

Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Mindfulness	Practicing health-enhancing behaviors can support better management of stress and reduce the chances of exploring substance use as an alternative.	mindfulness	30 minutes
Stress? I Ain't Got Time for That	You cannot always control the things in your life that may cause stress, but you can control how you respond to stressful events.	stress	45 minutes
Zen Me Please	Having a bedtime routine each night can help your body recognize it is time to go to sleep.	stress, zen garden	30 minutes
How Do You Feel?	Music can be a creative outlet to improve your feelings and emotions.	genre	45 minutes

May



Activity Plan

Title: Mindfulness

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn the importance of engaging in activities that are mentally and emotionally healthy. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> mindfulness 	<p>Activity Overview: This activity helps promote mindfulness and teaches scholars how to practice health-enhancing behaviors that support better management of stress. These activities also reduce the chances scholars will explore substance use as an alternative.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Your mind and emotions affect your overall health. Unmanaged stress can increase the risk that you may attempt to deal with stressors—including mental health issues and trauma—by using drugs and other substances. Today, we are going to participate in an activity that can help you nurture your own mental health. Since every person is unique, the activities that help you relax or feel better may be different from the ones that may help your friends or family members.</i> Facilitator: <i>With a show of fingers, how stressed are you now? One finger (not the middle, please) indicates barely any stress, and ten fingers mean super stressed.</i> Facilitator: <i>It's OK to feel "not OK." It can be hard to handle difficult circumstances. That is why it is important to take care of your emotional and mental health by practicing healthy ways to cope. Hopefully, by the end of this activity, some of your stress levels will decrease by at least one number.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today we will practice mindful movement to strengthen your mind and body. Please stand and follow these directions.</i> <ol style="list-style-type: none"> Separate your feet hip-width and bring your hands together in front of your chest, interlocking your fingers. Take a deep breath in. As you exhale, press your palms forward, opening your back. Inhale and reach your arms up, straight above your head, stretching your palms to the sky. Exhale, release your interlocked fingers and fan your arms down and behind your back. Interlock your fingers behind your back. Inhale, look up and lift your heart toward the sky, bending your back slightly.

<p>Boost (Teach)</p>	<p>7. Exhale, bend your knees and bend forward, pointing your hands toward the sky and your face toward the ground.</p> <p>8. Inhale and come up to stand, releasing your fingers and fanning your arms up toward the sky, pressing your palms together.</p> <p>9. Exhale and bring your hands together, palms touching at your heart.</p> <p>10. Repeat steps 1 through 9. At step 9, bring your hands behind your head instead of to your heart.</p> <p>11. Open your elbows wide, and breathe in.</p> <p>12. Exhale, lean to the right, bending at the torso, and reaching your left arm overhead and right arm toward the ground.</p> <p>13. Inhale and come back to center with your hands behind your head.</p> <p>14. Exhale, lean to the left, bending at the torso, and reaching your right arm overhead and left arm toward the ground.</p> <p>15. Inhale, bring your arms back to center and reach to the sky above your head, pressing your palms together.</p> <p>16. Exhale, twist your torso to the right, lowering your arms to your sides.</p> <p>17. Inhale, face center and reach your arms up to the sky over your head, pressing your palms together.</p> <p>18. Exhale, twist your torso to the left, lowering your arms to your sides.</p> <p>19. Inhale, face center and reach your arms up to the sky over your head, pressing your palms together.</p> <p>20. Release your arms by your sides</p>
<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator: Our final activity will be "One Minute of Good." Reflect for one minute about something that has gone well for you or something that you are grateful for. When the minute is up, please share with the person next to you.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can play the sound game: Listen to the world around you. Identify eight sounds you hear, either from inside your body, in the room, or somewhere in the distance.

Scholars can meditate on ten things that they feel grateful for while taking a walk.

Practice introspection: Take a minute to sit still and evaluate each of your emotions in silence. Note which emotions are stronger. Ask yourself, "What do I feel?" rather than, "Why do I feel this way?" Be curious about your thoughts and emotions.

Activity Reflection: Facilitator: On a scale from one to ten, how stressed are you now? What is one mindfulness technique will you try this week?

Supplemental Resources:



Activity Plan

Title: Stress? I Ain't Got Time for That!

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how to respond to stressful situations creatively. <p>Materials:</p> <ul style="list-style-type: none"> balloons flour empty water bottles funnel <p>Vocabulary:</p> <ul style="list-style-type: none"> stress 	Activity Overview: Scholars will make their own stress balls.	
	Bridge (Connect & Engage)	<ul style="list-style-type: none"> Facilitator: <i>Stress is a natural response to challenges or difficult situations in our lives. People normally express stress through worry or mental discomfort. We cannot always control the things in our lives that may cause stress, but we can control how we respond to stressful events.</i>
	Boost (Teach)	<ul style="list-style-type: none"> Facilitator: <i>Who can share an example of a stressful situation that you have had to deal with? Allow scholars an opportunity to respond. How did you handle it? Allow scholars an opportunity to respond. Would you handle it differently if faced with a similar challenge again? Allow scholars to share healthy coping strategies for stressful events.</i> Facilitator: <i>Thank you for sharing your experiences with us. I appreciate you mentioning those helpful coping strategies. That leads us into our activity for the day. We are going to make stress balls.</i> Allow scholars to work in groups or with partners.
	Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none"> Facilitator: <i>Follow these steps:</i> <ol style="list-style-type: none"> Put the skinny end of the funnel inside the water bottle. Pour flour inside the water bottle through the funnel. Attach the balloon to the top of the water bottle and turn the water bottle upside down. Pour the flour into the balloon until you have the desired amount of flour inside of your balloon. Pinch the balloon as you remove it from the water bottle. Tie your balloon in a knot to seal it.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can have a printed copy of the directions written in their native language.

Scholars can work with a partner.

Scholars can research and share 3–5 benefits of a stress ball. They can use this information to create a short commercial for stress balls.

Activity Reflection: Ace wants to know why you believe stress balls are helpful for managing stress.

Supplemental Resources:



Directions for Making a Stress Ball

1. Put the skinny end of the funnel inside the water bottle.
2. Pour flour inside the water bottle through the funnel.
3. Attach the balloon to the top of the water bottle and turn the water bottle upside down.
4. Pour the flour into the balloon until you have the desired amount of flour inside of your balloon.
5. Pinch the balloon as you remove it from the water bottle. Tie your balloon in a knot to seal it.



Activity Plan

Title: Zen Me Please

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how to calm themselves and rid their minds of stress before going to bed. <p>Materials:</p> <ul style="list-style-type: none"> shallow tray fine sand small rocks miniature rakes small artificial plants <p>Vocabulary:</p> <ul style="list-style-type: none"> stress zen garden 	<p>Activity Overview: Scholars will make their own zen garden!</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>As a reminder, stress is a natural response to challenges or difficult situations in our lives. None of us are exempt from it. People normally express stress through worry or mental discomfort. We cannot always control the things in our lives that may cause stress, but we can control how we respond to stressful events.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Some of you have shared examples of stressful experiences previously. Allow me to share a recent experience. Share a personal experience and tell how you responded.</i> Facilitator: <i>We all need coping strategies to deal with stress. Today we are going to make our very own zen gardens. A zen garden is a small representation of nature and it can help you relax before going to bed. Allow scholars to work in groups or with partners.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will pour a thin layer of sand into a shallow tray for each scholar. Allow scholars to add a couple of rocks and small artificial plants to their garden.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work with a partner to make their zen garden.

Scholars can research and share 3–5 benefits of zen gardens.

Activity Reflection: Ace wants to know why you believe zen gardens are helpful with managing stress.

Supplemental Resources:



Activity Plan

Title: How do I feel?

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> This activity will provide scholars with a creative outlet to express/improve their feelings and emotions through music. <p>Materials:</p> <ul style="list-style-type: none"> chromebooks phones <p>Vocabulary:</p> <ul style="list-style-type: none"> genre 	<p>Activity Overview: Scholars will participate in a roundtable discussion with their peers and create a playlist of calming songs to reflect their mood, calm them down, or uplift their mood. They will be able to add songs as needed.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will play the following YouTube videos: https://youtu.be/B6Dhz9GUTwY?si=5Mgzl2CQw4lk mAkP, https://youtu.be/SnUBbFAICY?si=T0EnismKNW9r2vDs or other relaxing or soothing videos. Facilitator: When you hear these sounds, what do you feel or think about? Do they make you feel relaxed? Nervous? Why or why not?
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Music has the ability to make us feel better. It can calm us down or even help us celebrate memorable moments in our lives. There are songs that uplift us and songs that make us feel sad. If you are feeling sad or low, listen to music that is not sad. Today, we want to focus on music that will uplift our spirits. We will discuss music to listen to when we are feeling stressed out, when we are sad, and even when we are happy.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: Today, you will create a playlist. You may use your phone or computer. Your playlist will consist of three or more songs from each of the three categories. The categories are your favorite genre of music, a genre you don't typically listen to, and something from the 90s. Your playlist must also represent music to listen to when you are feeling stressed or overwhelmed, music to listen to when you are happy or already in a great mood, and music you should listen to when you are feeling sad. After generating the list and thinking about themselves, scholars will share their ideas with their peers. Scholars will add songs as needed.



Differentiation Station

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Suggestions for Acceleration



Scholars can use the music choice board to organize their thoughts.

Scholars can choose songs sang in their native language.

Scholars can share what they think the writers was feeling when they wrote the songs chosen. Who were they trying to appeal to?

Activity Reflection: Ace wants to know what you think some of the benefits of listening to music are.

Supplemental Resources:

<https://www.youtube.com/watch?si=T0EnismKNW9r2vDs&v=SnUBb-FAICY&feature=youtu.be>



Feelings Playlist

	Overwhelmed or Stressed Out	Happy, Great Mood, Celebrating	Sad or Depressed
Favorite Genre			
Unfamiliar Genre			
I love the 90s			

