

Month at a Glance: September

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

September



Activity Plan

Title: What Brings You Joy?

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

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



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can use sentence frames to help with their writing.

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

Scholars can illustrate what brings them joy.

Scholars can use sentence frames to help with their writing.

Activity Reflection:

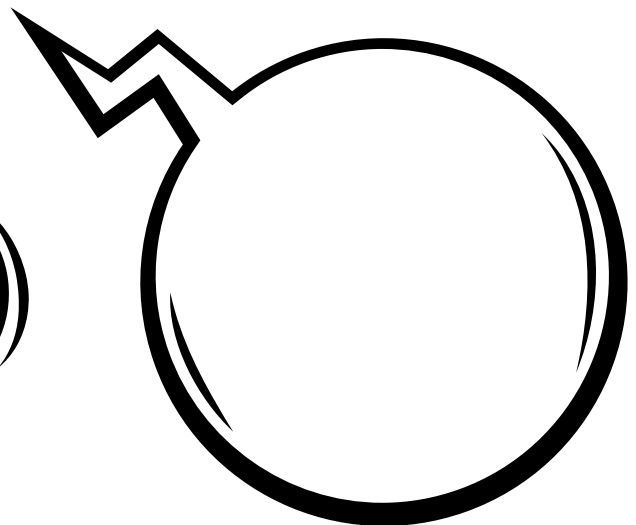
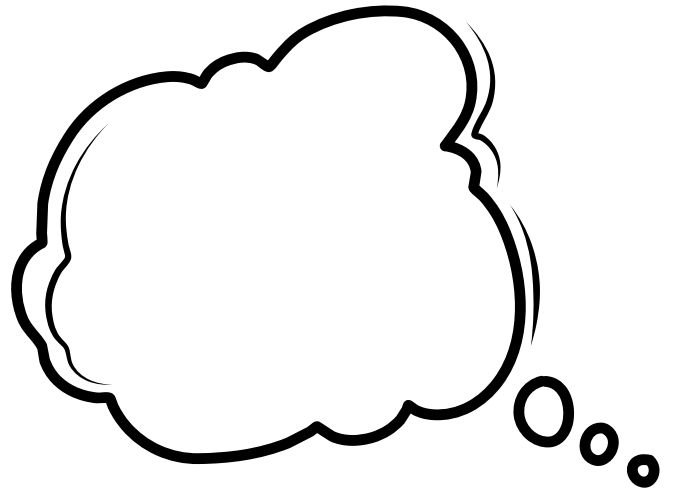
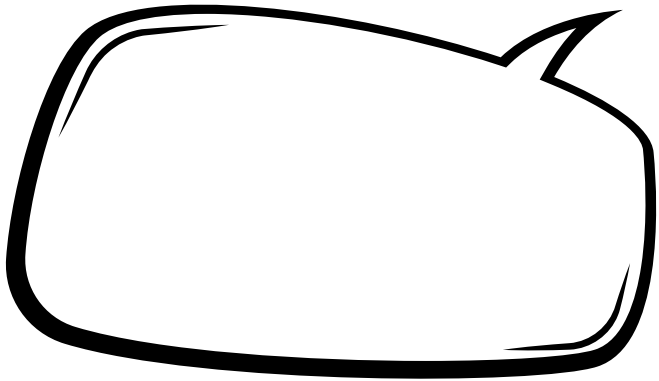
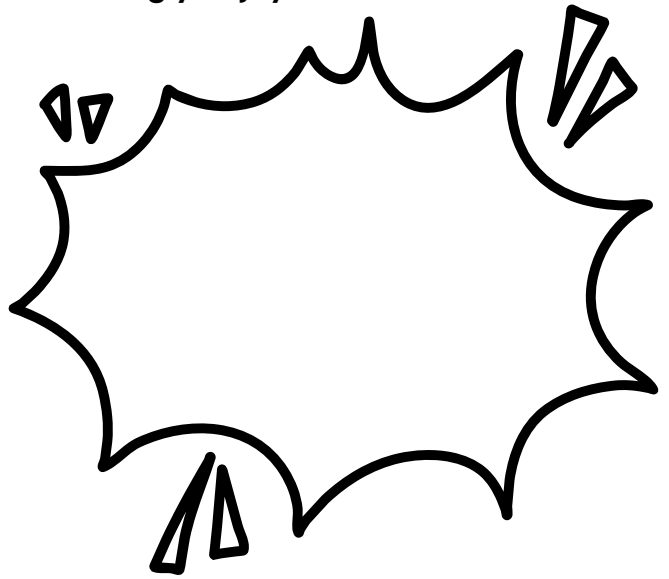
Scholars can reflect and write three ways that they can bring joy to others.

Supplemental Resources:



Joy Jot

List people and things that bring you joy.



Activity Plan

Title: Face The Sounds of Happiness

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

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



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

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

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

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

The facilitator can scribe the list for the scholars.

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

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

Activity Reflection:

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

Supplemental Resources:

Soundtrack of Happiness Template



Happiness Soundtrack



1. _____
2. _____
3. _____
4. _____
5. _____

_____	_____	_____	_____

Activity Plan

Title: Trust and Chat

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

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



Boost (Teach)

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

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

Build (Rehearse & Build for Transfer/Close)

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



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

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

The facilitator can scribe responses shared verbally.

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

Activity Reflection:

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

Supplemental Resources:

Safe Space List Template A or Template B



Safe Space List Template B

Name: _____

Person	How to Reach Them When Needed



Safe Space List Template A

Name: _____

Name	Illustration of the Person	How to Reach Them When Needed



Activity Plan

Title: Express Yourself

Suggested Time: 45–60 minutes

Suggested Grade Level(s): K–5

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

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The facilitator can provide scholars with sentence prompts to help.

Scholars can draw illustrations.

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

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

Scholars can draw illustrations.

The facilitator can provide scholars with sentence prompts to help.

Someone can serve as a scribe for the scholar.

Activity Reflection:

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

Supplemental Resources:

Templates A and B



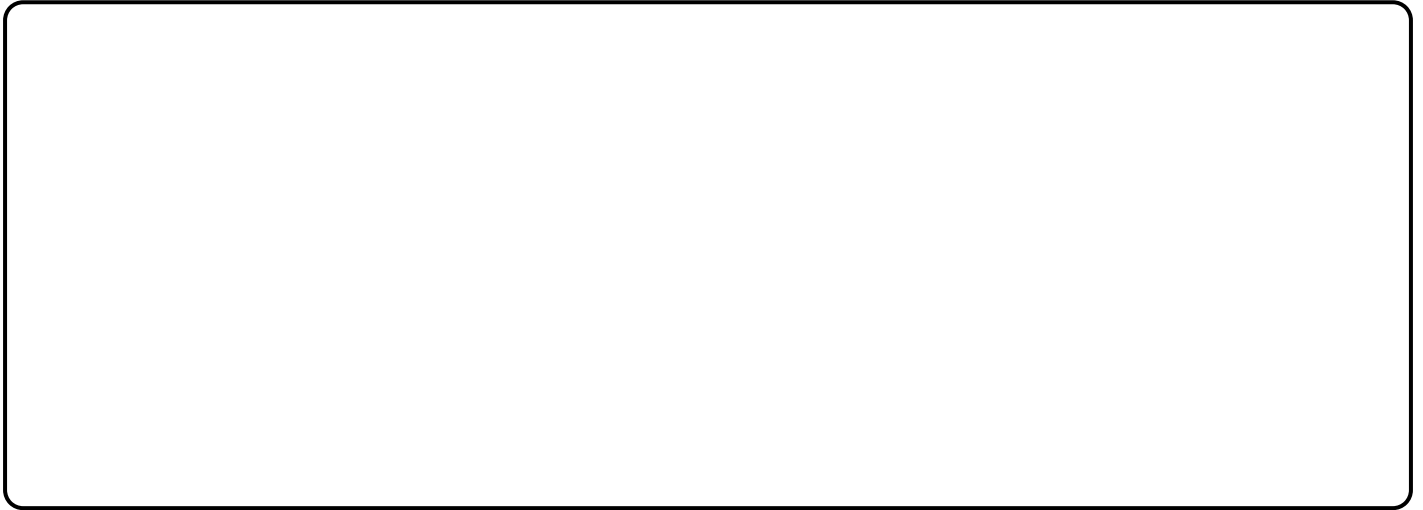
Express Yourself Journal Template A

Name: _____ Date: _____

The image shows a spiral-bound journal page. On the left side, there is a silver metal spiral binding. The page is white with a vertical red margin line on the left side, creating a narrow left margin. The rest of the page is ruled with horizontal blue lines, providing space for writing. The page is otherwise blank.

Express Yourself Journal Template B

Draw here



Write here

