

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.

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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.



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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

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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 _____.

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