to the edge like_____.
- When you see me on the edge, the best thing you can do to help me is _____.

Directions: Use the sentence frames below. Fill in the blanks. Once you are done, raise your hand. I want to see your paper before you make your video.

- Hi my name is_____.
- Somethings push me close to the edge like_____.
- When you see me on the edge, the best thing you can do to help me is _____.



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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

Voice

Pno.

My best me. My best me. My

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

21 **1.** **2.** D.S.

Solo

Voice

Pno.

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

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

24

Solo

Voice

Pno.

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.

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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intentionally left blank.**

Skills Matrix

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
It's Just Alcohol	x		x	x	x	x	x	x	x
Choices	x		x		x	x			x
It's Not Really Smoking	x	x	x	x	x	x	x		x
Impact	x		x	x	x	x	x	x	x
Do You Really Need It?	x	x	x	x	x	x			x
The Wonder Years	x		x		x	x			x
Disappointment Happens	x	x	x	x	x	x	x		x
To Spend or Save	x	x	x		x	x			x
Words have Power	x	x	x	x	x	x			x
Turn Negative Feelings into Positive Movements	x		x	x	x	x	x	x	x
What does a Name Mean?	x	x	x	x	x	x			x



Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
Positive vs Negative	x	x	x	x	x	x	x		x
Public Service Announcement (PSA): Just Say No	x		x	x	x		x		x
Be Creative	x	x	x	x	x	x			x
Precious Prescriptions	x		x	x	x	x	x		x
Help! I Can't Put My Phone Down	x		x	x	x	x		x	x
No Means No!	x		x		x	x	x		x
Ace and the Election	x		x		x	x			x
Healthy Body, Healthy Life	x		x	x	x	x	x	x	x
Gangs are not Cool	x		x	x	x	x	x		x
I am SMART!	x		x	x		x			x
My Interest- My Future	x		x		x	x			x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
Let's Get Together!	x		x	x	x	x			x
Am I A Good Friend?	x		x		x	x			x
Finding your Joy	x	x	x		x	x	x		x
Face My Feelings	x		x		x	x	x		x
Press and Reset	x		x	x	x	x	x		x
Put a Face to It	x		x		x	x	x		x
I can "Say No"	x		x	x	x	x	x		x
It's Just Candy!	x		x		x	x	x		x
Helpful versus Harmful	x		x	x	x	x	x		x
Beautiful Smile	x		x	x	x	x	x		x
Ace High	x		x		x	x			x
Dose of Gratitude	x		x	x	x	x	x		x

Activity	Key Ideas & Details	Craft & Structure	Vocabulary Acquisition & Usage	Writing	Language	Speaking & Listening	Health	Fitness	Other
Music on My Mind	x		x	x	x	x	x	x	x
And The Winner Is!	x		x		x	x			x
Do you Feel Pressured?	x	x	x	x	x	x	x		x
No Bullies Allowed!	x		x	x	x	x	x		x
It's Okay to Not be Okay	x	x	x	x	x	x	x		x
Help! I'm on the Edge	x		x	x	x	x	x		x





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!

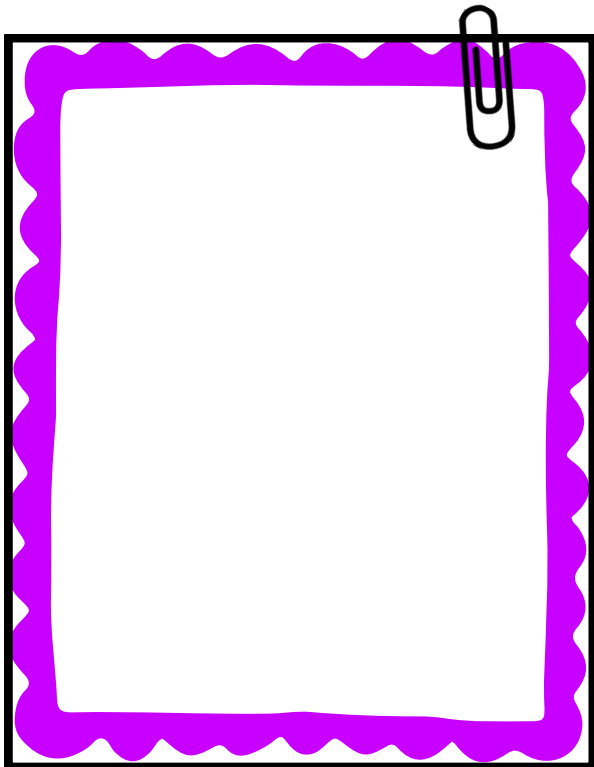
Write and illustrate all about you!

My name is _____



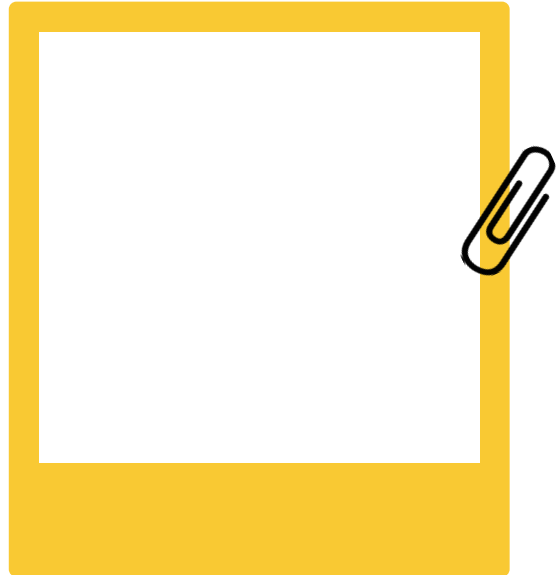
My birthday:

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

School Goals

Actions to Take

Actions to Take



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

Health Goals

Actions to Take

Actions to Take

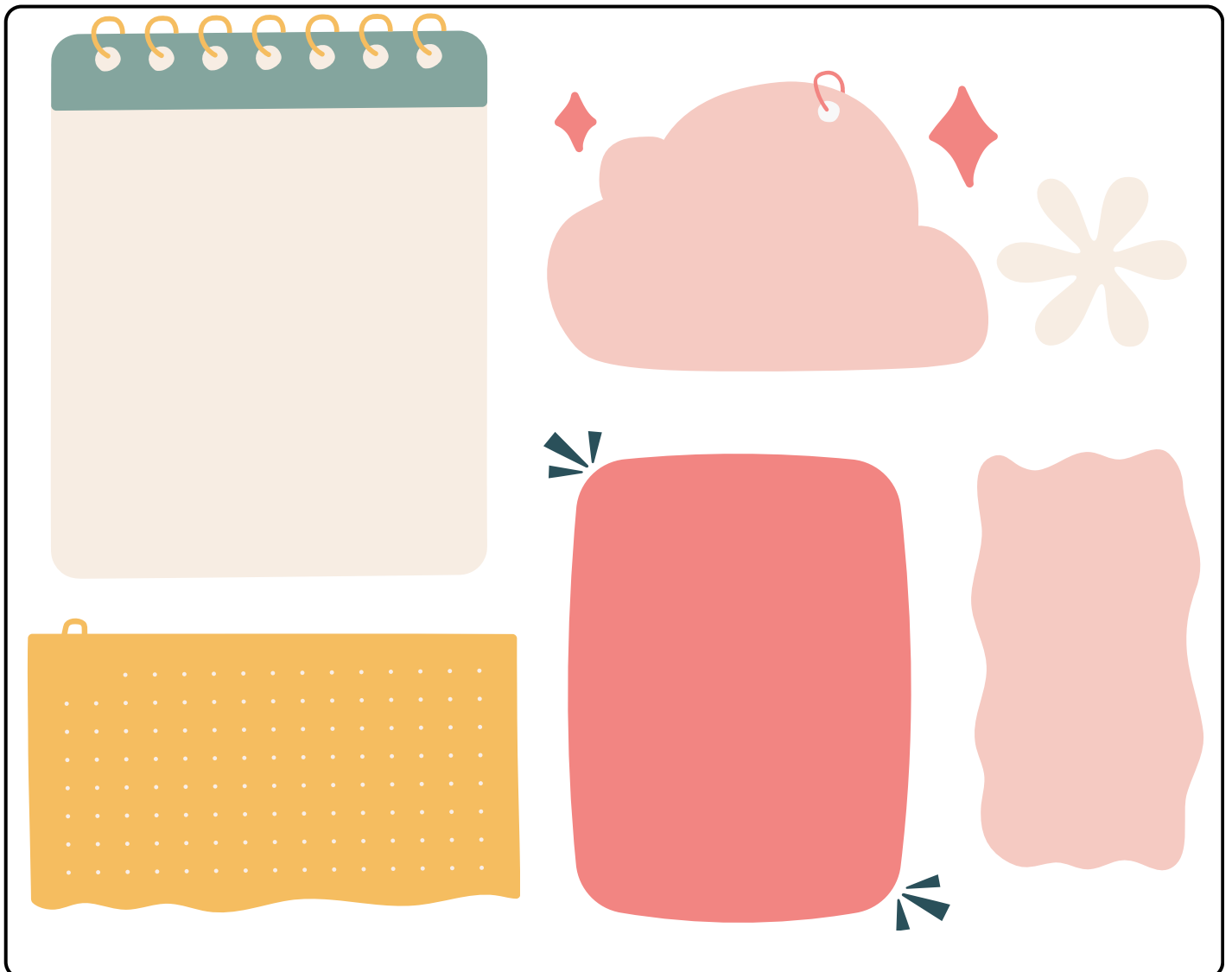


See It Clearly

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:

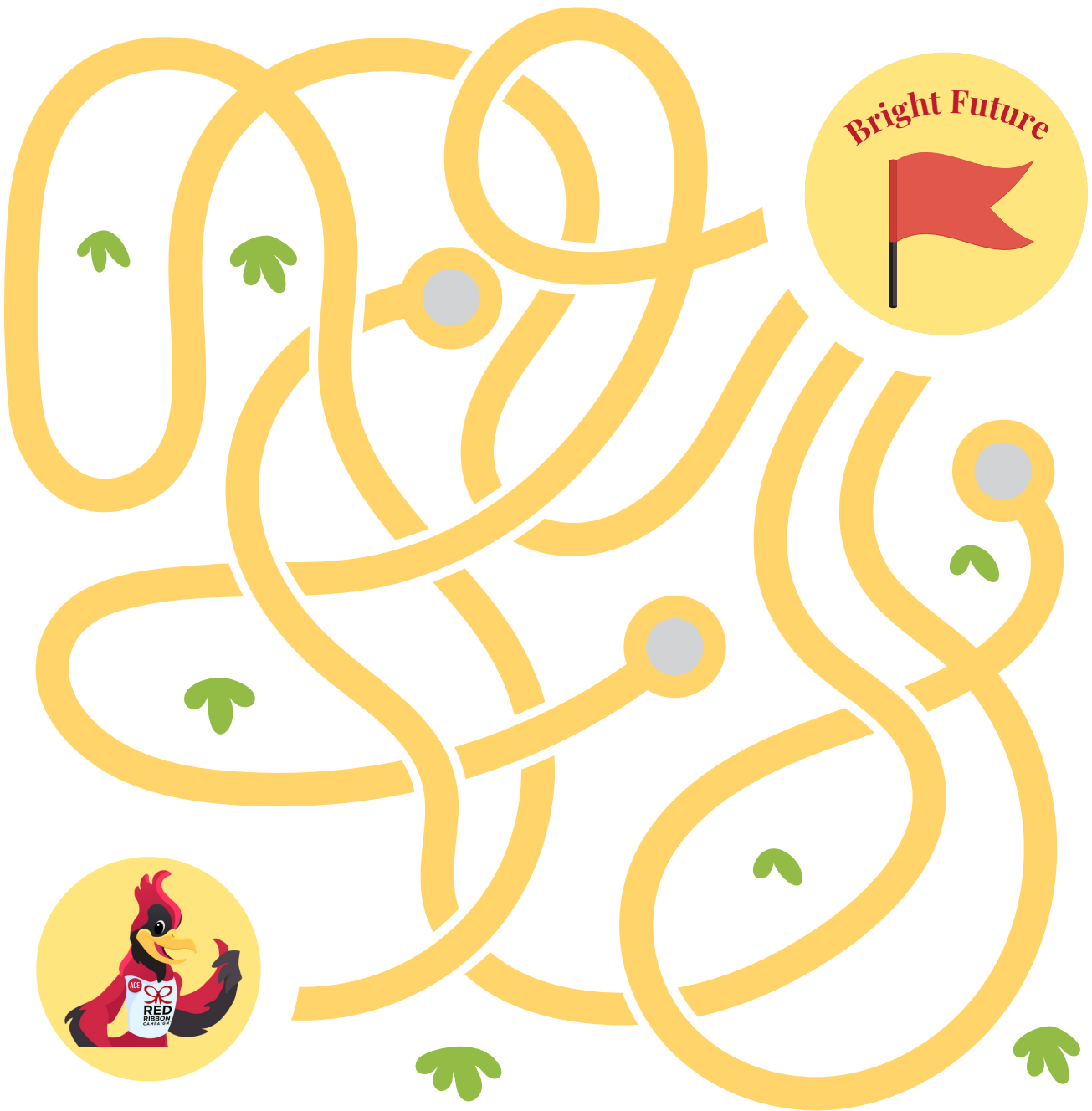
- Glue
- Scissors
- Poster board
- Magazine
- Internet images





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!

Talented

Incredible

Neat

Adventurous



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.

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!

A large, faint illustration of a teacup and saucer with a tea bag and steam rising from the cup, overlaid on a grid of horizontal lines for writing.



Sudoku 6x6

Fill in the missing numbers to solve the sudoku puzzle.

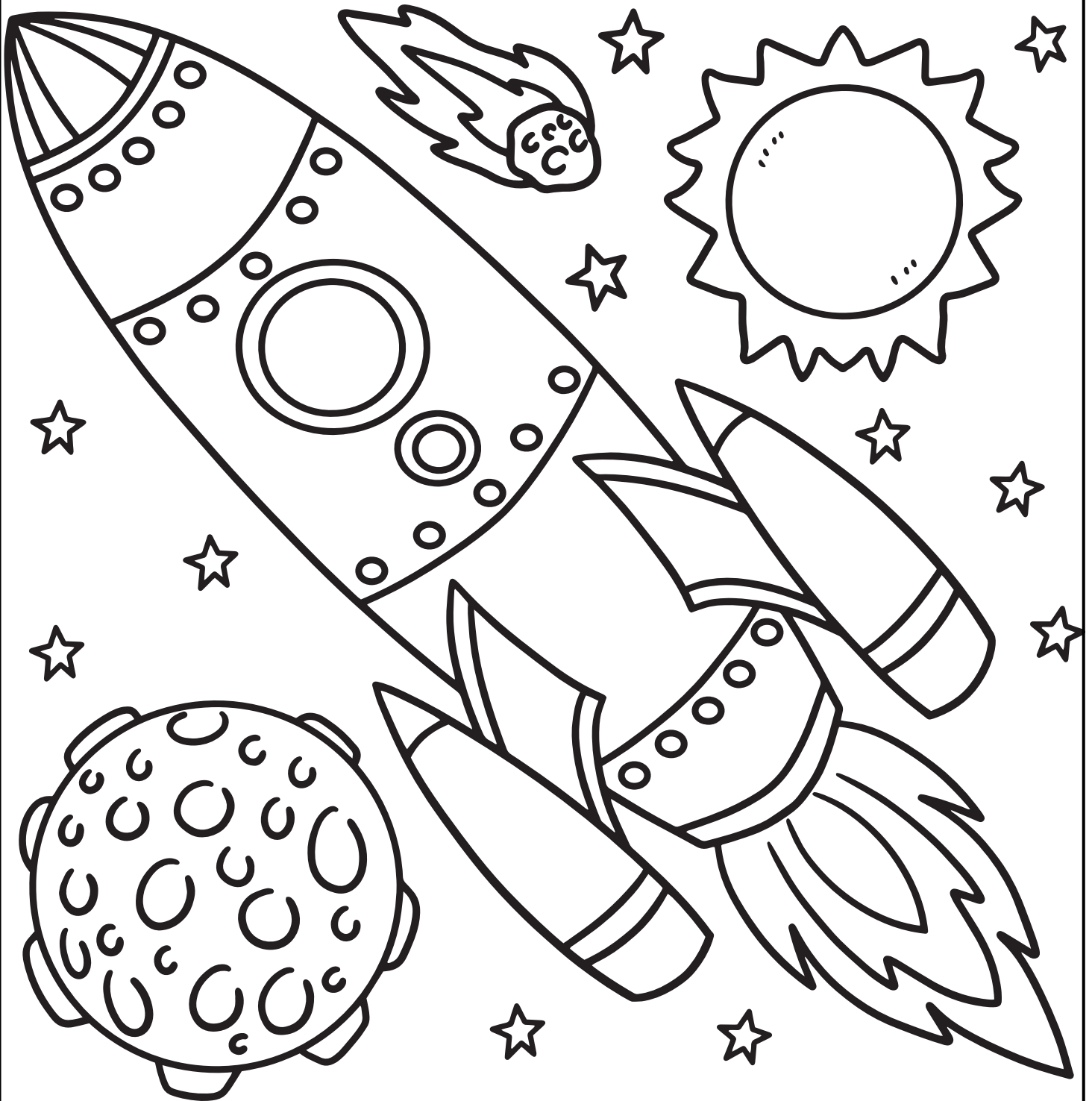
First select a number and then apply it to a sudoku cell.

	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.



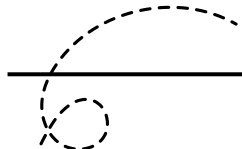
Here's a checklist to make sure you include everything needed for the perfect picnic!

- 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 



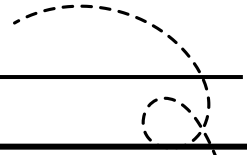
The Perfect Summer Picnic

Location / Date / Time



Items for setup

Games/Ideas



Picnic Supplies

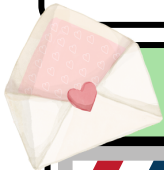


Summer Picnic Planning

Food and Beverages Menu

Menu

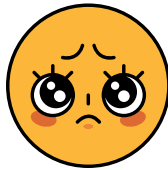
Invitation





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

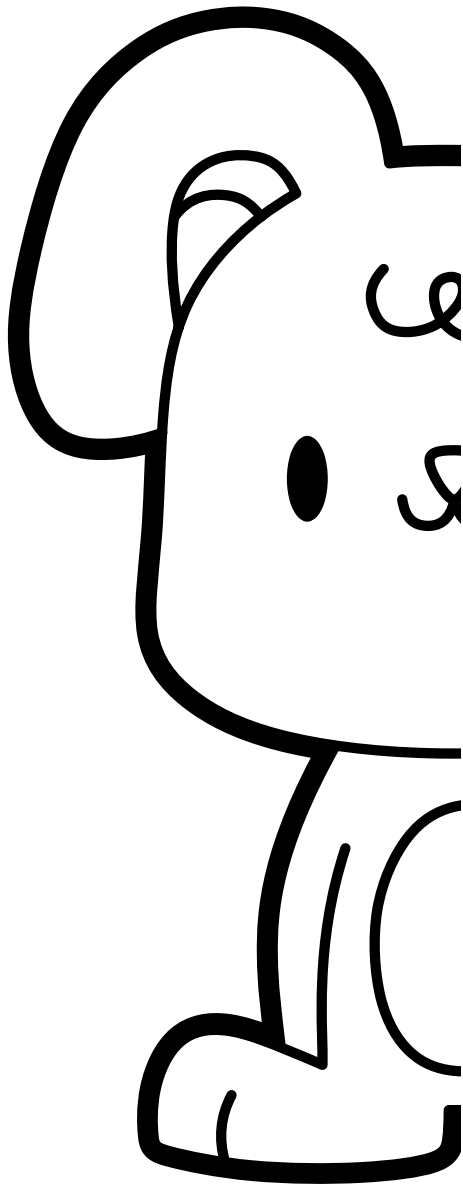
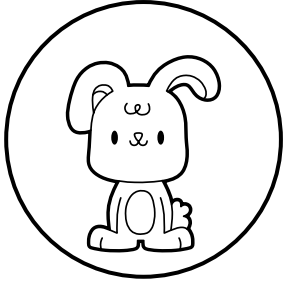
Sad

Silly



Draw and Color

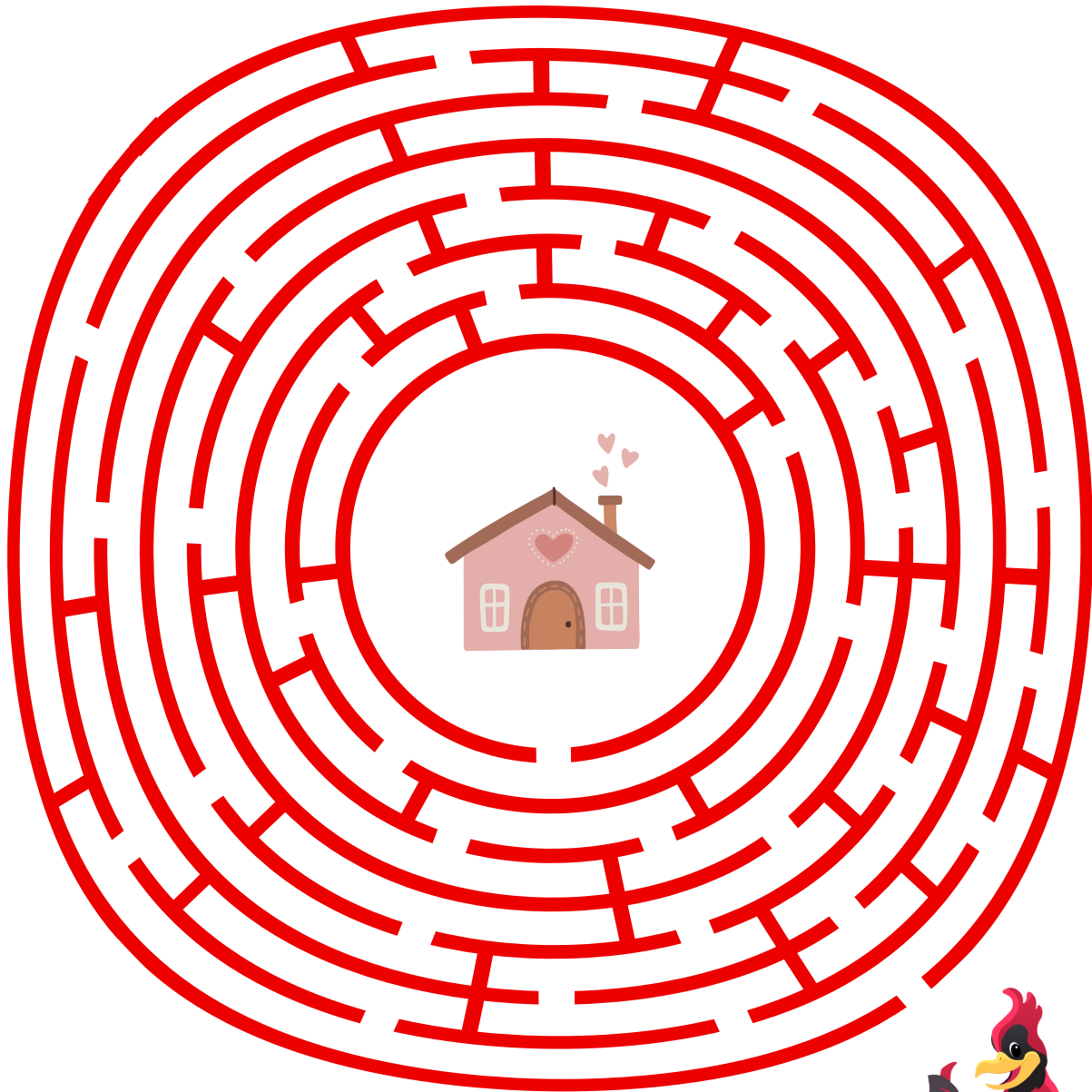
Draw and color the other half of the picture.





Home Maze Fun!

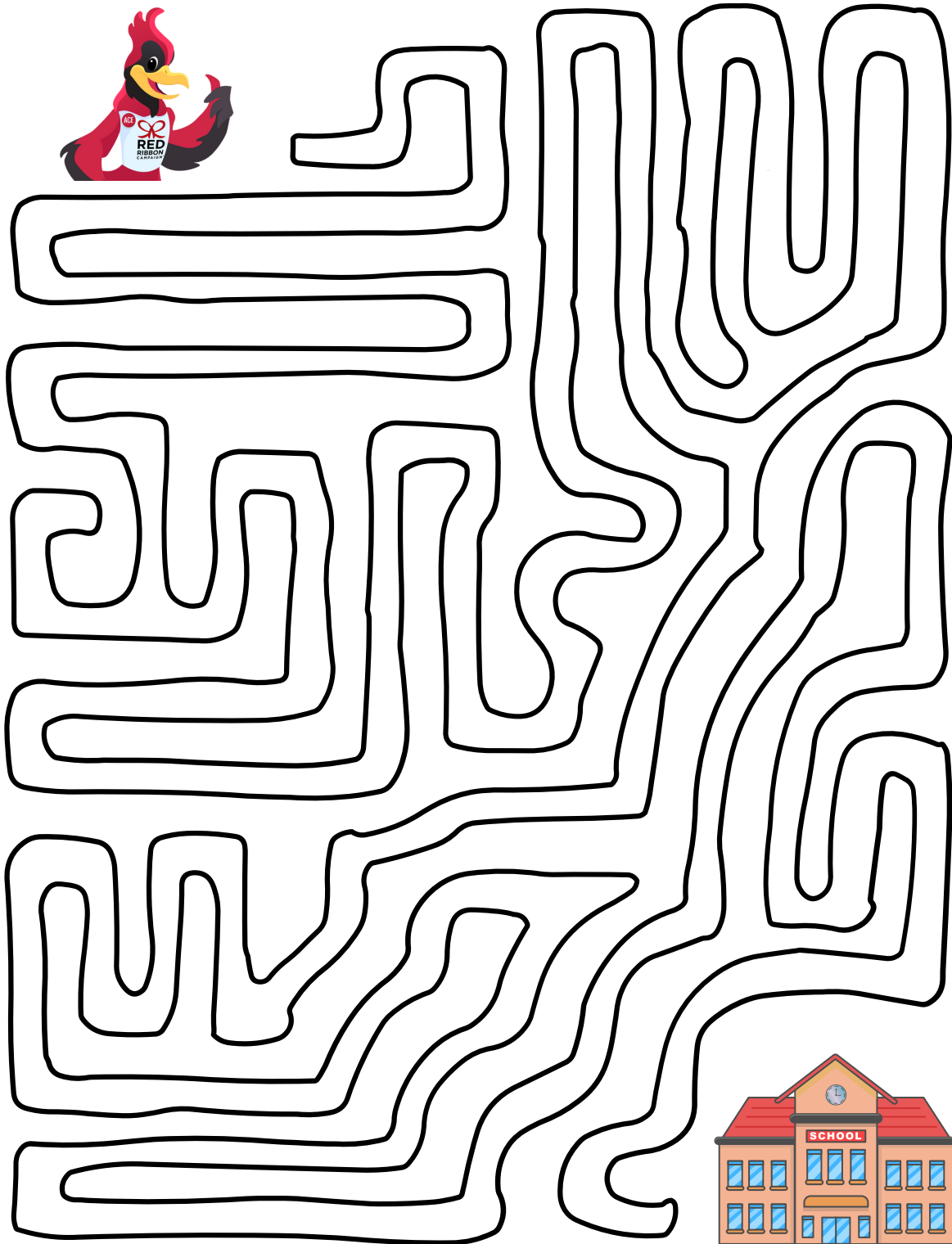
Ace has dreams of having a nice home. He can have it with your help!





School Maze Fun!

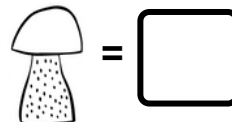
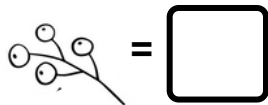
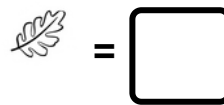
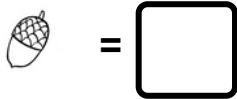
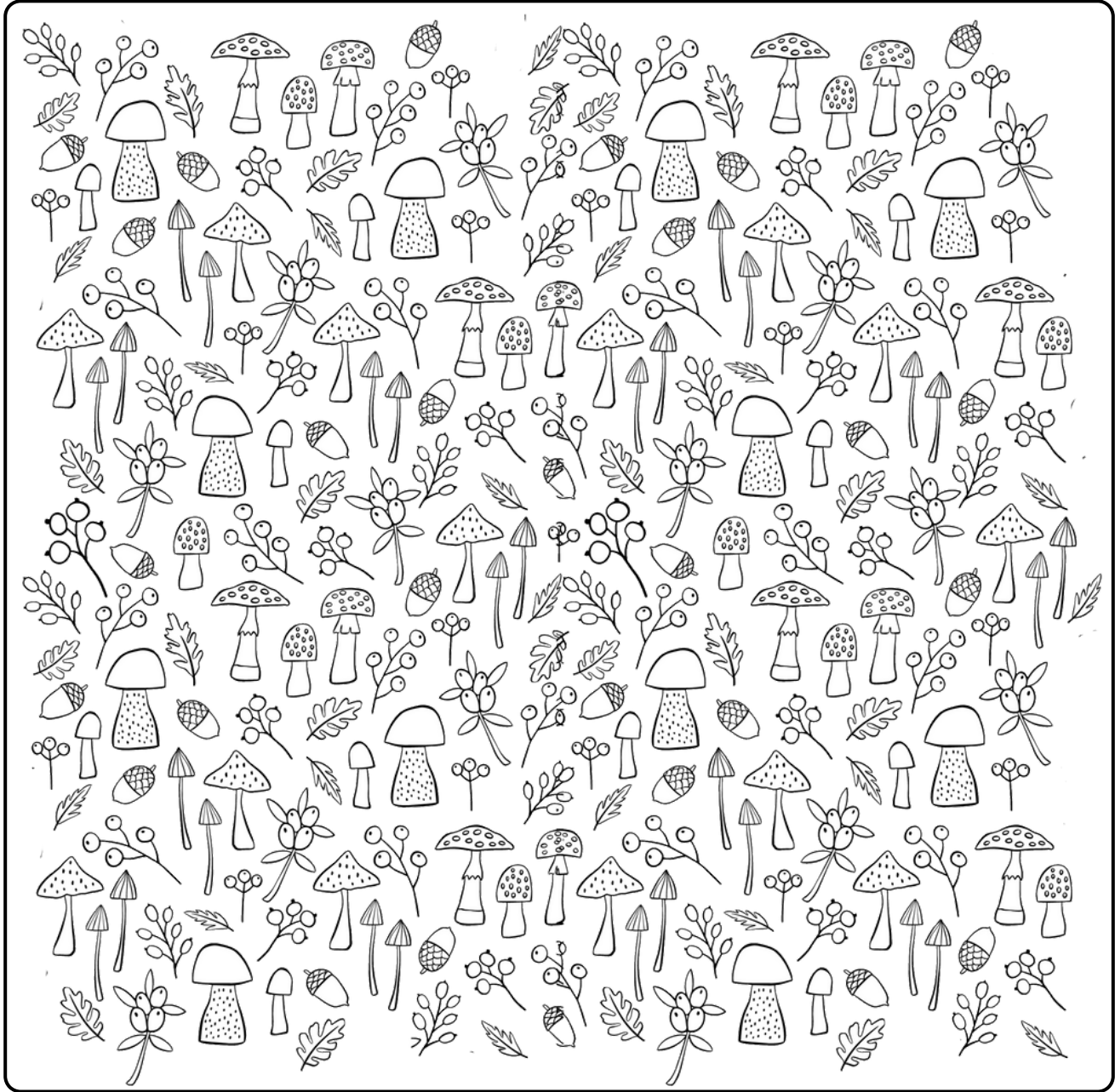
Help Ace find his way to school.





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.



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?





Draw and Color

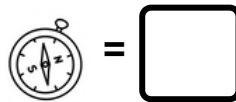
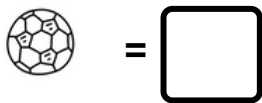
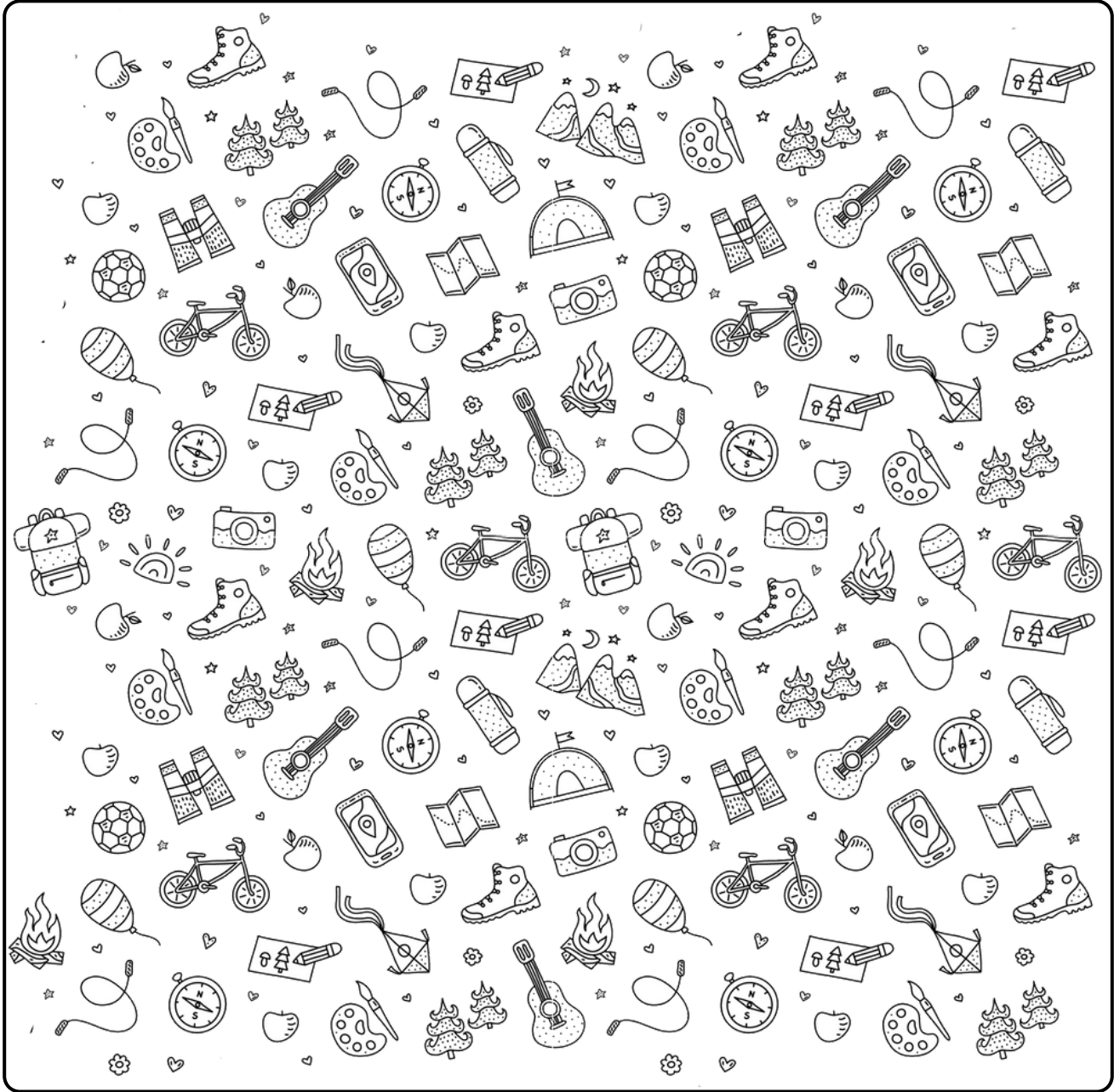
Draw and color the other half of the picture.





A Safari Trip I Spy

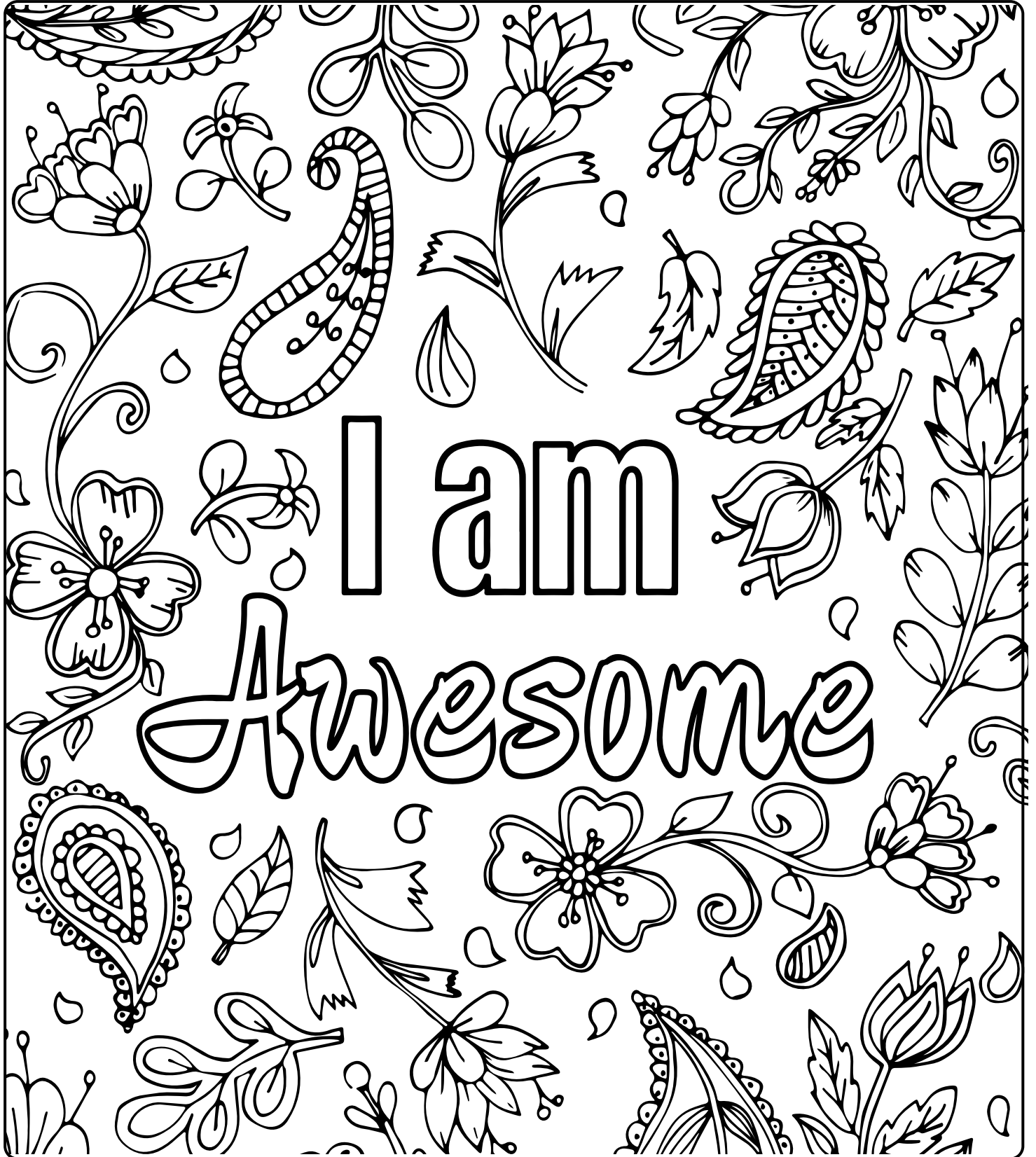
Look at the images at the bottom of the page. How many of each can you spy?





Coloring Fun!

Choose your favorite colors to complete this picture.





Peace Maze Fun!

Help Ace find his peace!

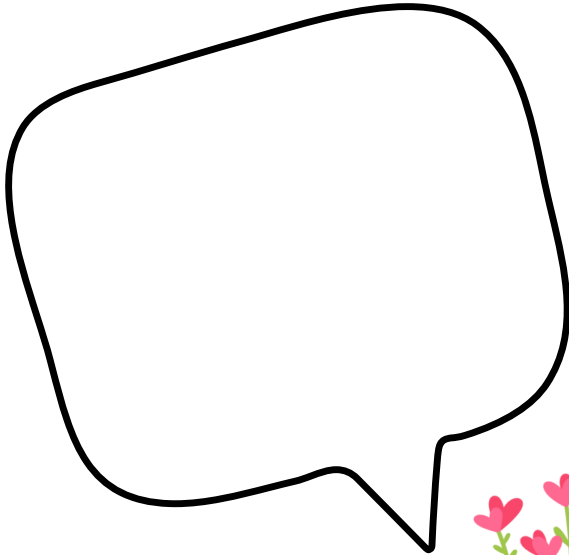




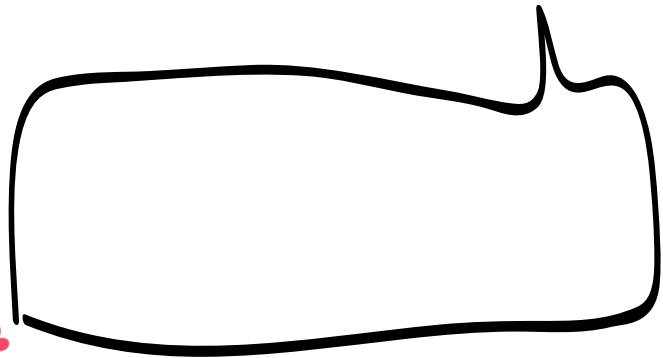
Am I a Good Friend?

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

What makes me a good friend.

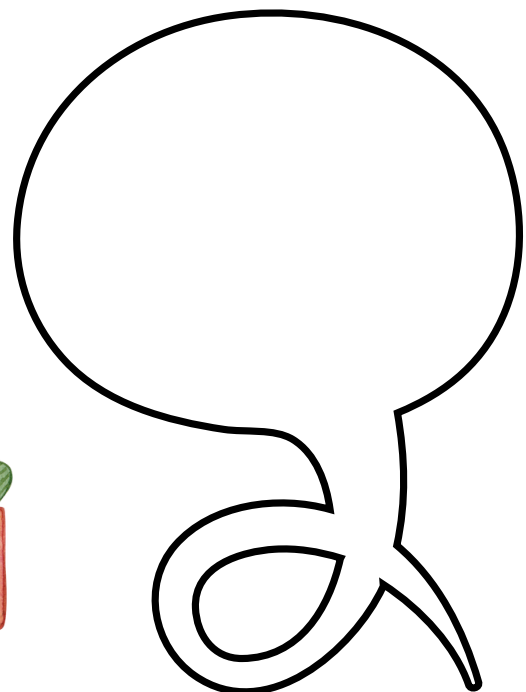
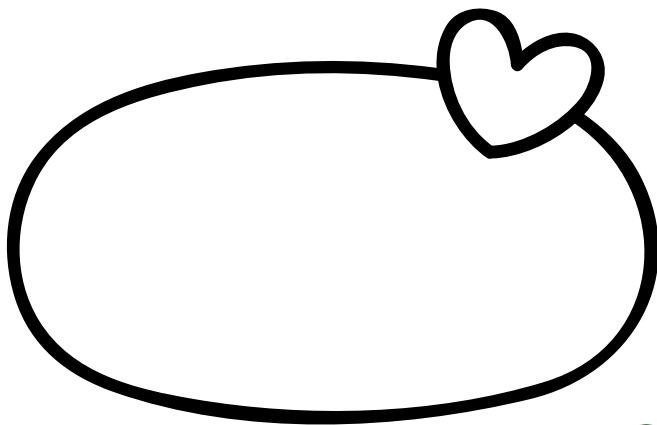


Share a time I made you laugh!



Name a time I made you feel special.

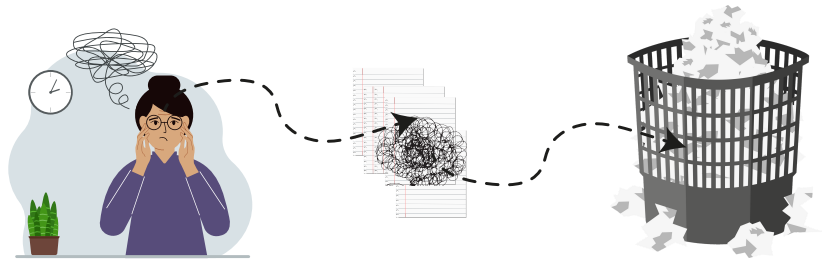
How can I be a better friend?





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:

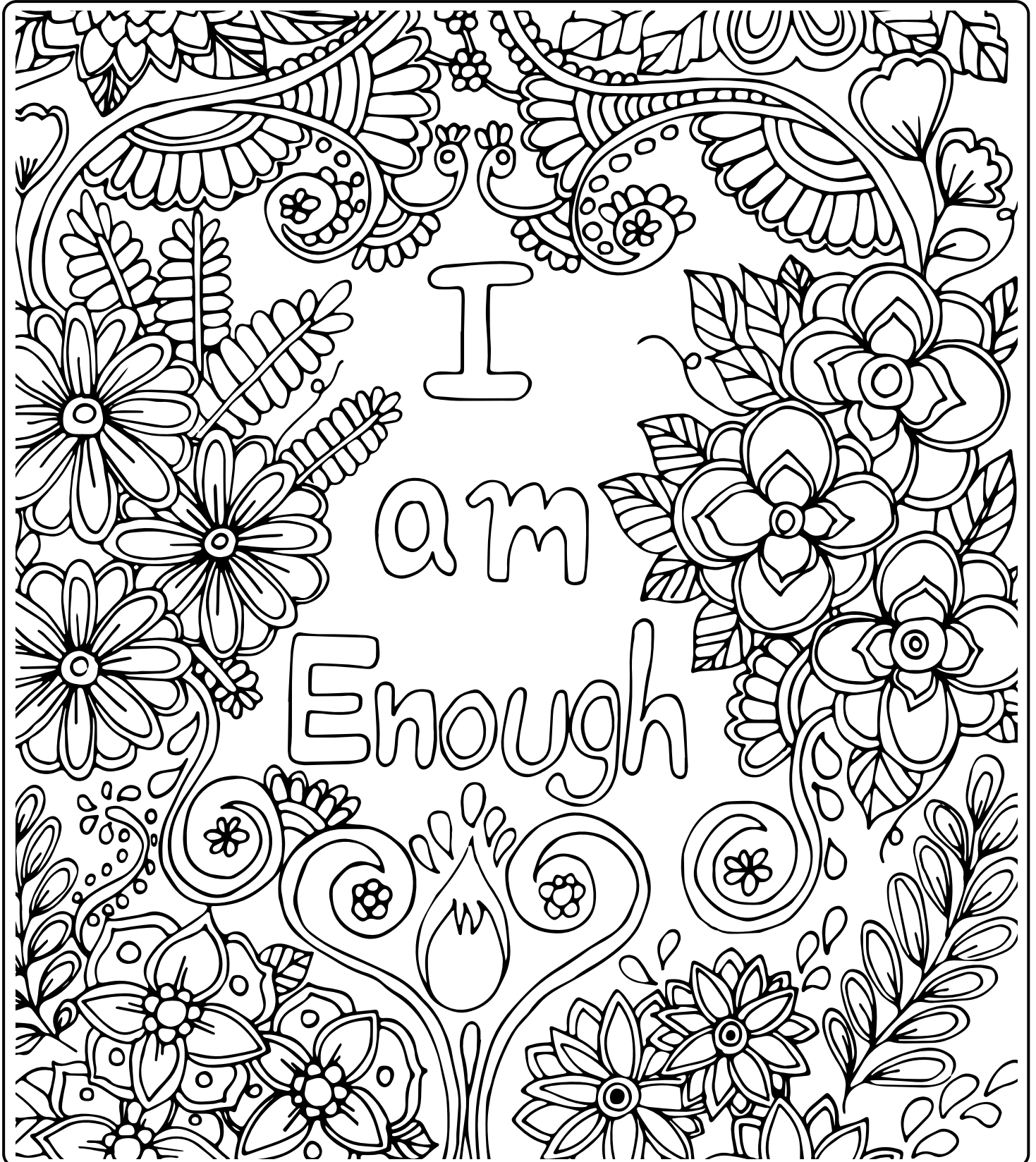
1. Cut each sheet of paper in half. (This means you will end up with 10 pieces of paper.)
2. Write 5 things (one on each sheet) that keep you from being your best self.
3. Crumple each sheet of paper.
4. Place your "basket" far enough away that it becomes difficult to throw and land the paper into it.
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!

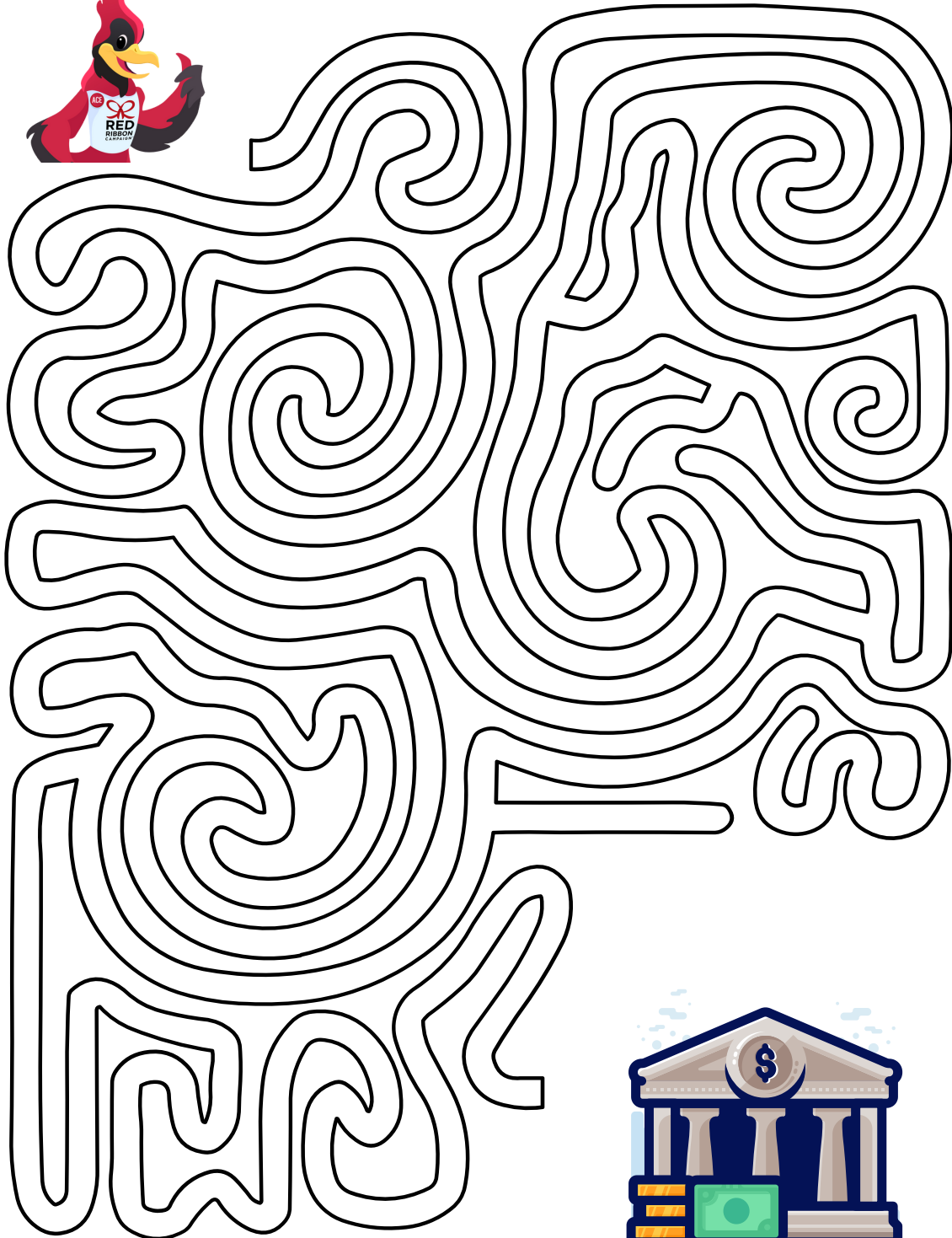
Choose your favorite colors to complete this picture.





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?

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 divided into eight segments by lines radiating from the center. The center contains the text 'THINGS MONEY CAN'T DO' and a small Red Ribbon Campaign logo. Each segment is a wedge shape with a dotted line along its inner edge, intended for writing.



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!

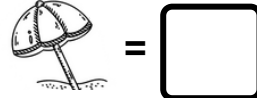
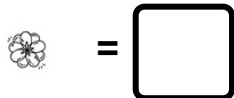
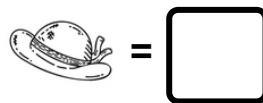
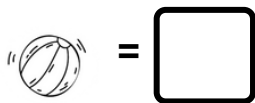
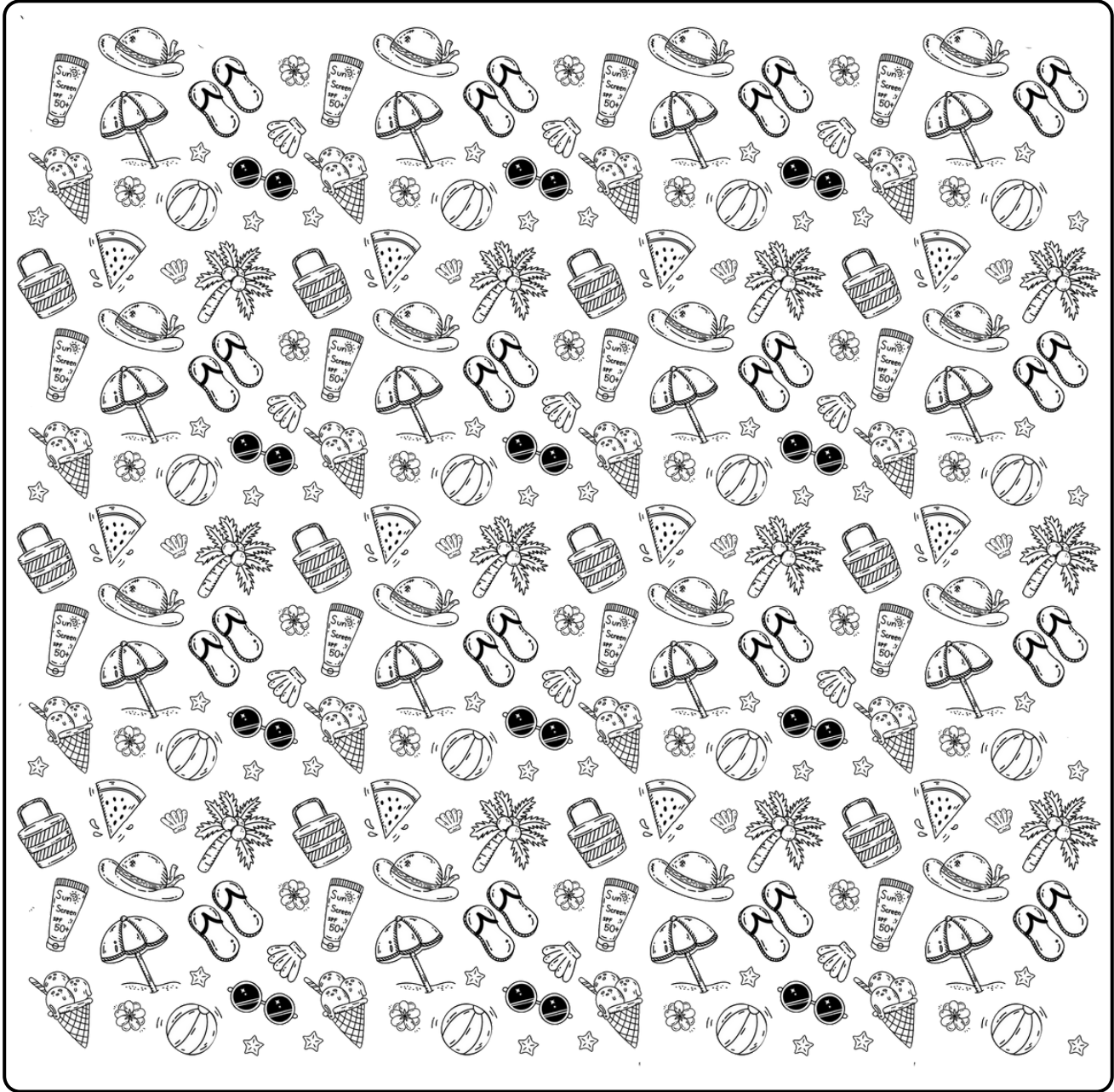
Ace wants to try out for the basketball team and decides to get in shape. Where should he start?



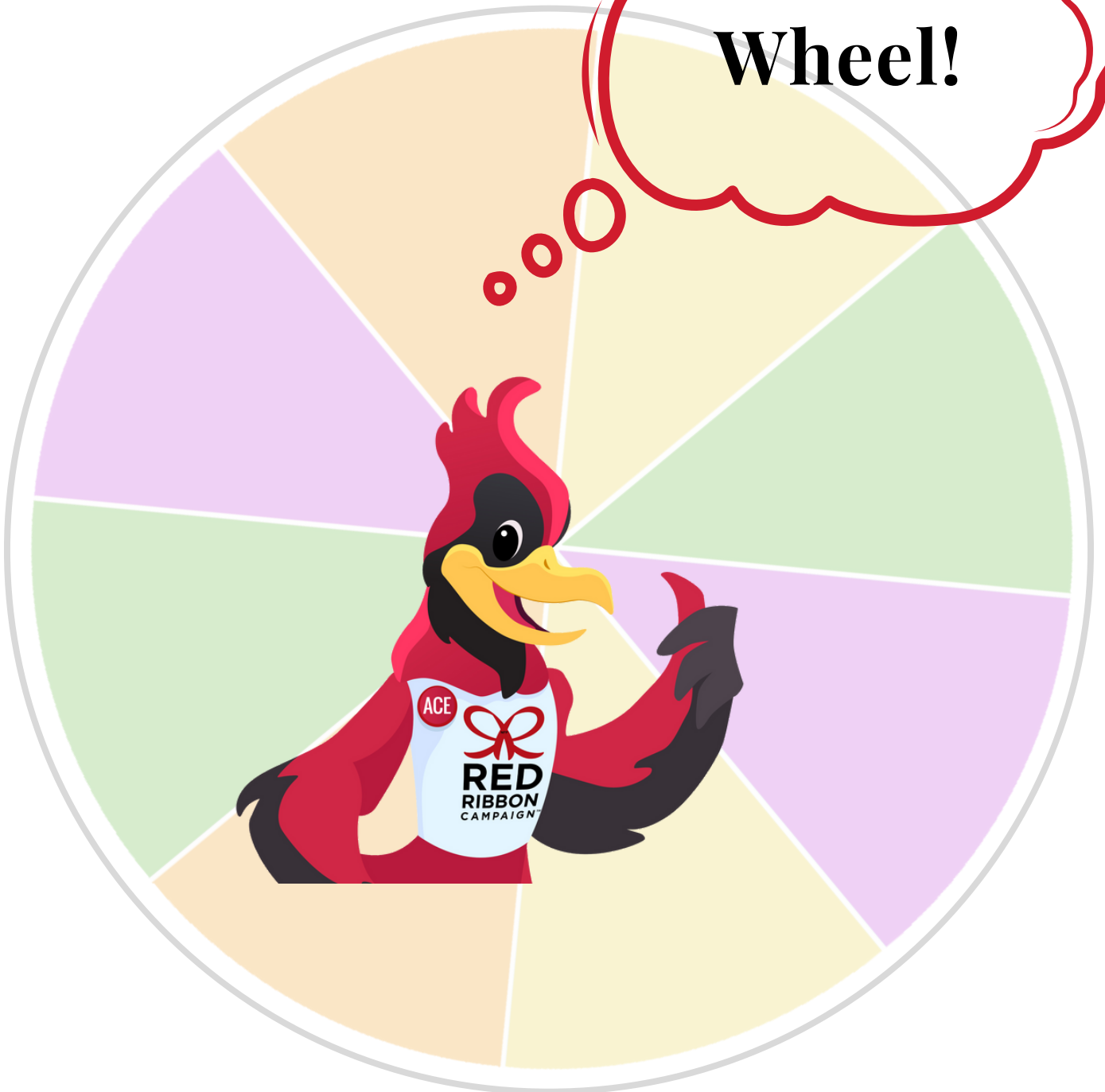


Beach Vacation I Spy

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



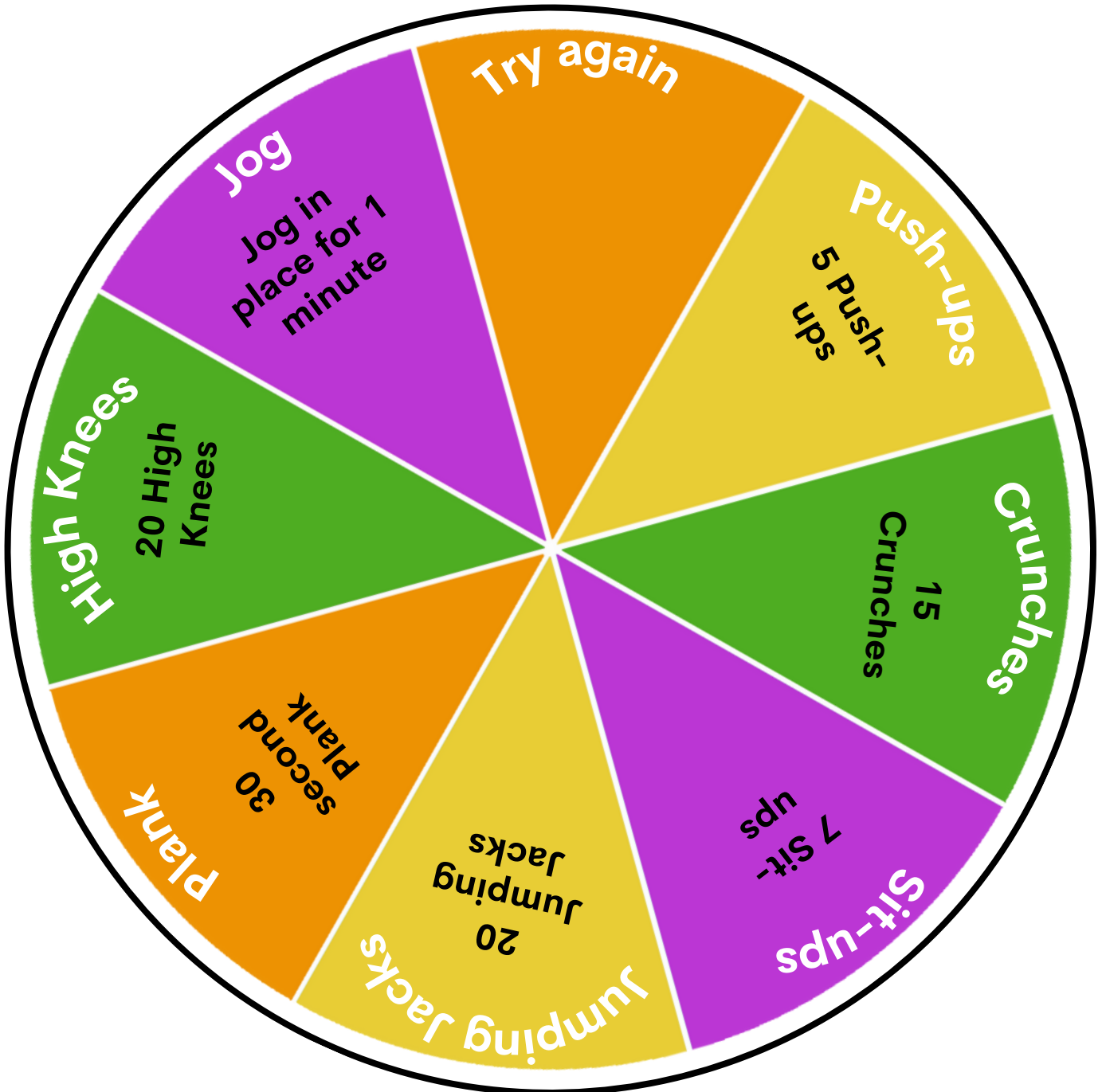
**Spin the
Wheel!**





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

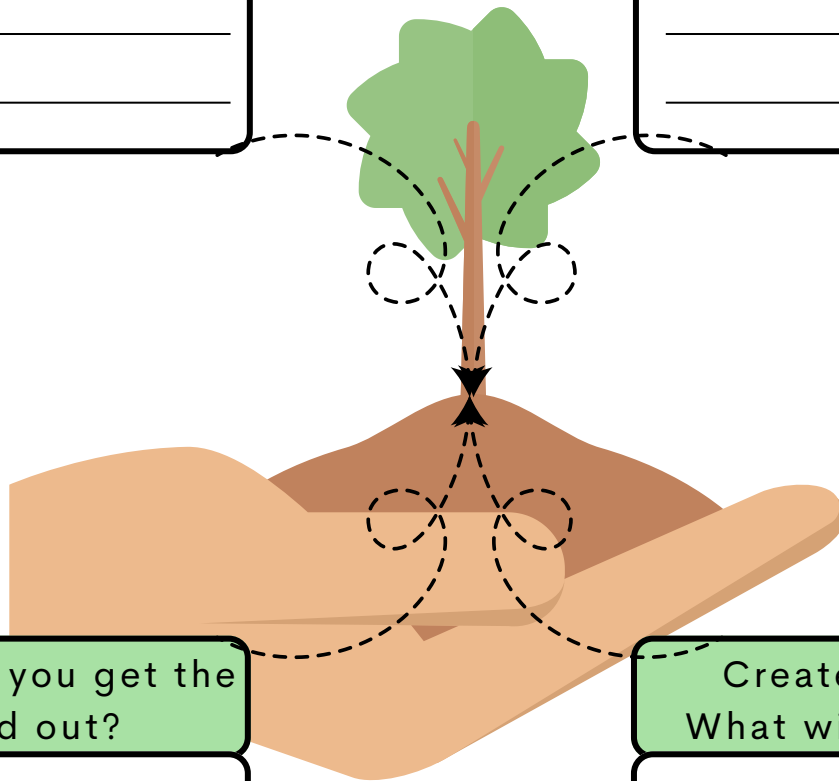


The Giving Tree

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

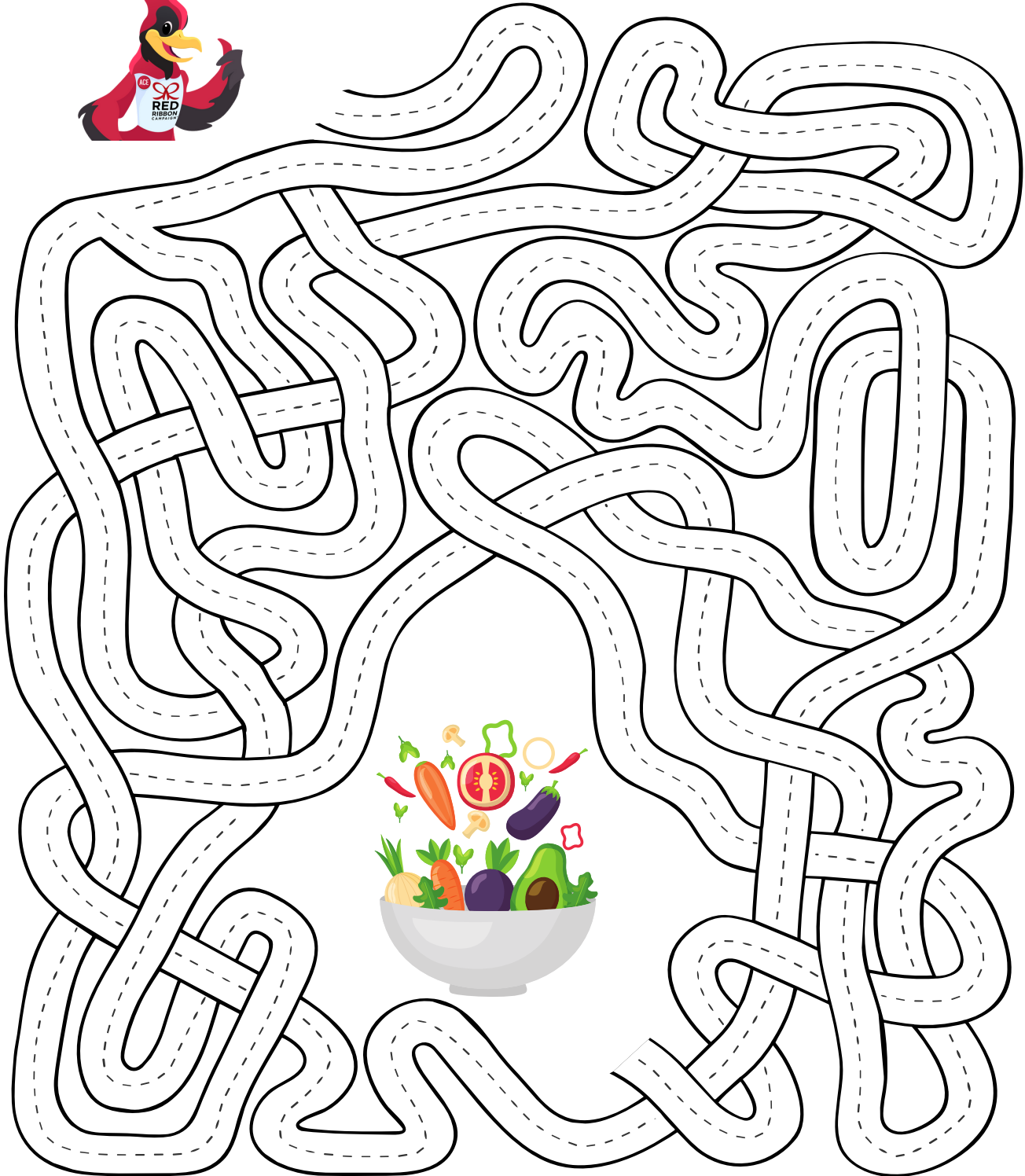
Create a digital flyer or poster to share the details of your community service project. Be sure to include important dates and images related to the project. Tell others how they can help.

A large, empty rectangular box with a light blue border, intended for creating a digital flyer or poster.



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.

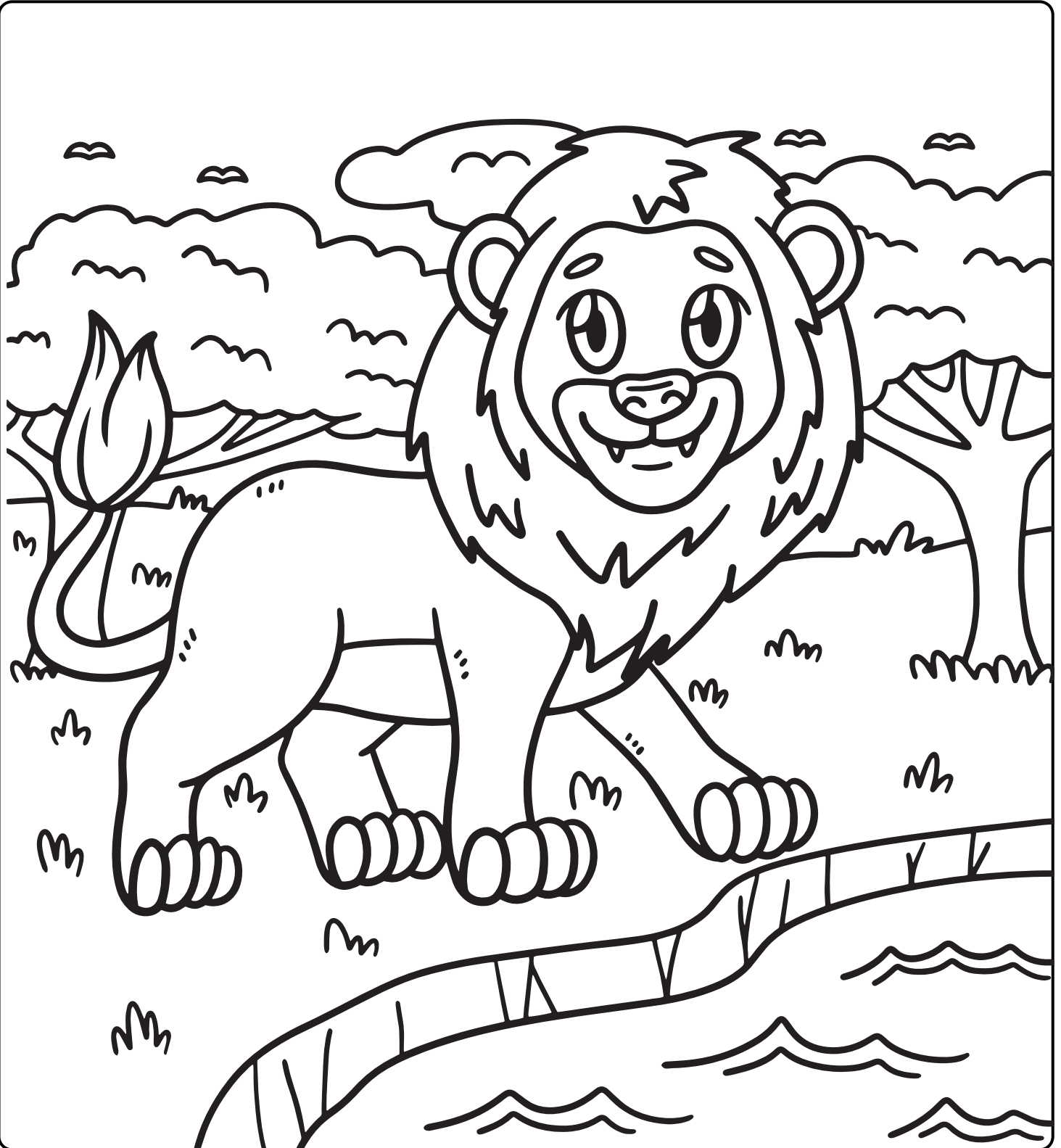
First select a number and then apply it to a sudoku cell.

	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.

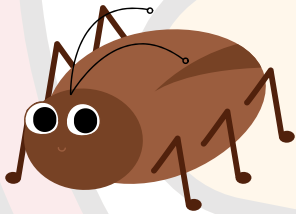
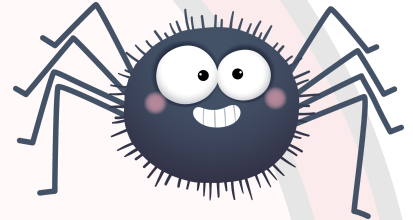
		6	2		4
4	2	3	5		1
3		5	4	1	2
2	4	1	3		6
1	5	2	6	4	3

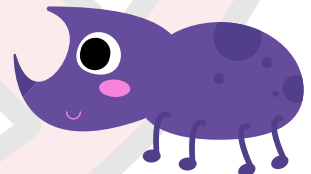


Drugs Bug Me

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

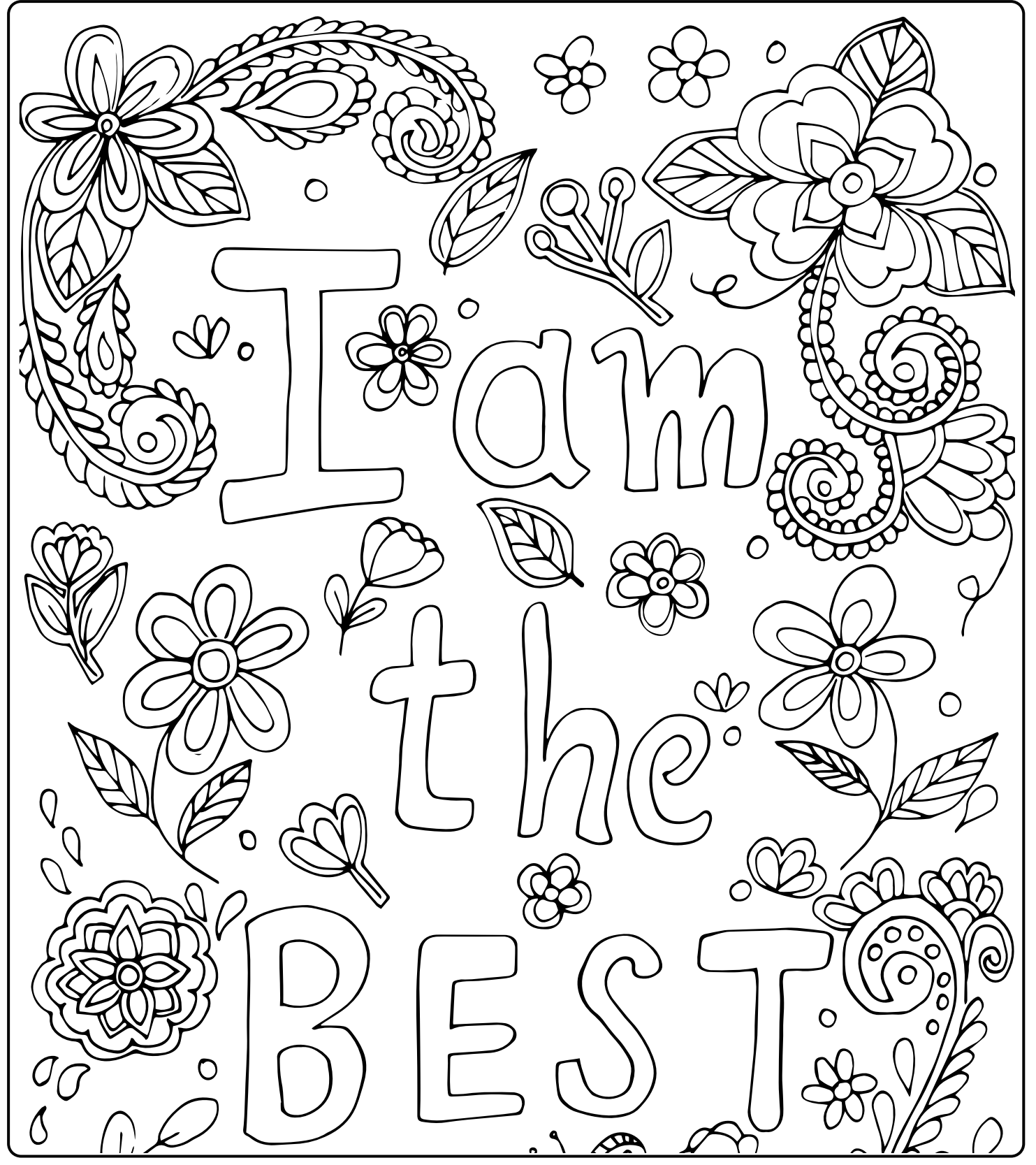
Shelter

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?

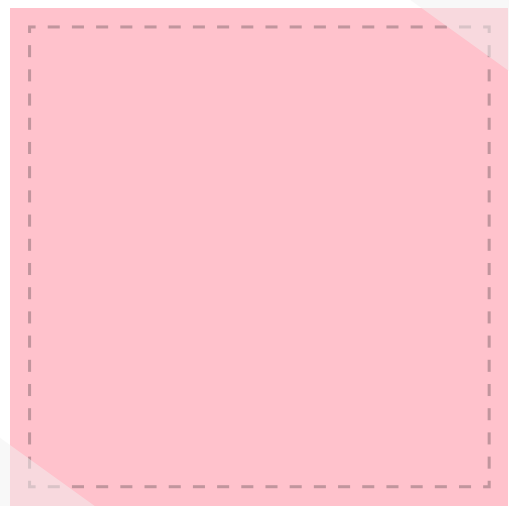
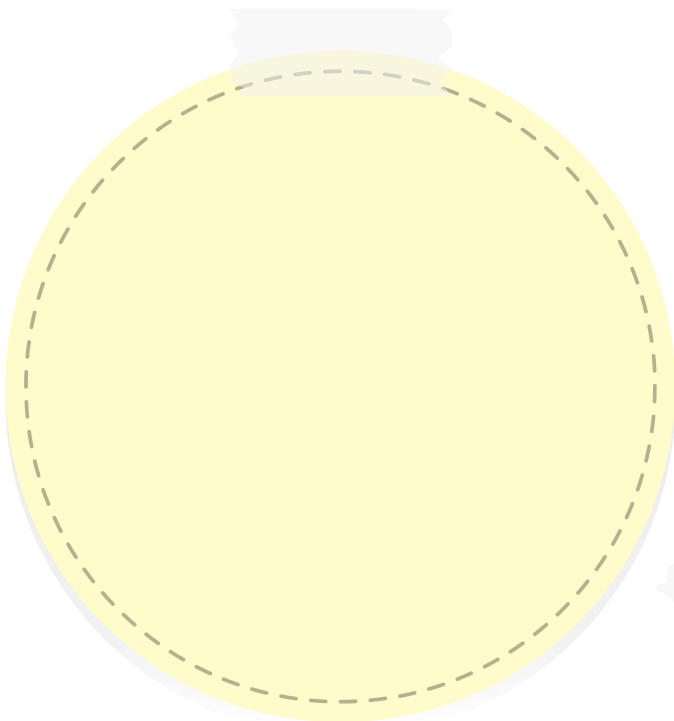
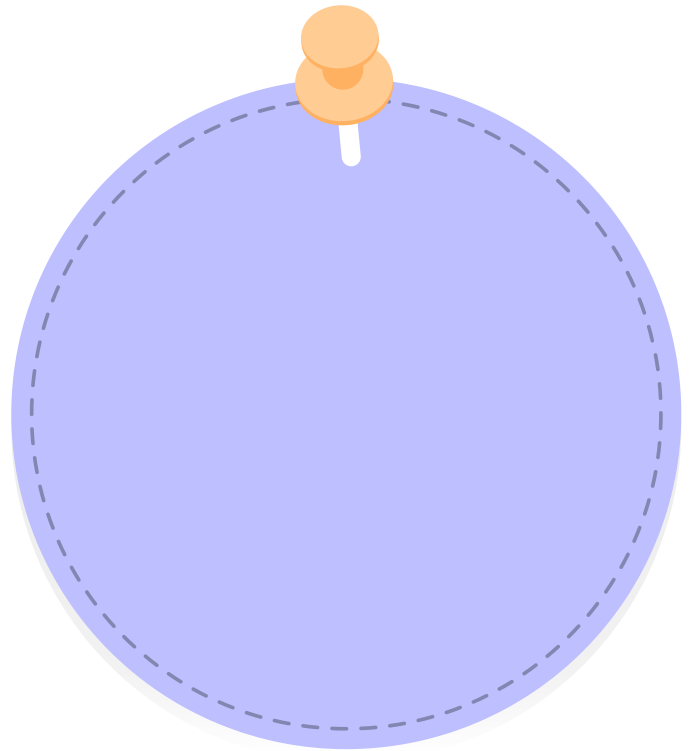
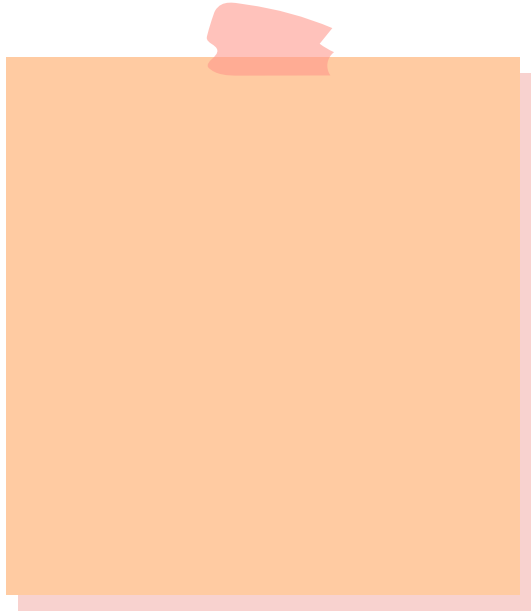
Where would you be?

What would you be doing?



Can We be Friends?

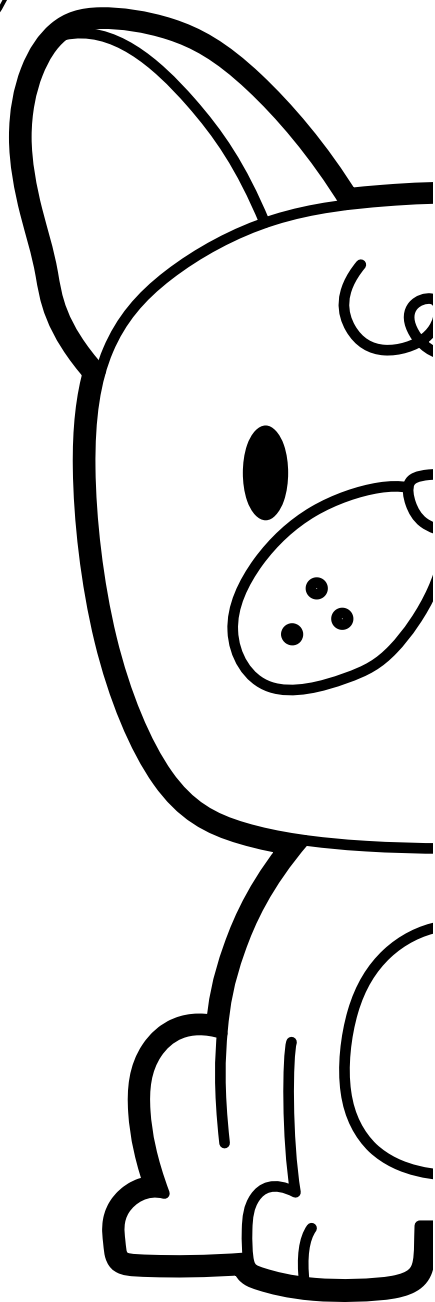
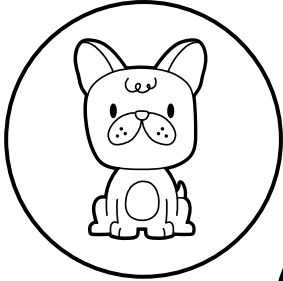
Draw pictures of things you like to do with your friends in each of the spaces. Think of the people you call your friends. Are they the right friends for you?





Draw and Color

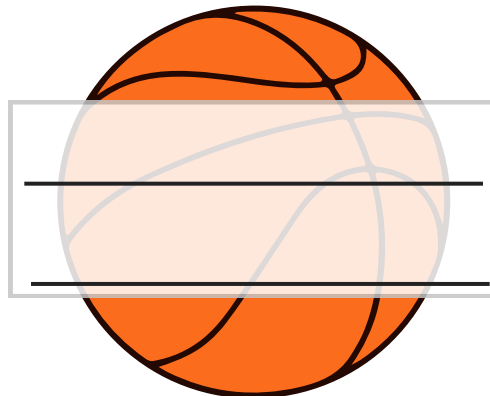
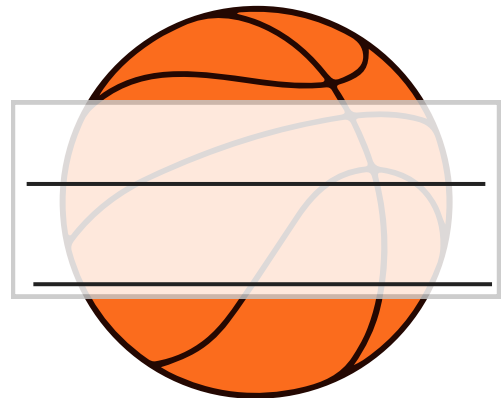
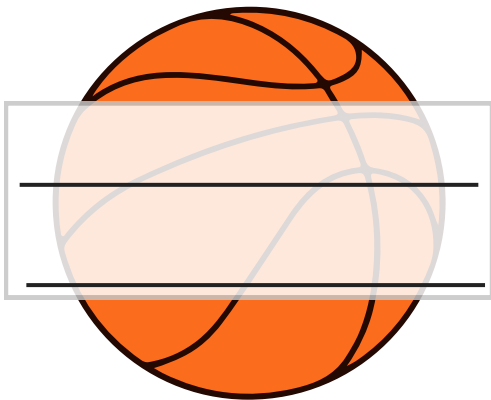
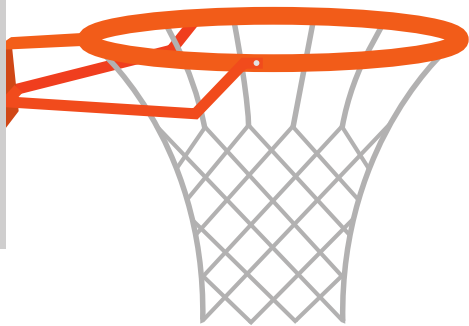
Draw and color the other half of the picture.





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?



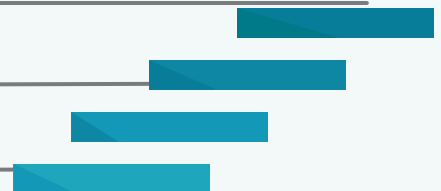
Journaling

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:

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 : _____

S Specific: Clearly state your goal!	
M Measurable: Make sure you can measure your success!	
A Achievable: Set goals you know you can achieve!	
R Relevant: Set goals relevant to your overall health and wellbeing!	
T Time-bound: 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.

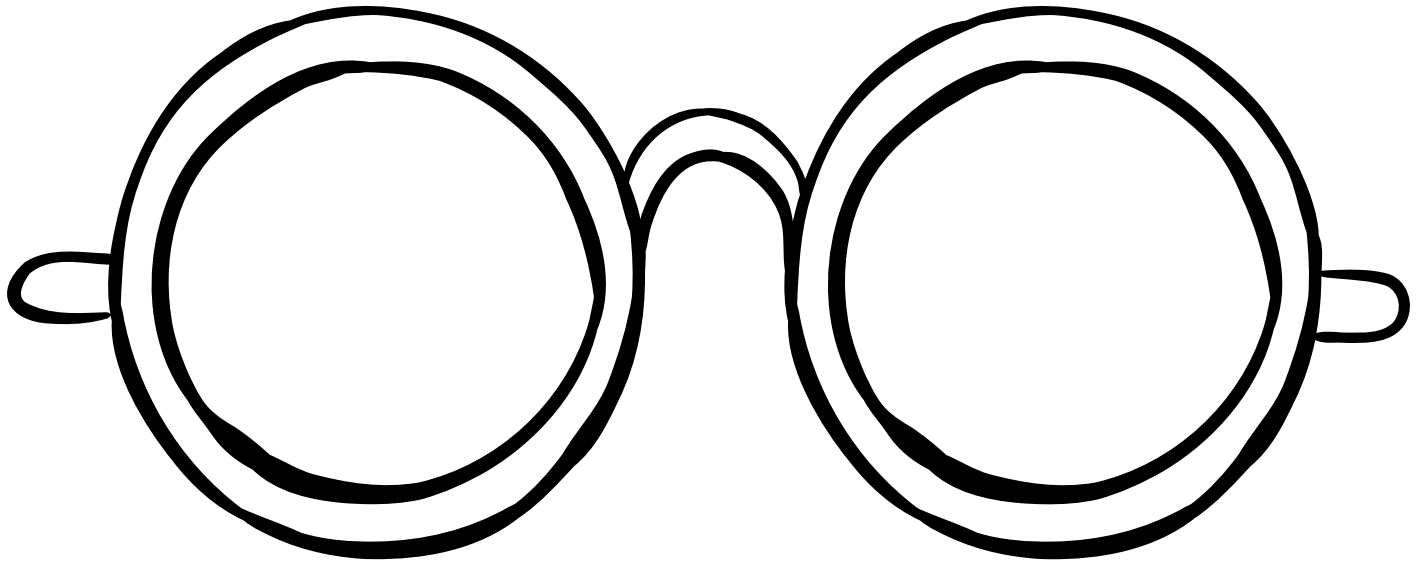
5.



Moving Forward

Goal #1

Goal #2



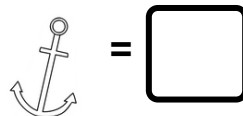
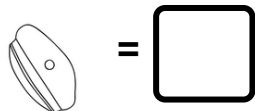
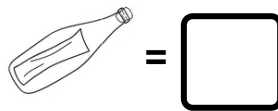
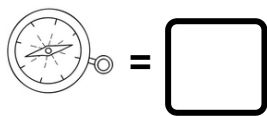
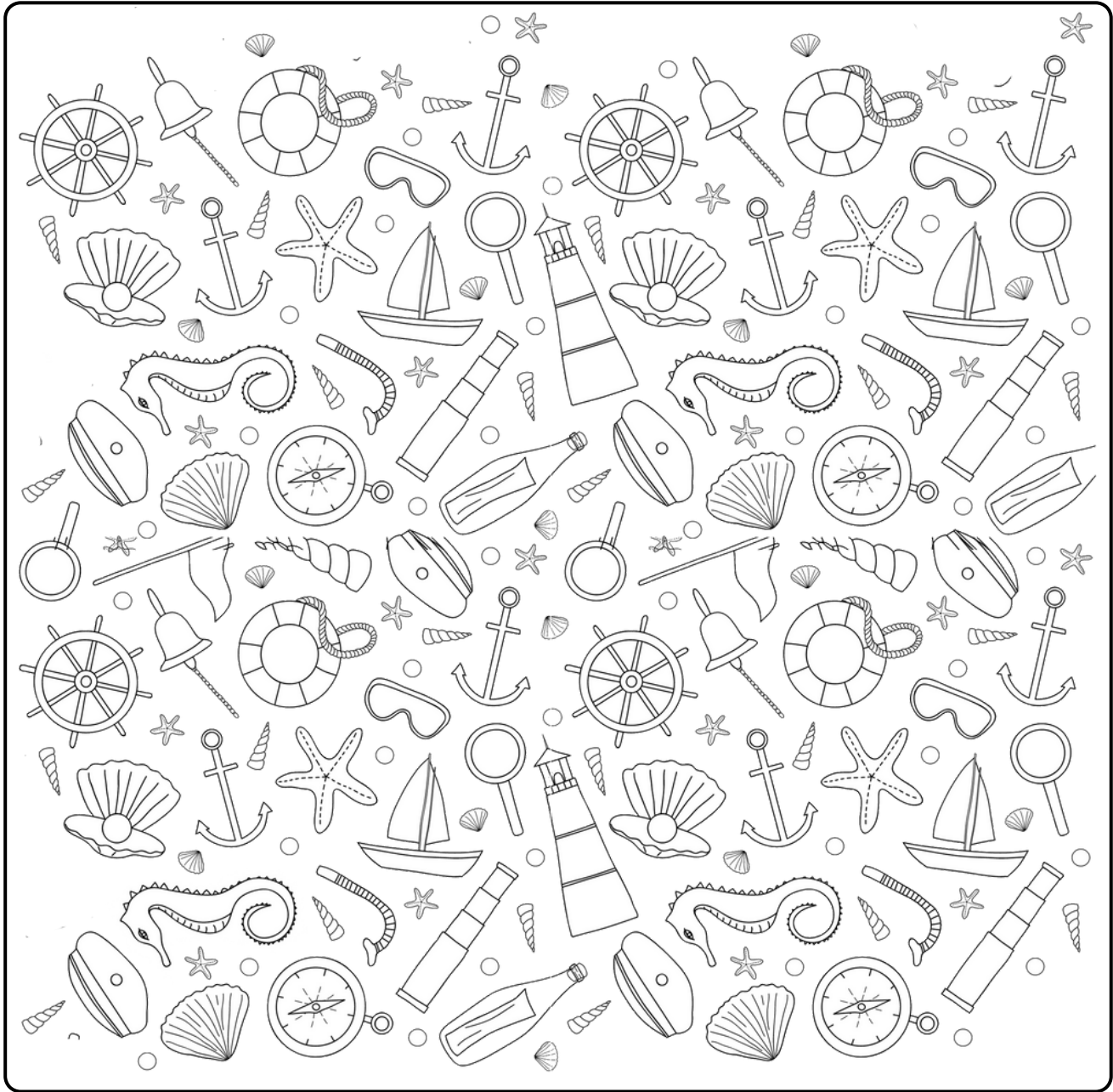
Things I am really good at/Things I really enjoy

Things others have told me I am good at



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

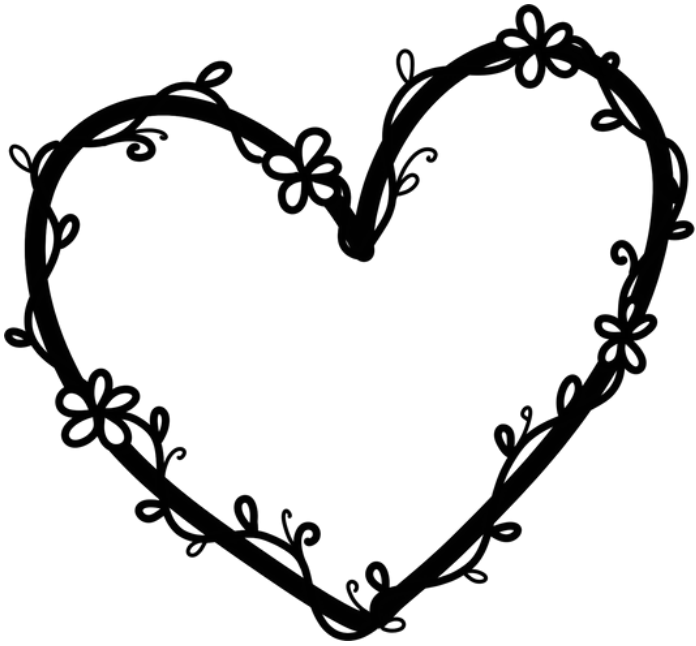


Kindness Campaign

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



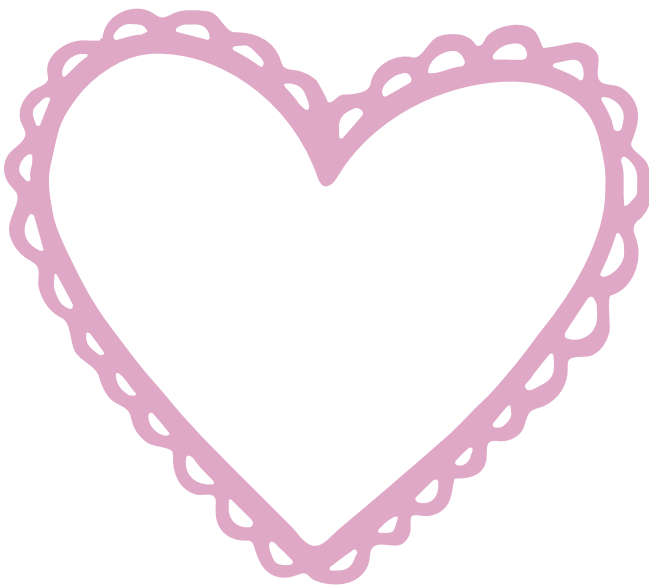
Random Act 1



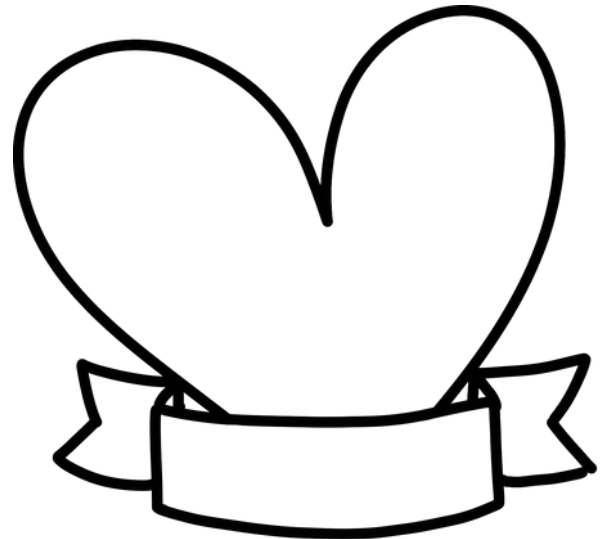
Random Act 2



Random Act 3



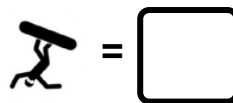
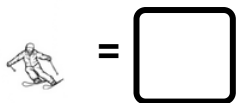
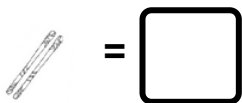
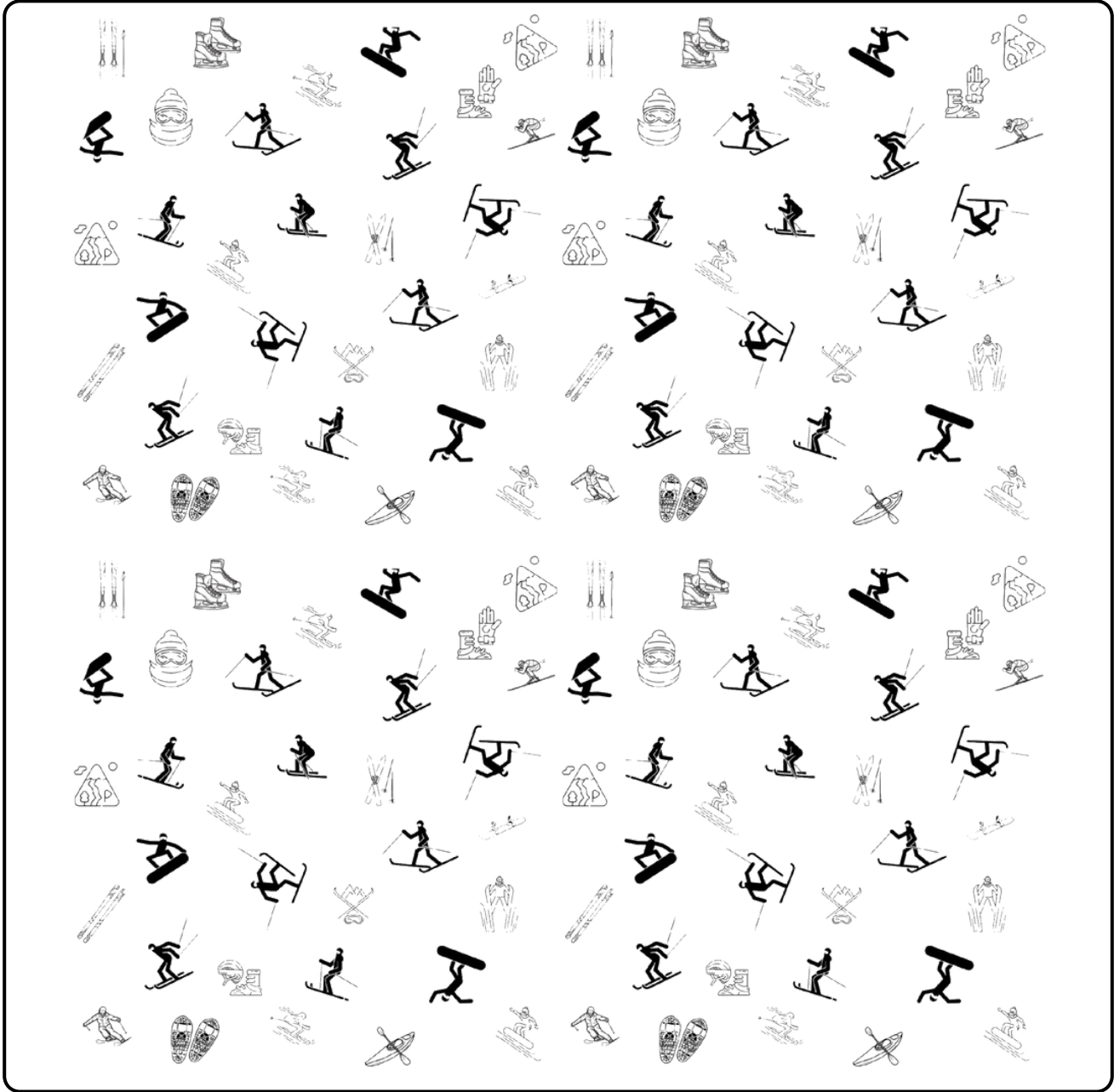
Random Act 4





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

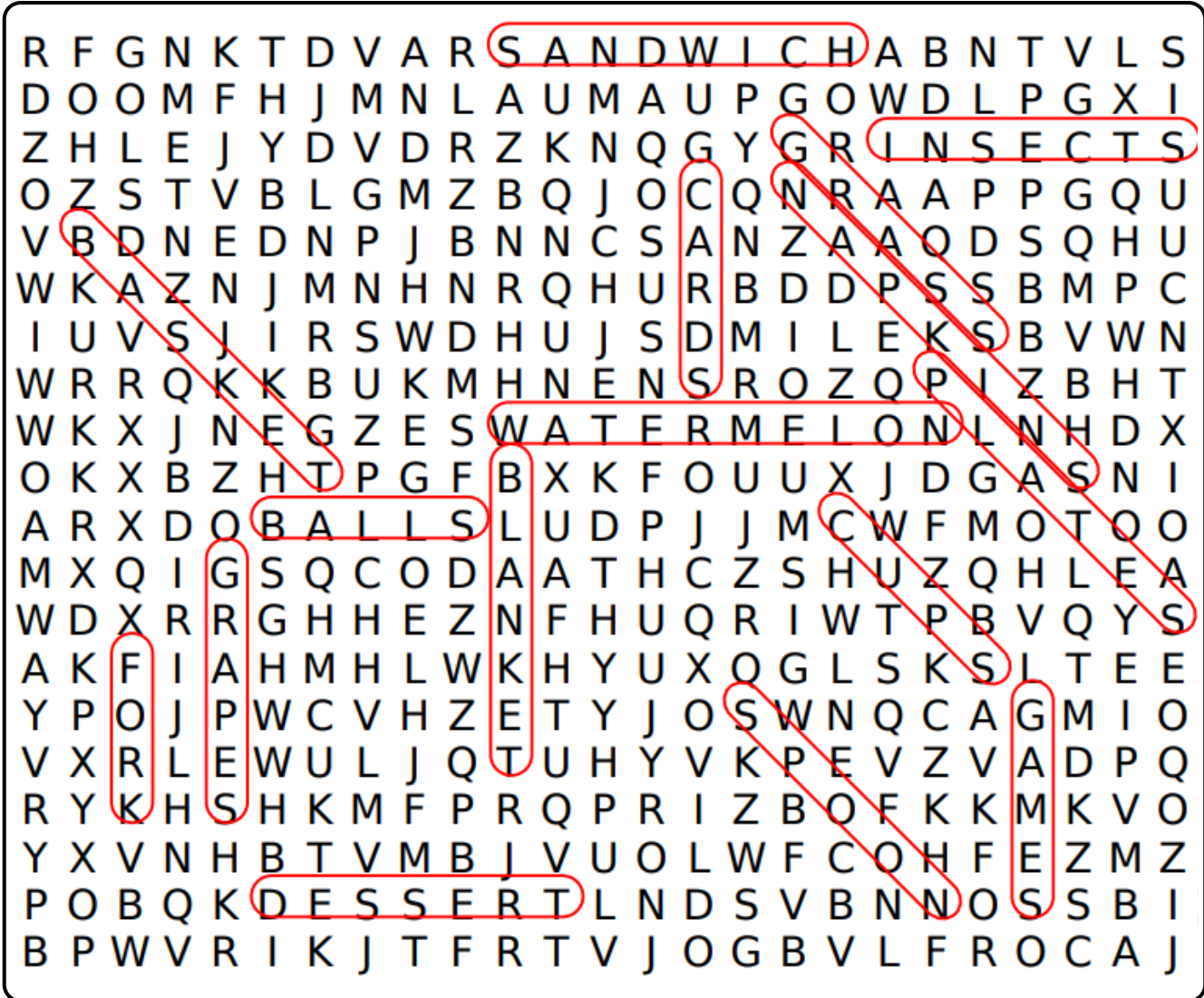
Grapes

Chips



The Perfect Summer Picnic Word Search

Find the words given in the word bank.



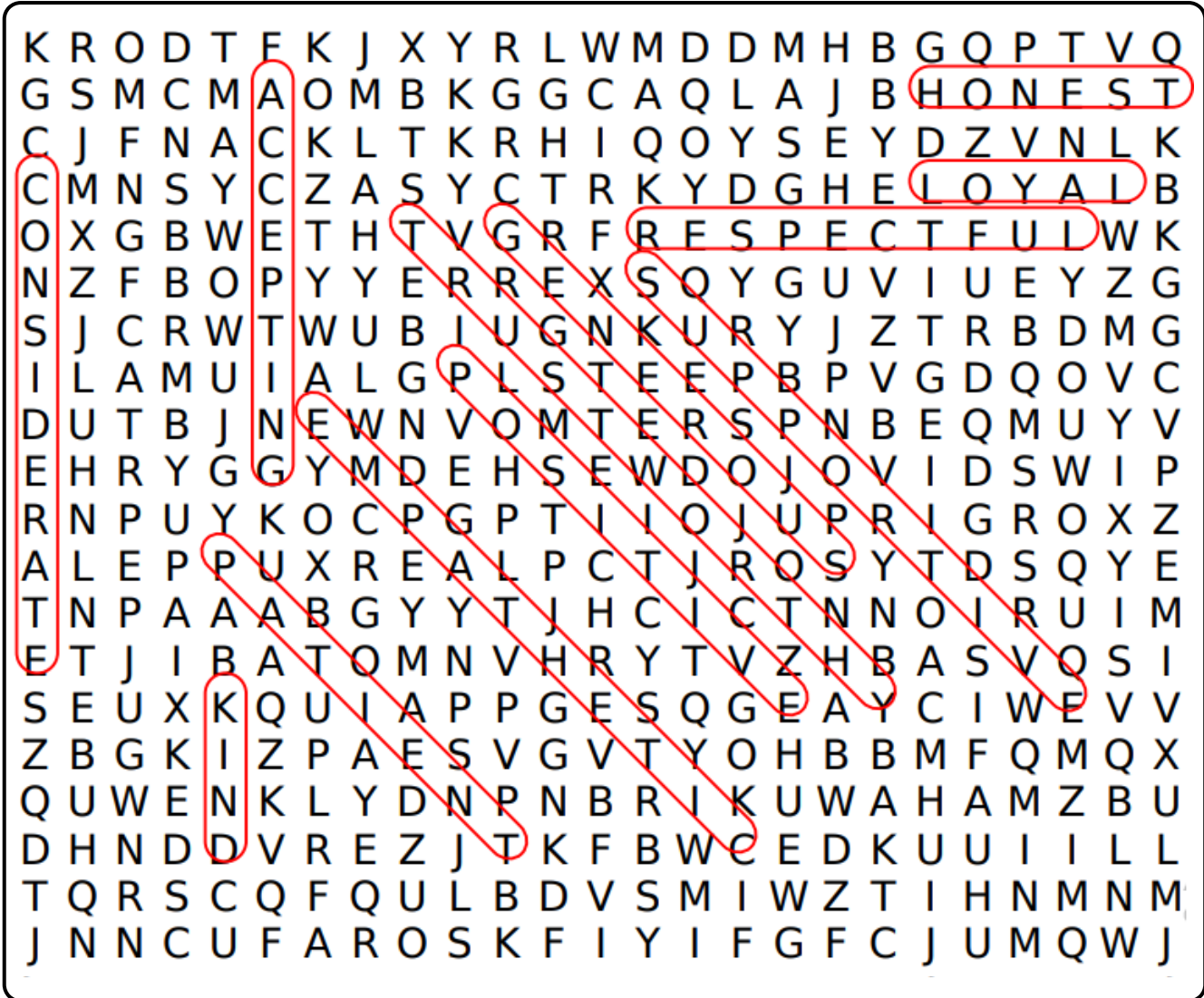
Word Bank

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.



Word Bank

Trustworthy

Respectful

Generous

Considerate

Supportive

Positive

Empathetic

Accepting

Loyal

Kind

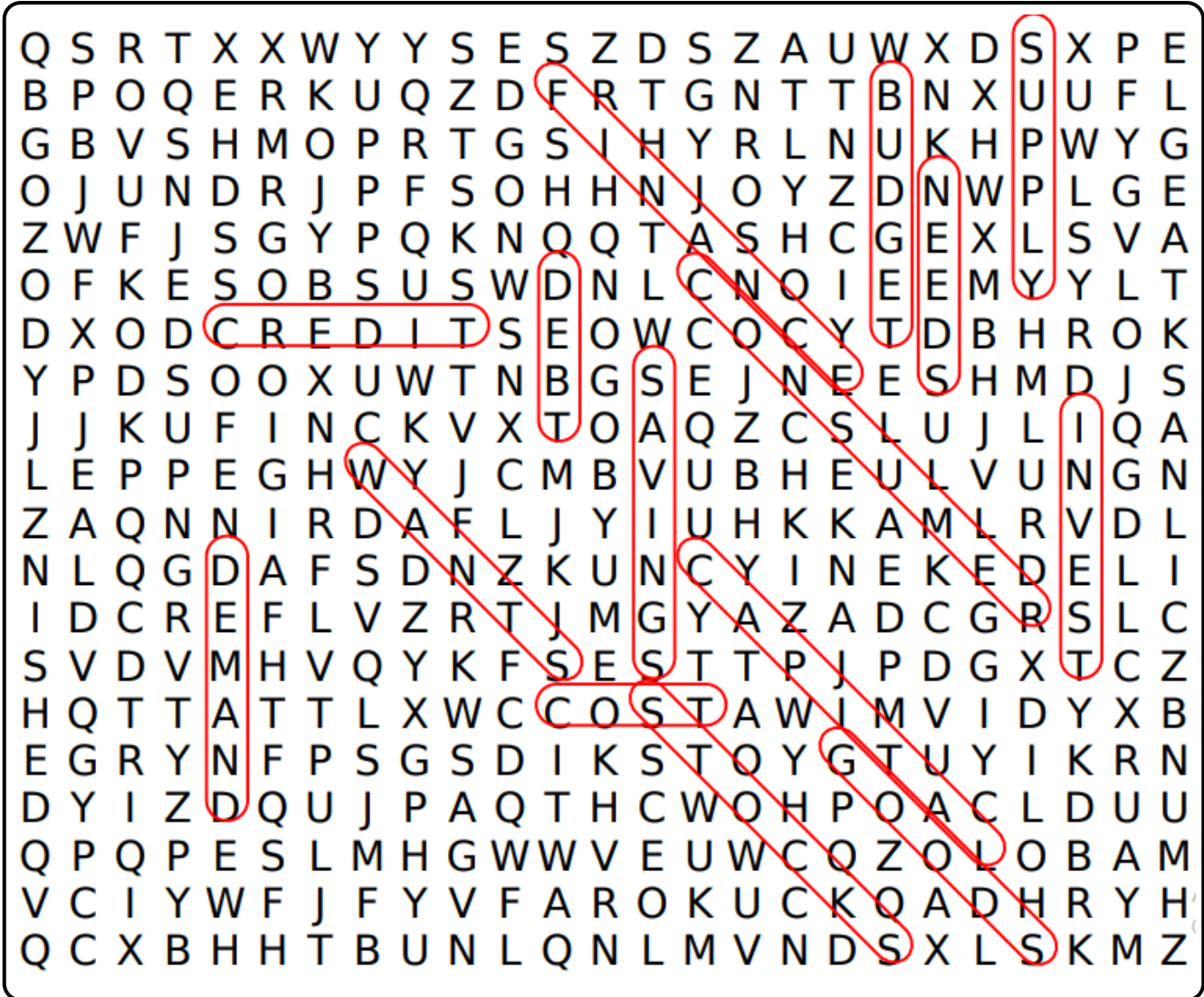
Patient

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

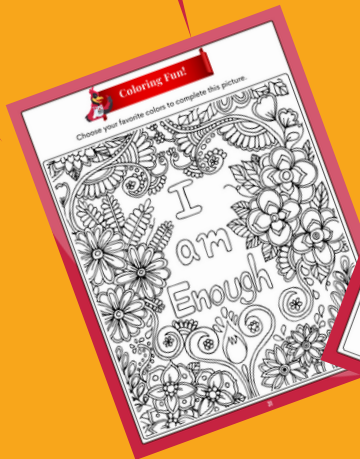


Sudoku 4x4

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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