

Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Giving Back to the Community and Serving/Helping Others	Giving back, serving, and helping others can make us feel good about ourselves while also positively affecting the lives of others.	giving, serving, helping, community, community minded, others, volunteering	Three 30–45- minute sessions
Building a Healthy You from the Inside Out	The foods and beverages we consume can contaminate or replenish our bodies.	contamination, nutrients, nourishing, anti-inflammatory, pescatarian, vegetarian, vegan, diabetes	30 minutes
Treat Yourself to a Gratitude Walk	Having an attitude of gratitude is a powerful catalyst for happiness.	gratitude, less fortunate	30–45 minutes
I Can't Do That, Yet!	It takes courage and a growth mindset to not give up! Discover the power of yet!	growth mindset, fixed mindset	30–45 minutes

November



Activity Plan

Title: Giving Back to the Community and Serving/Helping Others

Suggested Time: (1 of 3) 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover the importance of community service. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> birthday box 	<p>Activity Overview: Scholars will participate in a Birthday Box service project as a way to positively impact the community.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you care about your community. What does it mean to be community minded? Give scholars an opportunity to respond. Being community-minded means having a personal motivation to better your community.</i> Facilitator: <i>What does it mean to be homeless? What is a homeless shelter? Give scholars an opportunity to respond. Homeless shelters are service agencies which provide a temporary residence for homeless individuals and families.</i> Facilitator: <i>Has anyone ever heard of a birthday box? Give scholars an opportunity to respond. Birthday boxes are boxes filled with a variety of gifts. This could include items such as self-care items, everyday essentials, snacks or candy.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>What does "Actions speak louder than words" mean to you? Give scholars an opportunity to respond. Today, we will put our words into action. We are going to organize a drive to collect items to create birthday boxes for us to donate to our local homeless shelter. Because this is a big project, we must do it in stages.</i>
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>The first thing we need to do is make phone calls to our homeless shelters to determine which items are most needed. Model this for scholars. (Hello, my name is _____. I am working on a community service project with _____. I would like to know what the most needed items are at your shelter.)</i> Next, scholars will work together to create a Google Form with the list of needed items. Finally, scholars will plan to share the list with family and friends requesting donations. They can make their request through social media, text messages or phone calls. Scholars should also request shoe boxes.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can provide scholars with a copy of the script to read when contacting the homeless shelter.

The facilitator can provide scholars with an example of the message to send to family and friends.

Scholars can create a plan to assemble birthday boxes once items have been donated.

Activity Reflection: Facilitator: Ace wants to know why it is important for community members to support homeless shelters.

Supplemental Resources:



Activity Plan

Title: Giving Back to the Community and Serving/Helping Others

Suggested Time: (2 of 3) 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover the importance of community service. <p>Materials:</p> <ul style="list-style-type: none"> markers construction paper scissors tape glue magazines shoe boxes <p>Vocabulary:</p> <ul style="list-style-type: none"> birthday box giving serving helping community others volunteering 	<p>Activity Overview: Scholars will decorate and assemble birthday boxes to donate to local homeless shelters.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today we are going to decorate and assemble our boxes. Hopefully everyone has their items to donate to the homeless shelter.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We have markers, construction paper and magazines. Please decorate your boxes with encouraging and positive images. Once you have finished decorating your boxes, we will divide the donated items evenly to fill them. Give scholars an opportunity to be as creative as possible with their boxes. Have soft relaxing music playing in the background while scholars work.</i>
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Once scholars have finished decorating and packing the birthday boxes, have them follow up with the homeless shelter(s) again to confirm delivery.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can share a completed birthday box with scholars as an example.

Scholars can write positive affirmations to place inside the box.

Scholars can write messages in their native language.

Scholars can plan and schedule with parents and community members to donate the items. They will verify if scholars may go or if a liaison will have to meet them to get the boxes.

Scholars can create a social media campaign for a Day of Giving to share their project.

Activity Reflection: Facilitator: Ace wants to know how you feel when you do something to help others. How do you think the recipients of your generosity will feel?

Supplemental Resources:



Activity Plan

Title: Giving Back to the Community and Serving/Helping Others

Suggested Time: (3 of 3) 30–45 minutes

Suggested Grade Level(s): 9 th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discuss the power of random acts of kindness. <p>Materials:</p> <ul style="list-style-type: none"> birthday boxes <p>Vocabulary:</p> <ul style="list-style-type: none"> birthday box giving serving helping community others volunteering random acts of kindness 	<p>Activity Overview: Scholars will deliver Birthday Boxes to local homeless shelters and discuss other random acts of kindness.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today is the day we will deliver our birthday boxes. By this time, the facilitator should have already made contact with the shelter to see if scholars can deliver the boxes in person or if a liaison must come to get them.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we put our words into action by donating to our community. How does it make you feel to do something for others? Give scholars an opportunity to respond. How do you think the recipients of your generosity will feel? Give scholars an opportunity to respond. Have you ever been the recipient of an act of kindness? How did it make you feel?</i> Facilitator: <i>Hopefully this won't be your last time volunteering or serving your community. What do you see yourself doing next? Give scholars an opportunity to respond.</i>
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>This was a planned act of kindness, but random acts of kindness can have a huge impact on a person as well. Think of a time when someone did something for you or to you that you were not expecting. Who would like to share? What happened and how did it make you feel? Give scholars an opportunity to respond.</i> Facilitator: <i>Make a commitment to commit random acts of kindness in your home this week.</i>

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can generate a list of random acts of kindness they could do for their community.

The facilitator can provide scholars with a kindness calendar to organize their ideas.

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

Scholars can contact local nursing homes to discuss their guidelines for receiving greeting cards for residents. They can then set a goal to collect a certain number of cards.

Activity Reflection: Facilitator: Ace wants to know how you feel about your ability to make positive contributions to your community. Journal writing.

Supplemental Resources:

Random acts of kindness monthly calendars; 50 Random Acts of Kindness



50 Random Acts of Kindness for Scholars

- Tell the principal how great your teacher is.
- Hold the door open for someone.
- Do a chore for someone without them knowing.
- Tell a joke.
- Return someone's cart at the store.
- Give candy to your bank teller.
- Bring cookies to the custodian.
- Feed the birds.
- Leave happy notes around your city.
- Call your grandparents and ask them about their childhood.
- Pick up litter.
- Let someone go ahead of you in line.
- Compliment a friend.
- Wash someone's car.
- Write a thank you note for your mail carrier.
- Plant something.
- Bake dessert for a neighbor.
- Walk dogs at the animal shelter.
- Check in on an elderly neighbor.
- Set up a lemonade stand and donate the profits.
- Send a card to a family member.
- Bury treasure at the playground.
- Set the table for dinner.
- Leave bubbles on someone's doorstep.
- Tell someone why they are special to you.



50 Random Acts of Kindness for Scholars

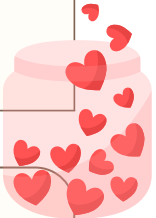
- Donate outgrown clothes.
- Buy a coffee for a stranger.
- Pass out stickers to kids waiting in line.
- Talk to someone new at school.
- Write chalk messages on the sidewalk.
- Weed or shovel for a neighbor.
- Donate food to the food pantry.
- Bring flowers to your teacher.
- Tell a manager how good your service was.
- Donate socks and supplies to a homeless shelter.
- Call a friend you haven't seen in a while to say hello.
- Take treats to the fire station.
- Read a book to someone.
- Donate a book to a doctor's office waiting room.
- Tell someone how much you love them.
- Say hello to everyone you see.
- Make someone else's bed.
- Hold the door open for someone.
- Wave at kids on school buses.
- Invite someone to play on the playground.
- Donate new pajamas for foster kids.
- Make a get well card for someone.
- Bring your neighbors' garbage cans up for them.
- Take care of someone's pet while they're away.
- Give a candy bar to the school bus driver.

Kindness
MATTERS!



Acts of Kindness Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Notes:

Important:



Activity Plan

Title: Building a Healthy You from the Inside Out

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will help their families make healthier eating choices. <p>Materials:</p> <ul style="list-style-type: none"> styrofoam cups markers meal planner <p>Vocabulary:</p> <ul style="list-style-type: none"> contamination nutrients nourishing anti-inflammatory pescatarian vegetarian vegan diabetes 	<p>Activity Overview: Scholars will work with members of their family or community to build a pyramid that describes their eating habits.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>When corporations plan, they often begin by brainstorming aloud. In this space, someone always writes for everyone else to see. Whether it's a wall, glass, or a white board everything is written down. Why? It makes the invisible, visible. When something becomes visible, it is easier to create and work a plan from it. Today, we will build and rebuild to create the best eating plan for our families.</i> Each group or family should have 25–50 cups and black pens or markers.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We would probably all agree that we make healthy choices and unhealthy choices. Today, we're going to build using our unhealthy choices. On each cup, write the unhealthy foods your family ate yesterday. Unhealthy choices include processed sugars, processed foods, juices, sodas, etc. Give the families time to write their food choices on the cups.</i> Facilitator: <i>Now that you've written on the cups, build your pyramid with 4–6 cups as your base. If you still have cups left, start building another pyramid until you don't have any cups left.</i>
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Look at your pyramid. The higher your pyramid, the higher your risk of disease related to eating and drinking. If you were able to build more than one pyramid, this could mean your family has generational habits that need to be broken. Look at your cups. Choose 1–2 items that can be replaced with a healthier choice. With your family, make a commitment to make healthier food choices.</i>

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Tenth graders can create a plan to make changes to a favorite family meal to make it healthier.

Eleventh graders can add sugar cubes to the insides of their cups based on the amount of sugar in their unhealthy food choices to see the amount of sugar they eat as a family.

Twelfth graders can research "nutrition on a budget" and "cooking with a busy schedule" to create healthy meal options in preparation for starting life away from home.

The facilitator can provide a food list of healthy and unhealthy foods for families to choose from when writing on their cups.

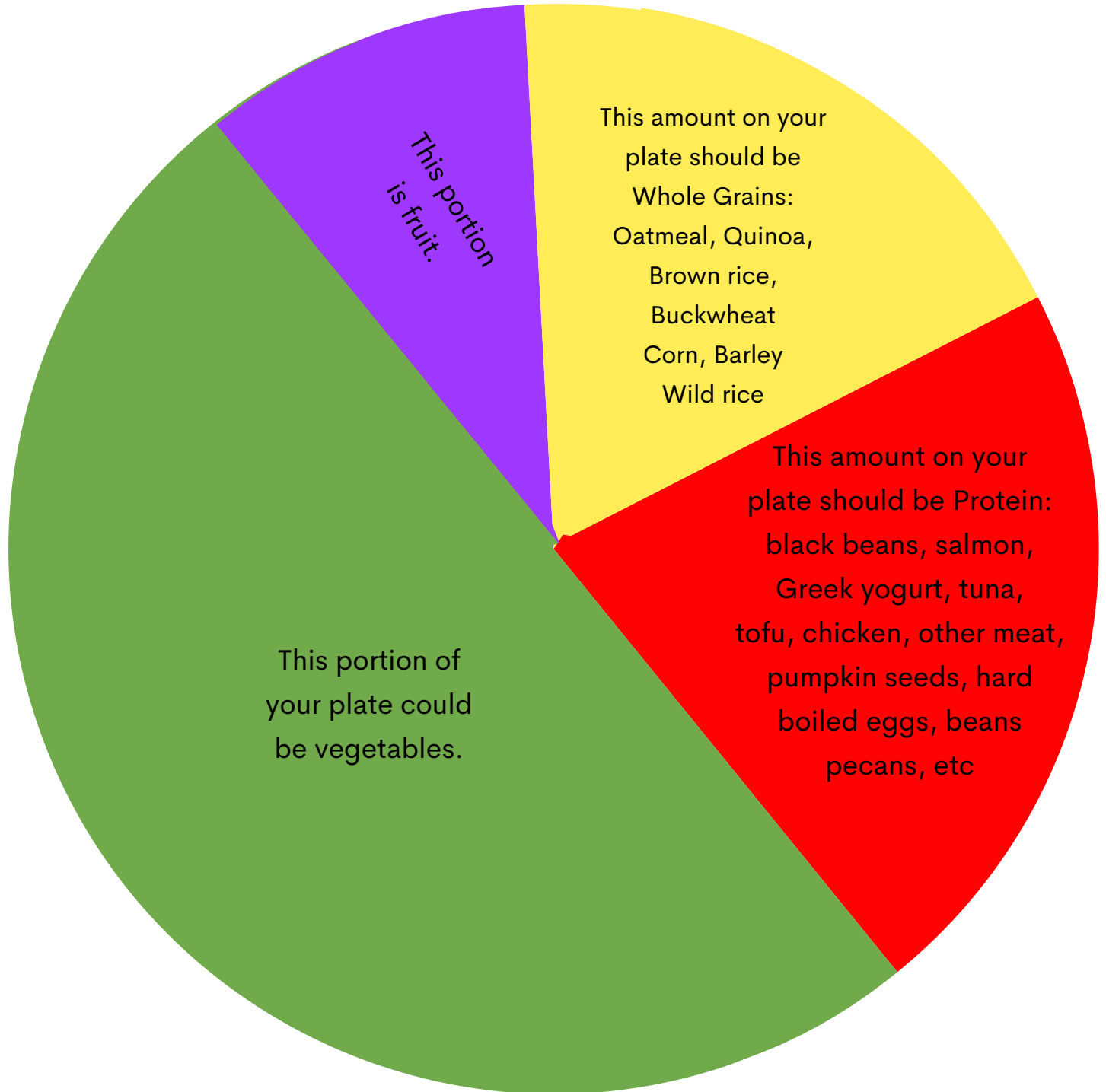
Pre-selecting a recipe and having the families create a healthy meal or snack, create a budget for healthy meals and snacks, incorporating family exercise into the week.

Activity Reflection: Facilitator: Think about your core values. Are they reflected in your food choices? If so, how? If not, how would your priorities need to shift to reflect your values?

Supplemental Resources:



Plate Portion



Activity Plan

Title: Treat Yourself to a Gratitude Walk

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn that having an attitude of gratitude is a powerful catalyst for happiness. <p>Materials:</p> <ul style="list-style-type: none"> calendar template gratitude quotes <p>Vocabulary:</p> <ul style="list-style-type: none"> gratitude gratitude walks 	<p>Activity Overview: Scholars will brainstorm and share what they are most grateful for and take part in a gratitude walk.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you can tell me what gratitude is. Give scholars time to respond. Gratitude is the ability to be thankful for the good things that you have in your life. Why do you think it is important for us to be grateful for what we have? Have you ever taken the time to acknowledge the things that are found in nature? If so, what did you do? Give scholars time to respond. Studies have shown that gratitude walks:</i> <ul style="list-style-type: none"> Elevate your mood, increase happiness, and put a smile on your face. Re-center you and allow you to focus. Calm you. Help you break free of toxic thoughts and emotions. Rewire your brain to look at things differently. Cultivate an appreciation for what may not have been appreciated before. Raise self-esteem and enhance empathy. Improve sleep. Open you to inspiration. Increase blood circulation. All of that and more!
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Close your eyes. Think about all the things in nature we may take for granted daily. What do you see? What do you hear? What do you smell? What do you feel? Write the answers to those questions on the left side of your Gratitude Walk Observation sheet.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we are going to take a gratitude walk. As we walk, I want you to breathe deeply and relax. I want you to take in all that nature offers, all the things you see, hear, smell, and feel. Look at the sky. Look at the trees. Really pay attention to your surroundings. Take pictures if you would like. Identify if the things you experience are the same things you imagined.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create their own gratitude walk calendars using a provided template.

Scholars can create gratitude quotes that align with the things they see, feel, hear, and smell in nature.

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

Scholars can create their own gratitude walk calendars to walk once a week with family and friends.

Scholars can create gratitude quotes that align with the things they see, feel, hear, and smell in nature.

Activity Reflection: Facilitator: Ace wants to know if you found yourself being grateful for things on your gratitude walk that you had not considered previously.

Supplemental Resources:



Gratitude Quotes

Gratitude quotes aren't just for greeting cards. These quotes can help us reflect on everything we have to be thankful for and even inspire a friend or two. You can change your outlook on gratitude and put things into perspective with the inspirational quotes below:

- "Gratitude turns what we have into enough."—Anonymous
- "Gratitude is a powerful catalyst for happiness. It's the spark that lights a fire of joy in your soul."—Amy Collette
- "Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness. Thankfulness may consist merely of words. Gratitude is shown in acts."—Henri Frederic Amiel
- "Joy is the simplest form of gratitude."—Karl Barth
- "No one who achieves success does so without the help of others. The wise and confident acknowledge this help with gratitude."—Alfred North Whitehead
- "Gratitude is when memory is stored in the heart and not in the mind."—Lionel Hampton
- "We often take for granted the very things that most deserve our gratitude."— Cynthia Ozick
- "When I started counting my blessings, my whole life turned around."—Willie Nelson
- "The more grateful I am, the more beauty I see."—Mary Davis



Gratitude Walks Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Notes:

Important:



Activity Plan

Title: I Can't Do That, Yet!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover the power of yet! <p>Materials:</p> <ul style="list-style-type: none"> growth vs. fixed mindset yet graphic SMART goal template <p>Vocabulary:</p> <ul style="list-style-type: none"> growth mindset fixed mindset 	<p>Activity Overview: Scholars will discover growth mindset strategies to help them stay focused.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Raise your hand if you have ever heard the term growth mindset? Allow scholars to raise their hands. Raise your hand if you have ever heard the term fixed mindset? Allow scholars to raise their hands. Who can tell me what those terms mean? Give scholars time to respond. Facilitator: A growth mindset is the belief that you can develop your abilities through dedication and hard work. So, if a growth mindset is the belief that you can develop your abilities through dedication and hard work, what is a fixed mindset? Give scholars time to respond. A fixed mindset is the belief that your intelligence, talents, and personalities are fixed and cannot grow. People with fixed mindsets believe we are born with a certain ability level and we cannot improve our abilities over time. Facilitator: A fixed mindset makes us quit prematurely. Why does a fixed mindset make us give up? Give scholars time to respond. A fixed mindset hasn't discovered the power of YET!
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Play the YouTube Read Aloud "The Magical Yet." Facilitator: What are your thoughts about this book? Why is "yet" so important to a growth mindset?
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: Today, we are going to journal about things you cannot do, yet! It could be something you've tried before and gave up on when you did not find success. It could also be something you are afraid to try because you feel like you know you can't do it. Growth mindset says you cannot do it, yet!

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create a SMART goal action plan to accomplish what they haven't been able to do yet. Growth mindset yet affirmations and the SMART goal template will assist in this endeavor. The facilitator can provide individual and small group assistance.

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

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

Scholars can create a SMART goal action plan to accomplish whatever they have not been successful at yet. They will identify and inform an accountability partner of the goal.

Activity Reflection: Facilitator: Ace wants you to think of something you could not do when you were younger but can do now. Why can you do it now? What changed?

Supplemental Resources: The Magical Yet.



The Power of Yet!

DEVELOP YOUR GROWTH MINDSET

I can't do this...yet!

This doesn't work...yet!

I don't know...yet!

It doesn't make sense...yet!

I'm not good at this...yet!

I don't get this...yet!



Dreams to Goals



My Dream: _____

	SMART	Your Dream	Steps to Take
S	Specific What exactly do you want to accomplish?		
M	Measurable How will you measure your progress?		
A	Attainable Could be challenging but not impossible.		
R	Relevant/Realistic How will this goal affect your life?		
T	Time Bound What is the deadline?		

