

Month at a Glance: March

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

March



Activity Plan

Title: What's at My Core?

Suggested Time: 30 minute

Suggested Grade Level(s): K-5

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



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitator will provide a Word Bank for scholar use.

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

Facilitator will provide a Word Bank for scholar use.

Activity Reflection:

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

Supplemental Resources:



Activity Plan

Title: Be Positive!

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

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

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Scholars can draw their affirmation.

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

Scholars can draw their affirmation.

Activity Reflection:

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

Supplemental Resources:



Activity Plan

Title: Scholars will walk to help relieve stress.

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

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

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

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

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

Activity Reflection:

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

Supplemental Resources:

Walk Reflection Chart



Walk Reflection Chart

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



Activity Plan

Title: Race with Ace to Advocate

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

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



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

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

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Scholars can work in small groups with facilitator support.

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

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

The facilitator can scribe scholar responses.

The facilitator can rephrase instructions.

Scholars can illustrate responses.

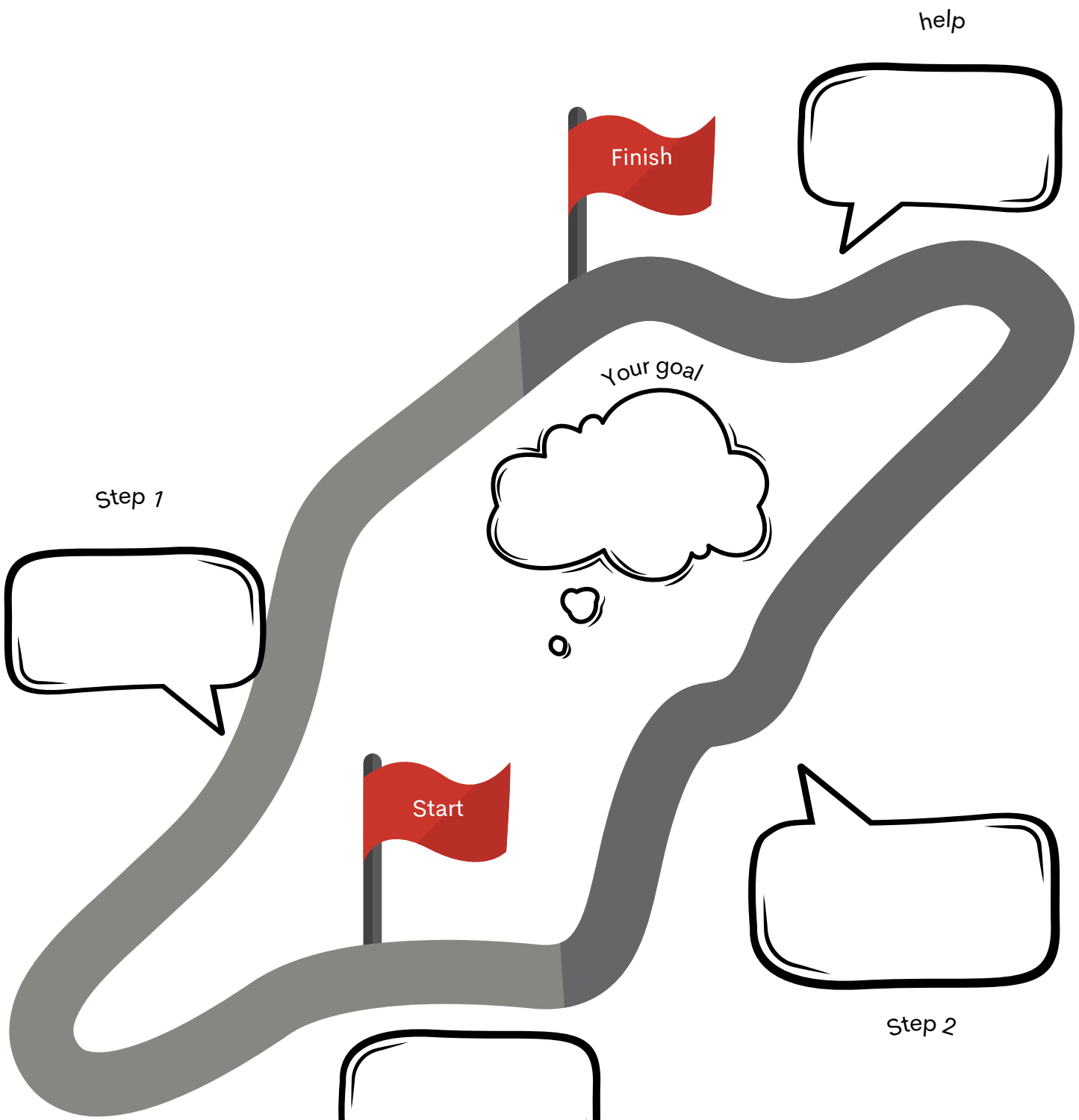
Activity Reflection:

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

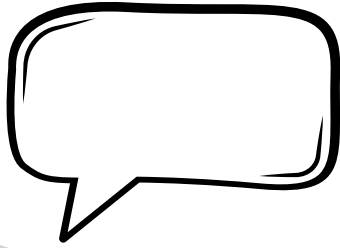
Supplemental Resources:



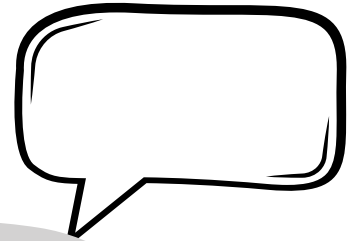
Scholar Name: _____ Date: _____



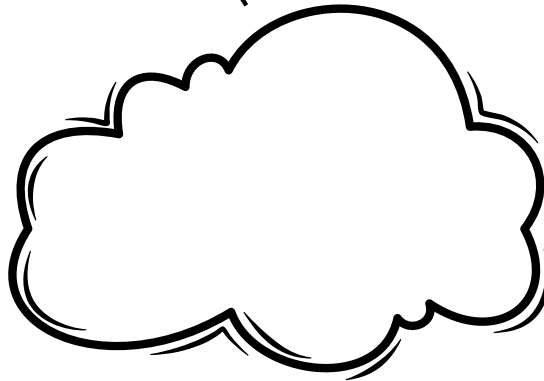
help



step 2



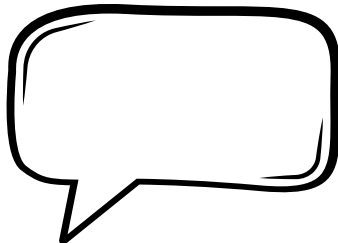
Your goal



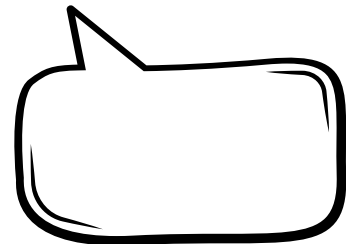
Finish



Start



help



step 1

