

Month at a Glance: June

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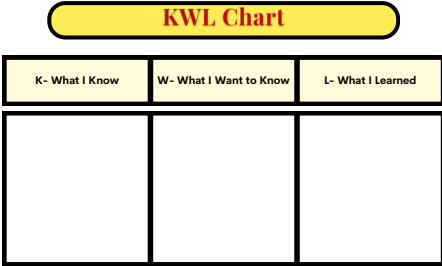
What is Mental Health?	Mental health and selfcare can promote healthy living	mental health self-care	30-40 minutes
Growth Mindset	Having a Growth Mindset helps maintain a positive attitude.	perspective growth mindset	30-45 minutes
I'm in Control	It is important to respond to positive and negative situations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

June



Activity Plan

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

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

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

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator can review the KWL chart with scholars.

Scholars can create a Powerpoint on mental health awareness.

Facilitator can provide scholars with sentence stems for writing support.

Activity Reflection:

Scholars can share their plan with a buddy.

Supplemental Resources:

[We All Have Mental Health](#)

[My self-care plan](#)



My Self-Care Plan

Three things I love about myself

What makes me laugh?

How can I take care of my body?

How can I take care of my mind?

Activity Plan

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

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

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

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



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

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

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

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

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

Activity Reflection:

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

Supplemental Resources:

Graphic organizer



Scholar Name: _____ Date: _____

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

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

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

Home:

School:

Other area:

Activity Plan

Title: I'm in Control
Suggested Time: 30-45 minutes
Suggested Grade Level(s): K-5

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

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

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



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

Scholars can create a booklet on ways to positively react.

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

Activity Reflection:

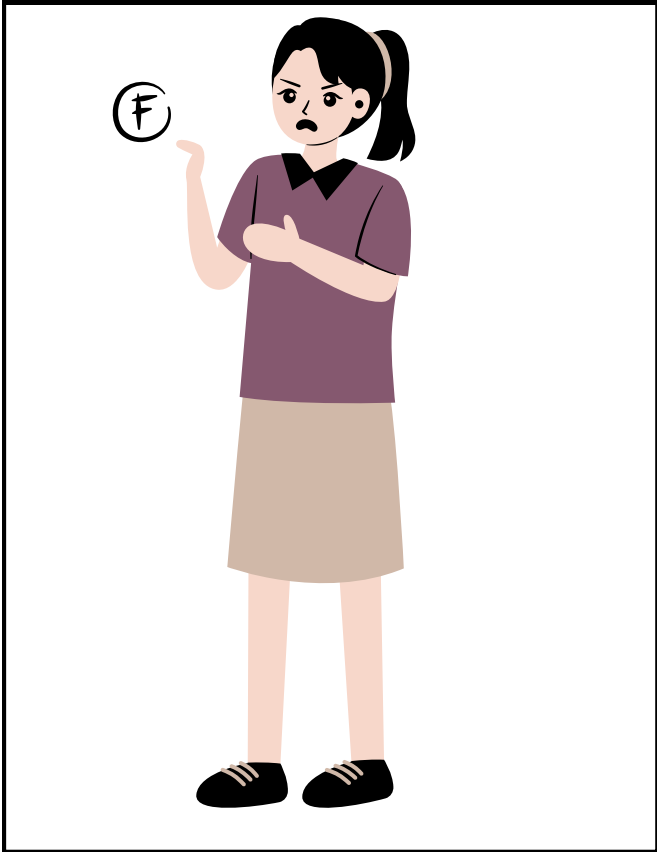
Scholars will share their plan with a buddy.

Supplemental Resources:

How to Make Good Choices.



Reaction Photo Cards



My Reaction Plan



When I am angry I will



When I am sad I will



When I am
disappointed I will

Blank space for writing a reaction plan for anger.

Blank space for writing a reaction plan for sadness.

Blank space for writing a reaction plan for disappointment.



Activity Plan

Title: Positive Blooms

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

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

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

Differentiation Station

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

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

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

Activity Reflection:

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

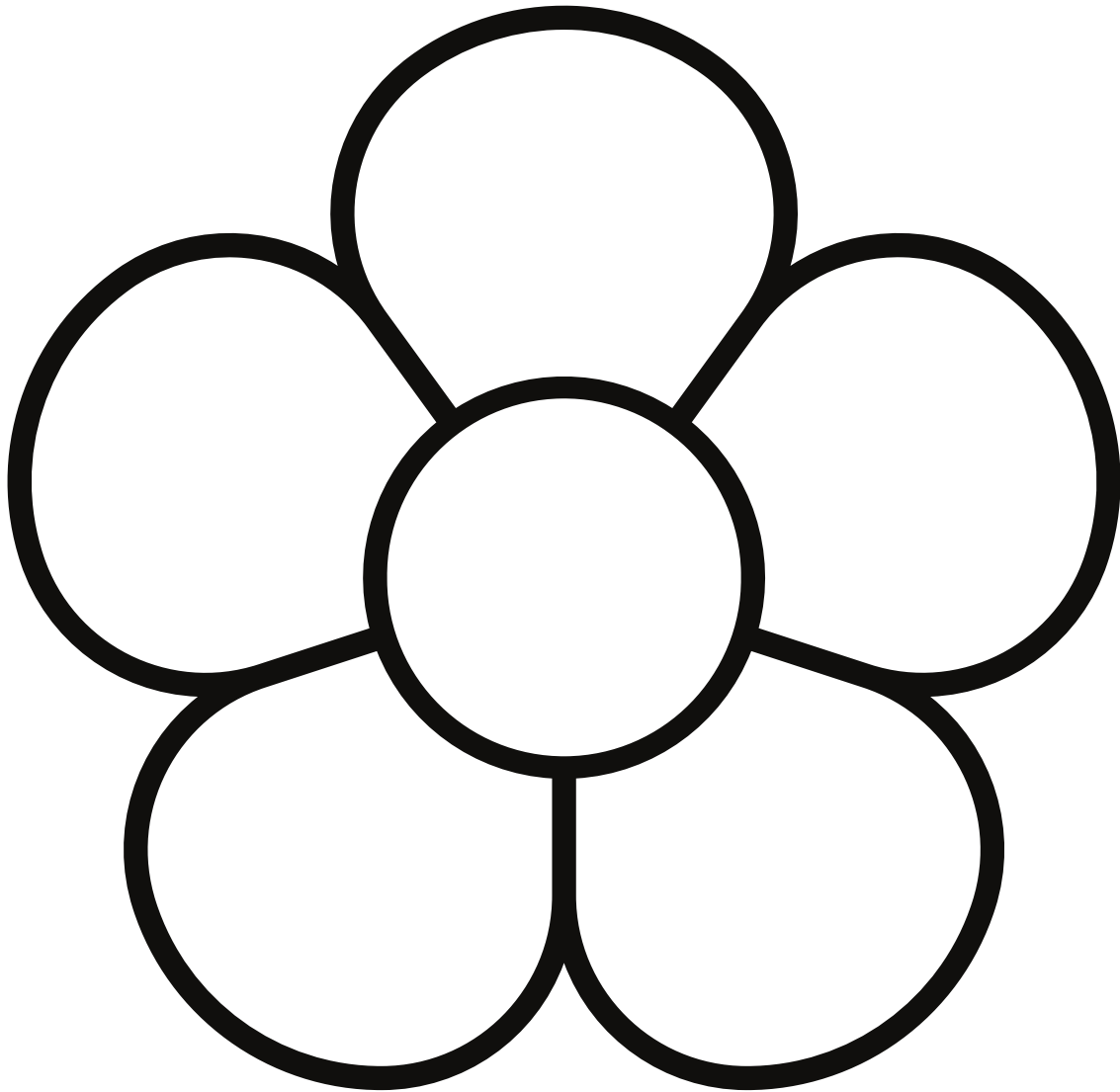
Supplemental Resources:

Graphic organizer



365 Red Ribbon Activity Planning Template

Name: _____ Date: _____



How will this goal help you have a positive attitude?
