

Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Let's Have Some Fun: Old School vs. New School	You're never too young or too old to learn something new. Nothing grows in your comfort zone.	intergenerational, relationships, mentorship, baby boomer, millennials	45 minutes
Digging for Goals	When you set a goal and achieve it, you feel proud and accomplished. It's a domino effect. The more goals you achieve, the more goals you aim to set.	SMART, vision board, Joshua's Law, goals, collage, affirmations	45 minutes
Let's Have Some Fun: Family Karaoke Night	Whether it's bonding over a card game or singing karaoke, spending quality time doing fun family activities can be one of life's greatest joys.	intergenerational, relationships, mentorship, baby boomer, millennials, karaoke, tradition	45 minutes
Teamwork Makes the Dream Work	Great teamwork is one of the most important soft skills that employers look for in team members	teamwork, collaboration, effective communication, respectful, soft skills	45 minutes
What Would Ace Do?	Reflective opportunities		5 - 15 minutes

August



Activity Plan

Title: Let's Have Some Fun: Old School vs. New School

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will work to remove communication barriers to create bonds and foster relationships between generations. <p>Materials:</p> <ul style="list-style-type: none"> game of your choice <p>Vocabulary:</p> <ul style="list-style-type: none"> intergenerational relationships mentorship baby boomer millennials 	<p>Activity Overview: The facilitator will introduce or reintroduce scholars to a childhood game. Examples might include Checkers, Chess, Red Light/Green Light, Uno, Spades, or Monopoly. Scholars will teach a TikTok dance to family and friends who they enjoy spending time with.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Regardless of your age, stepping outside of your comfort zone and learning something new can be fun. Today, we are going to enhance our intergenerational relationship. Do you know what an intergenerational relationship is? Intergenerational relationships are any relationships between individuals or groups of different age groups. For example: Gen Z and Baby Boomers. Today, you are going to teach me a TikTok dance, and I am going to teach you how to play _____</i> (game of your choice.)
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Separate scholars into groups and teach them how to play the game that was selected for this session ahead of time. Have the scholars play the game for twenty-five minutes. After playing your game, allow scholars to share what they enjoyed most about the game? What did they enjoy least about the game? Would they change anything about the game? After discussing your game, have the scholars select a TikTok dance they'd like to teach you. Practice the TikTok dance for ten minutes. Perform the dance with the scholars but please do not post this video.
	<p>Build (Rehearse, & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> The facilitator should answer the same questions about the TikTok dance that scholars answered about the game shared with them. What did you enjoy most? What did you enjoy least? Would you change anything?

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can receive conversation starters to help them engage in a conversation with a family member who is significantly older. The goal would be to learn more about the family's history.

Scholars can use Google Translate as needed.

Scholars can use text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language

Scholars can choose a significantly older family member to learn family history from.

Scholars can work with a member of their family to create a family scrapbook.

Activity Reflection:

Ace would like to know why you think it is important to have a relationship with people from different generations?

Supplemental Resources:

Directions to various games via YouTube links





Activity Plan

Title: Reaching for Goals

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will use the SMART criteria to plan out how to reach their 1, 3 and 5-year goals. <p>Materials:</p> <ul style="list-style-type: none"> magazines scissors poster board glue markers crayons SMART acronym graphic <p>Vocabulary:</p> <ul style="list-style-type: none"> SMART vision board joshua’s lawgoals collage affirmations 	<p>Activity Overview: Scholars will create vision boards of their goals and write specific action steps for reaching them.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Close your eyes. Think about where you are right now. Think about how old you are right now. How old will you be in 1 year? What do you see for yourself that is different from now? How old will you be in 3 years? Where do you see yourself? What goal do you want to reach within the next 3 years? Now, think about how old you will be in 5 years? What milestone(s) do you hope to have reached? You may open your eyes.</i> Facilitator: <i>Today you are going to create vision boards of your goals. A goal is simply a dream with a deadline. Speaking of deadlines, that brings us to the SMART acronym. SMART stands for Specific, Measurable, Attainable, Realistic, and Time Bound. Your goals need to be SMART.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Each scholar will receive the Reaching for Goals activity sheet. The activity sheet is designed for scholars to brainstorm their dreams and goals. On the back they will list their goals and action steps to answer What do you want to accomplish in 1 year? What do you want to accomplish in 3 years? What do you want to accomplish in 5 years? As students finish up putting their goals on their activity sheet, they can begin working on their poster boards. Facilitator: <i>As you are thinking of your goals, please remember some goals may be met sooner than others or vice versa and that is okay. The most important thing is to have them written out so you can effectively work to meet them. As you write out your goals, think of 3-4 action steps (or more if needed) you will need to take to reach that specific goal.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Your goals and action steps need to be things that you can realistically do within the given time frame. For example, if you are 15 years old and you want to get your license next year when you turn 16 years old, what are the action steps that you need to do to achieve this?</i> Discuss action steps with scholars. #1. You must get your learner's permit. #2. You will need to pass Joshua's Law. Who knows what Joshua's Law is? Give scholars an opportunity to respond. "Joshua's Law" requires all 16 year-olds applying for a driver's license to complete an approved driver education course AND complete a total of 40 hours of supervised driving, 6 hours of which must be at night. Most of you will take this course at school in Health and PE. #3. You need to study and practice driving with your parents/guardians. #4. Take the test and pass! • Facilitator: <i>Once you have listed your action steps, it is time to go back and put a time frame on each one of them. Who can tell me what you should do if you don't pass the test or achieve your goal on the first try? Give scholars an opportunity to respond.</i> Should you give up on that goal? Absolutely not. You list your actions steps again. Put a new time frame on each one and achieve your goal! You have 10 minutes to plan out your goals using the back of your Reaching for Goals activity sheet. What do you want to accomplish in 1 year? What do you want to accomplish in 3 years? What do you want to accomplish in 5 years?
	<p>Build (Rehearse, & Build for Transfer/ Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that you have brainstormed your goals, it is time to create a visual. A vision board is a collage of images, pictures, and affirmations of your dreams and desires. It serves as motivation and a constant reminder of your goals. You want to put it somewhere that you will see it every day.</i> • Facilitator: <i>Go back to your activity sheet and circle the top three words you deem most important. When you make the words on your board, you are making your top three words bigger than the rest of your words. You can place as many on your board as you'd like, but the biggest words are the most important to you.</i>

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

- **Show the example of the vision board.** Scholars will create their vision boards and share it with a partner. Allow those who would like, to share with the whole group.
- **Facilitator:** *Share your vision board with an adult in your life and then hang it somewhere where you will see it every day. You can also save a picture on your phone and that way you will have your goals and purpose everywhere you go!*

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Ninth and tenth grade scholars can create a 1-month, 6-month and 12-month plan that includes specific action steps for reaching each goal.

Scholars can create vision boards with pictures/words of their goals.

Eleventh and twelfth grade scholars may want to create a digital vision board. Have them put a reminder in their phone to look at it every day. They can also add ten years from now to the vision board. Scholars can also list the action steps they plan to take within the next 2 weeks to work on their first goal.

Activity Reflection:

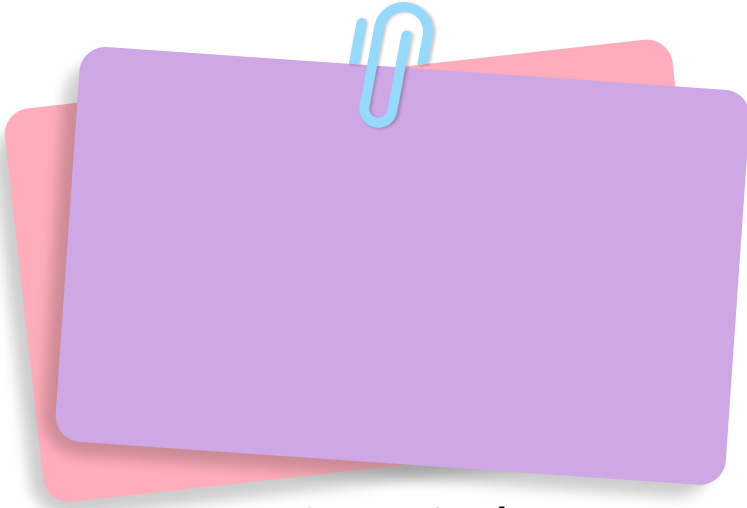
Have students turn their vision board over and write their answer to the reflection question. Why do you think it is important to write your goals down and have a visual of them?

Supplemental Resources:

https://docs.google.com/document/d/1V6Urdo_qJsotnT2sxxRzWC6ZtgmHf7k7q2MdxkZ3klg/edit



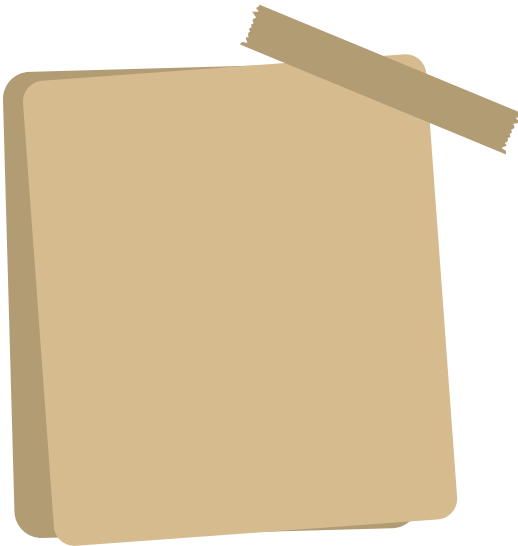
1 Year Goal



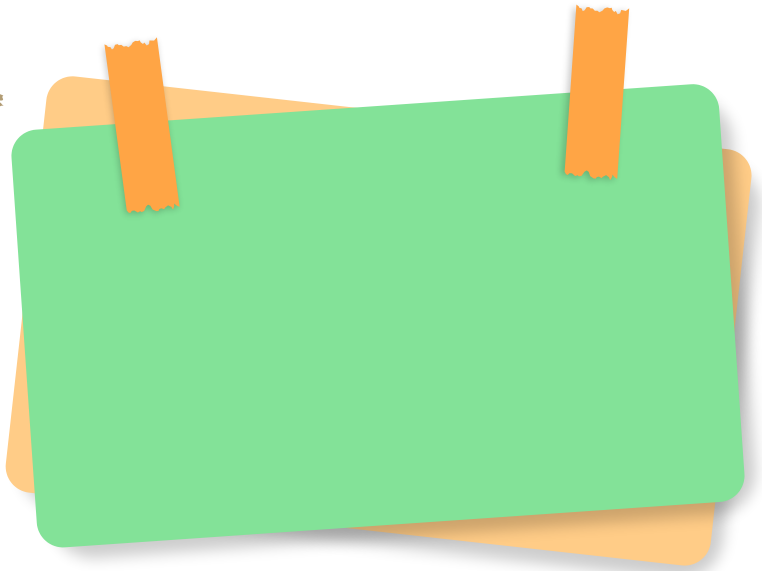
Action



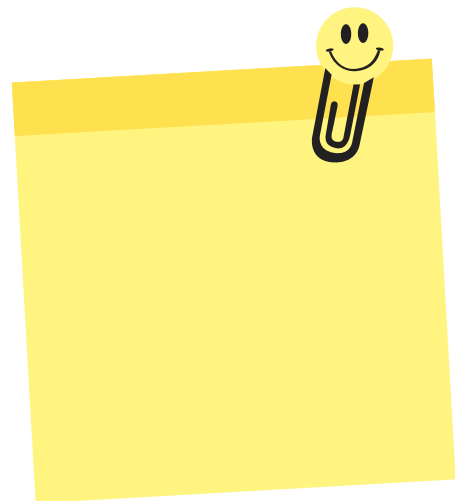
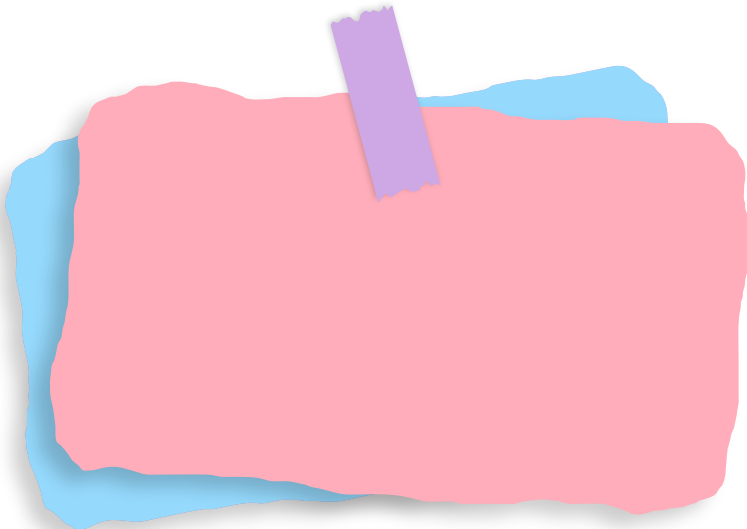
3 Year Goal



Action



5 Year Goal



5 Years or 12 months

10 Years

1 Year or 1 month

3 Years or 6 months



Activity Plan

Title: Let's Have Some Fun: Family Karaoke Night

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will engage in activities that remove communication barriers with trusted adults in their lives. <p>Materials:</p> <ul style="list-style-type: none"> phone chromebook HDMI cord microphone calendar template <p>Vocabulary:</p> <ul style="list-style-type: none"> intergenerational relationships mentorship baby boomer millennials tradition 	<p>Activity Overview: Scholars will enjoy singing/performing their favorite songs with family and friends.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Regardless of your age, stepping outside of your comfort zone and learning something new can be fun. Today, we are going to work on strengthening our family bonds by engaging in some karaoke! Raise your hand if you know what karaoke is. Raise your hand if you have done it before? Now raise your hand if you do not know what karaoke is.</i> Facilitator: <i>Karaoke is a form of entertainment where people take turns singing their favorite songs with the instrumental version. There is no need to stress as the words are provided for you!</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>It is a lot of fun, and it doesn't take much to set it up. You can use your phone or Chromebook. YouTube has several genres of music available for karaoke. If you use your Chromebook, you can connect an HDMI cord to the tv and share your screen that way. The best part about it for me is that you don't actually have to know how to sing! You just have to want to have fun!</i> Allow scholars to pick a buddy or a group. Some may even want to perform solo. Encourage scholars to select a partner from another generation or culture. Have them name their group. Draw names to see who goes first. Once the group finishes, have them select the next group.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>How did you feel about doing karaoke before we started? Allow scholars to respond. How do you feel about karaoke now? Is this something you could see yourself doing with your family? Could you do it once a month? Can you see your family or friends doing this as a new tradition? What other fun activities would you like your family to do together? Allow scholars to write the ideas they'd like to do as a family.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can explain to scholars that a tradition is a belief or behavior passed down within a family or societal group.

The facilitator can provide scholars with a list of family fun activities to choose from.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps as well.

When possible, scholars can partner with someone, particularly someone who speaks the same native language.

The facilitator can provide scholars with calendar templates for the next two months and have them tentatively schedule the next 2 family fun nights.

Scholars can create an invitation to send to their family and friends to join the next family fun night.

Activity Reflection:

Ace wants to know how you feel about family fun nights. Is it something you'd like to make a tradition?

Supplemental Resources: FAMILY FUN ACTIVITIES



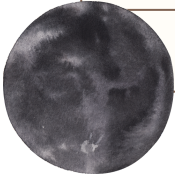
Family Fun Night Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Notes:

Important:



Family Fun Night Calendar

Date

Destination

Reminder

Place to Eat

Address

Place to Shop

Budget



Activity Plan

Title: Teamwork Makes the Dream work!

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify the characteristics of a good friend. <p>Materials:</p> <ul style="list-style-type: none"> chromebooks <p>Vocabulary:</p> <ul style="list-style-type: none"> teamwork collaboration effective communication respectful soft skills 	<p>Activity Overview: Scholars will experience firsthand the importance of working as a team as they collaborate to escape a virtual escape room.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Stand up if you are a part of some type of team. Remain standing if your team is pretty good. By good, I mean the team members are all successful and win a lot of games/competitions. Remain standing if you do not need the other members of your team working together to be successful. Hopefully everyone is seated. If not, find out what team the standing scholars are a member of and see if you can convince them to understand winning is usually a result of a team effort. If any scholar is not convinced, move on. There are always exceptions to a rule.</i> Facilitator: <i>As you get older, you may get part-time jobs, enroll in college, join the military, or jump straight into a career. Teamwork is essential to workplace success. It may be very cliché, but together, everyone achieves more. Great teamwork is one of the most important soft skills employers look for in team members.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today I will separate you into groups. You will have to work as a team to escape the room. You will have to be respectful and communicate effectively with each other. That includes willingly listening to what others have to say. Everyone has different strengths and abilities, and you must work together to get Cinderella to the ball and back.</i> Separate scholars into groups and have them log into a free online escape room for kids. Use the link below to help Cinderella get to the ball and back. https://kidsactivitiesblog.com/137828/digital-escape-rooms/

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

- **Allow scholars to continue working in the escape room for 30 minutes. If a team is successful, have them share what worked well. Ask them how they collaborated? Did someone emerge as the leader of the team? What were the benefits of working as a team?**

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can interview family members, church members, or local business owners about their thoughts on teamwork in the workplace.

Scholars can use Google Translate as needed. Scholars can use text-to-talk features on available apps.

Scholars can partner with someone, particularly someone who speaks the same native language

Provide scholars with the opportunity to create their own quotes about teamwork.

Activity Reflection:

Ace wants you to recall two other times when you had to work in a group. Think about a time that worked well and a time that did not. What were the differences between the two experiences?

Supplemental Resources:

<https://kidsactivitiesblog.com/137828/digital-escape-rooms/>



August—What Would Ace Do?



These reflective, open-ended questions can serve as activity openers, closers, or check-ins throughout the month.

Goal Setting

Healthy Relationships



Why is it important to set goals?

Think of a goal you successfully met. How did it make you feel to meet it?

What advice would you give someone trying to reach a goal?

Do you enjoy working on one goal at a time or multiple goals? Why?

What should you do if you don't reach your SMART goal?

What are your biggest fears about meeting new people?

Why do you think it's important to have friends?

Do you consider yourself a good friend? Why?

What do you think a healthy relationship should provide for the people in it?

What's the one relationship rule you have for yourself that you will never break?

When do you feel most vulnerable in a relationship?

How do you like people to show they like or love you?

