

# Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Healthy Me, Healthy You!	You don't have to wait until you are an adult to become healthy.		30–45 minutes
Positive Self-Talk vs. Negative Self-Talk	By replacing negative thoughts with positive ones, one can gain confidence and develop a more optimistic outlook on life.	positive self-talk, negative self-talk	Two 30–45-minute sessions
More Than Just Physical	Your Physical Health Can Positively Affect Your Mental Health	serotonin, mental health, physical health	45 minutes

# March



# Activity Plan

Title: Healthy Me, Healthy You!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify characteristics of a physically and mentally.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>mentally strong document</li> <li>pencils/pen</li> <li>projector</li> <li>laptop</li> <li>posterboard</li> <li>markers</li> <li>color pencils</li> <li>crayons</li> <li>chart paper</li> </ul> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Scholars will identify the characteristics of a physically and mentally healthy person post high school.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will inform scholars that a drug-free lifestyle has a positive impact on your physical and mental health.</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> According to "Psychology Today," a mentally healthy person has the following characteristics:             <ol style="list-style-type: none"> <li>You can be happy for others, even when your own life is challenging.</li> <li>You're not envious of what others have.</li> <li>You have good boundaries in your relationships.</li> <li>You take care of yourself.</li> <li>You help others around you.</li> <li>You keep trying when the going gets tough.</li> <li>You enjoy the simple things in life.</li> <li>You let go of anger, and you don't hold grudges against others who have hurt you.</li> <li>You have something that you look forward to doing or experiencing.</li> <li>You wake up every day and feel grateful for something.</li> </ol> </li> <li><b>Distribute the Mentally Strong recording sheet.</b></li> <li><b>Facilitator:</b> Look at the first column on your Mentally Strong recording sheet. Write a description of what each characteristic should look like for you after high school or what that characteristic means to you once you become an adult. <b>Allow time for scholars to write their responses and share aloud.</b></li> <li>Now that you have identified and described your ideal state beyond high school as a mentally healthy person, let's discuss being physically healthy. On the back of your Mentally Strong recording sheet, list some things you can do to remain physically healthy, even beyond high school.</li> </ul>

<b>Boost (Teach)</b>	<ul style="list-style-type: none"> <li>• <b>Assign 4–5 groups of scholars and have each group work together to write five characteristics they feel they will need after high school for physical health and five characteristics they feel they will need to maintain positive mental health on the chart paper on the wall.</b></li> </ul>
<b>Build (Rehearse &amp; Build for Transfer/Close)</b>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that we have identified and discussed how you can be mentally and physically healthy. Let's design a digital flyer to share on our social media pages. The flyer will need to show how a healthy teen can become or continue to be a healthy adult using those mental and physical characteristics and habits identified by your group.</i></li> <li>• <b>Post the flyer on your social media page and ask others to share. In one month, we will look to see how many times the flyers have been shared.</b></li> </ul>

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can read the ten characteristics aloud as well as provide the document for scholars to follow along.

The facilitator can provide multiple examples of physically strong characteristics.

Allow scholars to design a poster using their top three mentally strong and three physically strong characteristics of an adult or their future selves. Have a poster contest in the class, have scholars vote, then display the winning poster in the school or display all posters in the school. Scholars can design using a posterboard or on the computer.

**Activity Reflection:** Ace wants to know if you are healthy. Based on the characteristics given, how healthy are you?

**Supplemental Resources:**



# Mentally Strong!

Mentally Strong Characteristics	Healthy Me (5 years after high school)
1. You can be happy for others, even when your own life is challenging.	
2. You're not envious of what others have.	
3. You have good boundaries in your relationships.	
4. You take care of yourself.	
5. You help others around you.	
6. You keep trying when the going gets tough.	
7. You enjoy the simple things in life.	
8. You let go of anger, and you don't hold grudges against others who have hurt you.	
9. You have something you look forward to doing or experiencing.	
10. You wake up every day and feel grateful for something.	

# Activity Plan

Title: Positive Self-Talk vs. Negative Self-Talk

Suggested Time: (1 of 2) 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will recognize benefits of positive self-talk and consequences of negative self-talk.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>balloons</li> <li>small slips of paper</li> <li>pen</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive self-talk</li> <li>negative self-talk</li> </ul>	<p><b>Activity Overview:</b> Positive self-talk is a powerful tool that can help scholars overcome challenges and build their self-esteem. By replacing negative thoughts with positive ones, scholars can gain confidence and develop a more optimistic outlook on life.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Self talk is the inner voice that goes on inside our heads. Positive self-talk happens when we talk to ourselves in a reassuring, kind, and optimistic way. As I read the following statements, please share how you can turn them into self-talk that would be kinder and help someone's wellbeing.</i> <ul style="list-style-type: none"> <li><i>I'm so stupid, I can't believe I failed my math test.</i></li> <li><i>My hair looks awful today.</i></li> <li><i>I'm too short, I'll never make the basketball team.</i></li> <li><i>No one likes me, they just tolerate me.</i></li> <li><i>I hate Mondays. Today is going to be awful.</i></li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Think of a time when you've had a negative thought about yourself. Write that thought on a slip of paper. Place the paper in the balloon, blow it up, and tie the balloon closed. Once everyone in the room has blown up their balloon, exchange them a few times, ensuring that no one has their original balloon. On the count of three, we will pop the balloons. You will then read the negative thought and share how that person can change that thought to a positive one.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Have scholars line up across the room horizontally. Allow them to take turns saying a positive word/phrase about themselves. As they say the phrase/word, they can take one step forward. If they cannot think of a word or phrase, they must take a step back. This will continue until one person makes it to the other side of the room. This person will be the winner.</b></li> </ul>

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can create a collage that includes a picture of themselves in the middle. The picture should be surrounded by words and images focused on positive affirmations. Scholars can cut words from magazines or write them.

Scholars can create a book of positive affirmations. They should choose their top 5 positive affirmations, write each on a sheet of paper, and draw a picture to go with each. They should assemble the pages and refer to them when they are feeling overwhelmed or need a boost. This can also be done digitally.

**Activity Reflection:** Positive self-talk can have a big impact on how we think and feel. Over time, engaging in more positive self-talk can help reduce stress, improve self-esteem, increase motivation, inspire productivity, and improve overall mental and physical health.

### Supplemental Resources:



# Activity Plan

Title: Positive Self-Talk vs. Negative Self-Talk

Suggested Time: : (2 of 2) 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will recognize the benefits of positive self-talk and consequences of negative self-talk.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive self-talk, negative self-talk</li> </ul>	<p><b>Activity Overview:</b> Scholars will replace negative thoughts with positive ones as a way to gain confidence and develop a more optimistic outlook on life.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Several popular songs include lyrics with positive affirmations. Some examples include "Roar" by Katy Perry, "Good Life" by One Republic, "Happy" by Pharrell Williams, and "Beautiful Life" by Ace of Base. Print the lyrics out and have scholars read them. They can read, highlight the positive words, and even sing them.</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The way we talk to ourselves matters because it affects the way we feel about ourselves. It even affects what we do. Imagine a scholar who wants to be on the basketball team. Even though he wants to be on the team, he says to himself, "I probably won't make the team. Why bother to try out?" How do you think he might feel when he says that to himself? Allow scholars to respond. What do you think he might do? Allow scholars to respond. If you were his friend, what would you say to him? Allow scholars to respond.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, work with a partner and take turns talking about a recent situation that caused you to feel stressed or overwhelmed. Discuss the negative thoughts you experienced during that situation.</i></li> <li>Encourage scholars to reframe those negative thoughts into positive self-talk statements using "I" statements like "I can handle this" or "I will learn from this experience."</li> <li>Have scholars share their positive self-talk statements with a partner, discussing the difference between how those statements make them feel compared to the ones they may have stated previously. Ask them how they can apply positive self-talk in future situations.</li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



**Baggage Claim:** The word baggage is used to describe things we hold on to. This can include things that people have said or done to us. Make a list of negative things people have said to you and toss it in a plastic bag. Instead of carrying that bag around with you, throw it away in a trash can.

Scholars can pass a mirror around and say five positive things about themselves in their native language.

Scholars can write a positive letter to someone who could use some encouragement.

**Activity Reflection:** The purpose of this activity is to get you into the habit of using positive self-talk instead of putting yourself down. Remember that conditioning yourself to not only identify yourself positively but also believing it takes time. Enlist close friends and family members to help you reframe your negative self-talk when you get stuck.

### Supplemental Resources:



# Activity Plan

Title: More Than Just Physical

Suggested Time: 45 minutes

Suggested Grade Level(s) : 9th–12th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will participate in physical activities that lift their mood, reduce stress, and improve sleep.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>an open mind</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>serotonin</li> <li>mental health</li> <li>physical health</li> </ul>	<p><b>Activity Overview:</b> Scholars will brainstorm and take part in a physical activity to demonstrate how movement affects their mental health!</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Did you know you can significantly improve your mood by physically moving your body? For those of you who play sports, have you ever not felt like going to practice but felt better afterwards? <b>Allow scholars to agree.</b> It's because exercise helps release serotonin, the "feel good" hormone that helps lift your mood. I also learned that physical activity helps reduce stress. Now, this one blew me away! Raise your hand if you suffer from insomnia? <b>Pause for scholars to raise their hands.</b> Physical activity is the best, safest, and cheapest treatment for insomnia.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, I am going to introduce you to some physical activities you can do at home to improve your mental health. Is there anyone who is feeling low or stressed out today? You don't have to share if you don't want to. However, if you are, please note how you feel after we finish our activities.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Examples of activities that can be done with scholars include walking (Indoors or outdoors), dancing (YouTube a line dance video), a five-minute dance party (select five songs and scholars have to change movements every time the song changes), or a freeze dance party (scholars freeze every time the song stops), jumping jacks or arm circles, yoga, red light/green light, freeze tag, hide and go seek, or musical chairs.</b></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can provide scholars with a list of physical activities they can do at home.

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 log their moods for two weeks. Encourage them to engage in some form of physical activity when they are feeling low or stressed and document how they feel after the activity.

Allow scholars to create a 1–2-minute video of themselves demonstrating and explaining an activity of their choice.

**Activity Reflection:** Ace wants to know what physical activity you will incorporate into your weekly routine when you are feeling stressed out.

### Supplemental Resources:

