

Month at a Glance: June

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Decision Making	The decision-making process is vital to a healthy lifestyle.	decision making	45 minutes
The Power of Our Words	How you say something is as important as what you say.	positive, negative, empathy, resilience, prevention	45 minutes
Drug Free Olympics	Deciding to be drug free can positively impact your life.	drug free	45 minutes
The Power of Positive Affirmations	You can build self-confidence and create a positive mindset by reframing negative self-talk with positive affirmations.	positive affirmations	45 minutes

June



Activity Plan

Title: Decision Making

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the decision-making process. <p>Materials:</p> <ul style="list-style-type: none"> decision making steps sign/pages not included <p>Vocabulary:</p> <ul style="list-style-type: none"> decision making 	<p>Activity Overview: Scholars will learn the essential skills for effective decision making.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Decision making is the process of thinking about choices and selecting from different options. Sometimes you may feel as though adults are constantly telling you what to do, but there are many decisions you make on your own each day. What are some decisions you have made today?</i> Ask each scholar a decision question. <ul style="list-style-type: none"> <i>Did you sleep in or did you wake up on time?</i> <i>What was the first thing you did when you woke up? What did you eat for breakfast?</i> <i>Why did you choose to wear the outfit you are wearing?</i> <i>What did you listen to or watch today?</i> <i>Did you speak to anyone outside of your home today?</i> <i>How did you decide on your hairstyle today?</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>These are key components of decision making. Prepare a sign/page for each letter.</i> <ul style="list-style-type: none"> <i>D—Define/identify the goal.</i> <i>E—Establish your choices.</i> <i>C—Consider your options.</i> <i>I—Identify the pros and cons.</i> <i>D—Develop your plan of action/make your decision.</i> <i>E—Evaluate your decision.</i> The facilitator should lead scholars in a discussion that allows them to understand how consequences impact decision making. Often, the more significant the consequences, the more difficult the decision. Ask scholars to suggest some factors that can influence the decisions they make. Possible responses include peer pressure, personal beliefs, the opinions of someone they respect, values, laws, parents, future goals.



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

- The facilitator should have scholars work in pairs or small groups to apply the decision-making process to the following scenarios:
 1. Your facilitator tells you to take your hood off in class, but you are cold. What would you do?
 2. You walk in the bathroom and see scholars vaping. What would you do?
 3. You find a \$100 dollar bill on the school bus. What would you do?
 4. You receive offers for two summer job opportunities. One pays more, but the other relates to your future career goals. How do you decide which job to take?
 5. You're a part of a team working on a project. One team member isn't contributing much. How do you address the situation and encourage everyone to contribute equally?

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Play D.E.C.I.D.E. The facilitator will provide flash cards with decision-making steps on them and will ask scholars to put the cards in the correct order. The answer should spell out the word "decide."

Scholars can play decision-making Jenga. Scholars will list a decision that they made for themselves today as they pull out a Jenga piece.

Scholars can make a decision-making diary. To do this, they should maintain a decision diary for a week to document various decisions they have made, the process followed, and the outcomes. At the end of the week, they should complete a diary entry about what they learned about themselves.

Activity Reflection: List one of the key steps in the decision-making process. On a scale ranging from 1 to 5, with 1 being least confident and 5 being most confident, rate how confident you feel about your decision-making skills after this activity.

Supplemental Resources:



Activity Plan

Title: Choosing Positive Talk—The Power of Our Words

Suggested Time: 45–60 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the importance of positive communication and learn to express themselves constructively. <p>Materials:</p> <ul style="list-style-type: none"> whiteboard dry-erase markers chart paper markers index cards or slips of paper review negative self-talk handout <p>Vocabulary:</p> <ul style="list-style-type: none"> positive negative empathy resilience prevention 	<p>Activity Overview: Scholars will participate in discussions and activities to promote the importance of choosing their words carefully to inspire and support one another in making healthy choices and creating a positive environment.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Before class begins, the facilitator should scatter positive and negative words randomly throughout the designated space. Ensure the words are large and legible for a word impact walk. When the scholars arrive, explain that you have scattered words throughout the space so they can participate in a “Word Impact Walk.” Instruct scholars to walk with a confident stride when they encounter a positive word and walk with a more downcast stride when they encounter a negative word. <ul style="list-style-type: none"> Ask scholars to spread out in the designated space. Play background music to create a lively atmosphere. Instruct scholars to walk freely around the area, paying attention to the words on the ground. As they encounter each word, have them adjust their walking style accordingly. After the word impact walk, gather the scholars for a discussion. Ask scholars how it felt to walk over positive and negative words. Discuss whether the words influenced their mood or confidence.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Negative self-talk affects individuals emotionally, mentally, and even physically. Encourage scholars to reflect on if they notice patterns or themes in their own experiences.</i> Review the Negative Self-Talk handout and lead scholars through a short mindfulness exercise to help them stay present and focused. This could involve a guided breathing exercise or a visualization activity.



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

- **Facilitator:** *Start tracking your thoughts in school, at work, during sports, etc. How often do you talk to yourself negatively? Positively?*



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Scholars can create an Affirmations Collage either on construction paper or digitally.

Scholars can include words written in their native language when completing their Affirmations Collage.

Scholars can select and research affirmations from literature, philosophy, or psychology that resonate with them. They can create collages that represent specific aspects of their life, such as academic success, personal growth, or future aspirations.

Activity Reflection: Scholars can write daily affirmations they can tell themselves. They can also create a positive playlist of songs to help them or others when negative talk is trying to invade their peace.

Supplemental Resources:



Negative Self-Talk Handout

Overcoming negative self-talk is a crucial aspect of maintaining a healthy mindset and promoting overall well-being. Here are some strategies to help overcome negative talk:

Awareness:

- **Recognize negative thoughts.** Pay attention to your thoughts and identify when they turn negative. Awareness is the first step in making positive changes.

Challenge Negative Thoughts:

- **Question accuracy.** Challenge the accuracy of your negative thoughts. Ask yourself if there is evidence supporting those thoughts or if they are based on assumptions.
- **Consider alternatives.** Look for alternative, more positive perspectives in a situation. Consider what a friend might say in a similar situation.

Practice Self-Compassion:

- **Be kind to yourself.** Treat yourself with the same kindness and understanding you would offer a friend. Remember that everyone makes mistakes, and setbacks are a natural part of life.

Positive Affirmations:

- **Use positive statements.** Replace negative thoughts with positive affirmations. Affirmations are positive statements that can help you challenge and overcome self-sabotaging and negative thoughts.

Surround Yourself with Positivity:

- **Choose positive influences.** Surround yourself with positive people who uplift and support you. Limit exposure to negative influences, both in person and online.

Mindfulness and Meditation:

- **Practice mindfulness.** Engage in mindfulness exercises or meditation to bring your attention to the present moment. Mindfulness can help you observe thoughts without judgment and create a mental distance from negativity.

Celebrate Achievements:

- **Acknowledge successes.** Celebrate your achievements, no matter how small. Focus on what you've accomplished rather than dwelling on perceived failures.

Cognitive-Behavioral Therapy (CBT):

- **Professional help.** Consider seeking the guidance of a mental health professional, especially if negative self-talk is significantly impacting your daily life. Cognitive-behavioral therapy (CBT) is a therapeutic approach that can be particularly effective in addressing negative thought patterns.

Activity Plan

Title: Drug Free Olympics

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how deciding to be drug free can impact their lives. <p>Materials:</p> <ul style="list-style-type: none"> tape for hopscotch 32 circle rings or taped circles 4 small balls and 4 baskets 4 jump ropes, drug trophies or certificates or cards <p>Vocabulary:</p> <ul style="list-style-type: none"> drug free 	<p>Activity Overview: Scholars will compete in a drug free Olympic games activity, something they might not be able to successfully complete if drugs are a part of their lives.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are so many benefits to deciding to be drug free. Today, we will challenge ourselves to overcome the pitfalls of doing drugs and celebrate being drug free, much like Olympic athletes!</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will create four obstacle courses with the same obstacles: hopscotch, four circle rings, a small ball with a basket (scholars only have to make a basket one time) and jump rope five consecutive jumps. Tape the following explanations to the floor next to each point on each course: <ol style="list-style-type: none"> Hopscotch: Graduate high school. Four circle rings: Graduate college or begin dream career. Basketball: Promotion on dream job or increase in profits for dream job. Jump rope: Millionaire status. Facilitator: <i>Each team will go through the obstacle course at the same time. All team members must complete each obstacle. Before engaging with a part of the obstacle course, they must recite the Red Ribbon Week theme. The Olympic games will end when all teams finish the obstacle course.</i> Provide trophies to the winning team.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Who can discuss how you felt going through each obstacle? How many times did it take before you felt at ease to recite the Red Ribbon Week theme? Can someone tell us the impact of making it through every obstacle and the reward or impact on their lives (i.e. millionaire status)? Allow for any organic discussions as well.</i>

**Build (Rehearse
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Transfer/Close)**

- **Facilitator:** *In life, you may experience challenges when trying to make good decisions, especially those decisions related to being drug free. Always remember, however, the many benefits of choosing to live a drug free life! We are all Drug Free Olympic Champions!*
- **Present the certificates or cards to everyone.**

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Suggestions for Acceleration



The facilitator can provide scholars with a printed copy of the instructions and the Red Ribbon Week theme and repeat them as needed.

The facilitator can ensure scholars are all participating and providing insight to their teams.

The facilitator can use videos to show scholars how to maneuver through the obstacle course.

Using drugs could cause you not to be able to compete in fun activities such as the Drug free Olympics. Make a list of other things you might not be able to do if you abuse drugs and alcohol.

Activity Reflection: Ace knows how to make good decisions and overcome any obstacle to him being drug free! How will you overcome obstacles to remain drug free?

Supplemental Resources:



Activity Plan

Title: The Power of Positive Affirmations

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will build self-confidence and create a positive mindset by reframing negative self-talk with positive affirmations. <p>Materials:</p> <ul style="list-style-type: none"> construction paper markers <p>Vocabulary:</p> <ul style="list-style-type: none"> positive affirmations 	<p>Activity Overview: Scholars will create greeting cards that provide a positive affirmation for each day of the week. They will design a cover to match the topic. They will also include an affirmation inside the card.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Scholars, I know you have heard of them before. What are positive affirmations? Allow scholars to respond. Can anyone give me an example of a positive affirmation? Allow scholars to share examples. Yes, those were awesome examples of positive affirmations.</i> <i>Additional examples of positive affirmations include:</i> <ul style="list-style-type: none"> <i>I make good decisions.</i> <i>My body is healthy.</i> <i>I am talented.</i> <i>I deserve to be happy.</i> <i>I am at peace.</i> <i>I am so grateful for life</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Can anyone think of any benefits of saying positive affirmations? Allow scholars to brainstorm and share benefits. Below is a list of benefits scholars may or may not mention.</i> <ol style="list-style-type: none"> <i>Builds self-confidence.</i> <i>Creates a positive mindset.</i> <i>Reduces anxiety.</i> <i>Decreases stress.</i> <i>Destroys self-sabotaging thoughts.</i> <i>Improves your mood.</i> <i>Improves problem-solving skills.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we are going to create positive affirmation greeting cards for each day of the week. You will design a cover to match the topic and write an affirmation inside the card.</i> Sunday's Topic: Be Confident! Monday's Topic: You are a light. Be joyful! Tuesday's Topic: You are terrific! Wednesday's Topic: Walk in Boldness! Thursday's Topic: You are Worthy! Friday's Topic: You can Move Forward! Saturday's Topic: Love who you are!

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Scholars can watch/listen to positive affirmations for teens.

<https://youtu.be/3WS4iynPYro?si=VvCG44YHqogHIAYM>.

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

Scholars can choose a family member or friend that they would like to share their affirmations with each day.

Scholars can create digital greeting cards.

Activity Reflection: Ace wants to know what you think will happen if you commit to saying positive affirmations every day.

Supplemental Resources:

