

Month at a Glance: August

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
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| Who's in the Room | Improving your social skills can increase your overall happiness and give you the ability to have more meaningful relationships. | bilingual, strategies, empathy | 45 minutes |
| Are Your Goals SMART? Turning Dreams into Goals! | A dream is a wish or desire you hope will happen. A goal is simply a dream with a deadline. | specific, measurable, attainable, relevant, time based | 45 minutes |
| Goal Digger— Building a Dream You Can Follow | When you set a goal and achieve it, it makes you feel proud and accomplished. It's a domino effect. The more goals you achieve, the more goals you aim to set. | aspiration, initiative, intentional, specific, measurable, attainable, relevant, time bound | 45 minutes |
| Are You a Good Friend? | To have a good friend, you have to be a good friend. | characteristics, friendship | 45 minutes |
| What Would Ace Do? | Reflective opportunities | | Time varies but should take approximately 15 minutes |

August



Activity Plan

Title: Who's in the room?

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

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| <p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will develop a sense of belonging as they practice using social skills. <p>Materials:</p> <ul style="list-style-type: none"> index cards <p>Vocabulary:</p> <ul style="list-style-type: none"> bilingual strategies empathy | <p>Activity Overview: Scholars will use questions and answers to learn more about their classmates.</p> | |
| | <p>Bridge (Connect & Engage)</p> | <ul style="list-style-type: none"> Facilitator: <i>Hello everyone! Let's find out who's in the room. I'm going to give you an index card. You will have 7–8 minutes to write a question. Your question should be something you'd like to know about your classmates. For example: Do you have a job after school? Are you bilingual? Once you have written your question, give me your index card and stand in the back of the classroom. Please don't ask questions considered too private. This includes questions related to religion, sexuality, or political affiliations.</i> |
| | <p>Boost (Teach)</p> | <ul style="list-style-type: none"> Once all scholars have given you their index cards, the activity should begin. Facilitator: <i>I'm going to read four questions from your index cards. If the first question pertains to you, please move to the right of the room. If the second question pertains to you, please move to the left of the room. If the third question pertains to you, please move to the front of the room. If the fourth question pertains to you, stay where you are. You may only move to one group so listen carefully.</i> Read questions until all scholars are in four groups. Once scholars are in four groups, pause. If multiple scholars submit the same question, it should only be read once. Facilitator: <i>You will have ten minutes to get to know the classmates in your group. First, introduce yourselves. Next, find out if you have anything else in common. This could include birth order, siblings, hobbies, favorite sports teams, etc. You may also want to follow each other on social media.</i> |

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| | <p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Okay everyone, I am going to read more questions. The directions are the same as before. If the first question pertains to you, please move to the right of the room. If the second question pertains to you, please move to the left of the room. If the third question pertains to you, please move to the front of the room. If the fourth question pertains to you, stay where you are. Only move to one group.</i> • Read questions until you have scholars in four groups. Once you have scholars in four groups, pause. If multiple scholars submit the same question, it should only be read once. • Facilitator: <i>You will have an additional ten minutes to get to know the classmates in your second group. First introduce yourselves. Next, find out if you have anything else in common. This could include birth order, siblings, etc. You may also want to follow each other on Instagram if you have accounts.</i> |
| | <p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • After ten minutes, allow two scholars from each group an opportunity to introduce or share information about a classmate. • Facilitator: <i>I need two scholars from each group to introduce someone from one of your groups. This should be someone you were not already friends with. Allow scholars time to share with the class.</i> • Facilitator: <i>This activity gave you the opportunity to introduce yourself and meet some of your classmates. You can take what you learned today and use it in other situations in your everyday life. Whenever you want to meet new people, here are strategies you can use: First, smile at them. A smile really goes a long way. It says you're friendly and open to meeting them. Compliment them. It could be their hair, their clothes, shoes, or their overall vibe. Introduce yourself and find out what you have in common. You don't have to do all of these at once, but it's that simple to meet new people.</i> |

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



There may be some scholars who are too shy to share with the group. Allow them to write about their new "friend" and have a partner share aloud for them.

Use Google Translate

Encourage scholars to use the strategies they learned in another class. Encourage them to join a club, sport, or organization. Scholars could also create a club for making new friends or welcoming new students to the school.

Activity Reflection:

Ace would like to know why you think it's important to have friends.

Supplemental Resources:



Activity Plan

Title: Are Your Goals SMART? Turning Dreams into Goals!

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

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| <p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will use the SMART goal acronym to write steps to help them achieve their goals. <p>Materials:</p> <ul style="list-style-type: none"> markers crayons SMART acronym graphic dreams to goals activity sheet how smart are your goals activity sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> SMART goals specific measurable attainable relevant time based | <p>Activity Overview: Scholars will discuss the difference between goals and dreams. They will write SMART goals related to their dreams.</p> | |
| | <p>Bridge (Connect & Engage)</p> | <ul style="list-style-type: none"> Facilitator: <i>What is a goal? Provide an opportunity for scholars to respond. A goal is an objective you work to achieve within a time frame. Do you have any family members or friends who have accomplished a goal? Provide an opportunity for scholars to respond.</i> Facilitator: <i>Have you ever accomplished a goal? If scholars answer yes, allow them to share what goal they achieved.</i> Facilitator: <i>So, what is a dream? Provide an opportunity for scholars to respond. A dream is a wish or desire you hope will happen. What's the difference between a goal and a dream? Provide an opportunity for scholars to respond.</i> Facilitator: <i>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. It is a good idea to set goals that are SMART.</i> |
| | <p>Boost (Teach)</p> | <ul style="list-style-type: none"> Facilitator: <i>Why do you think some people have difficulty reaching their goals? Provide an opportunity for scholars to respond.</i> Each scholar will receive the Dreams to Goals activity sheet. The activity sheet will help scholars to brainstorm their dreams and address each letter of the SMART acronym, making their dream a goal. Scholars should also receive a SMART goal acronym sheet. |

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| <p>Boost (Teach)</p> | <ul style="list-style-type: none"> • Facilitator: <i>I am passing out the "Dreams to Goals" activity sheets. In the space provided, write something you dream of accomplishing. Next, draw a picture of that dream to the best of your ability. It could be getting a summer job, graduating from high school, or anything you dream of accomplishing. Under the picture, you'll see the acronym SMART. Looking at your SMART goal acronym sheet, complete each letter as it relates to your dream. This is your plan for how you will turn your dream into a goal.</i> |
| <p>Build (Rehearse & Build for Transfer/Close)</p> | <ul style="list-style-type: none"> • Allow scholars to work on their Dreams to Goals activity sheet for 20–25 minutes. Monitor the room to make sure no one is experiencing challenges. Allow scholars to share their goal and the steps to get there with the class. • Use the information below if scholars are having trouble with developing any part of their goal: <ul style="list-style-type: none"> ◦ Specific. <i>Answer the questions who, what, when, and why to help you pinpoint exactly what you want and the steps you should take to get there.</i> ◦ Measurable. <i>Set criteria to help you measure your progress. Ask yourself some key questions. How much/many? How often? How will I know I've reached my goal?</i> ◦ Attainable. <i>Goals should stretch and challenge you, but they shouldn't break you. Recognize what is and isn't in your control and set your goal(s) accordingly.</i> ◦ Relevant. <i>Is your goal relevant to your life? Relevant goals impact your present and shape your future. Identify all the positive ways reaching your goal will affect your current situation and future circumstances.</i> ◦ Time-Based. <i>Every goal needs a timeline; without one, it's more difficult to keep making progress. If your goal is long term, set short-term, or smaller goals to help you measure the progress of your ultimate goal.</i> |

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work in small collaborative groups to complete their Dreams to Goals activity sheet.

If possible, scholars can be partnered with someone who speaks their native language.

Have scholars journal their thoughts on what can keep you motivated to reach your goals.

Activity Reflection:

Ace wants to know what you should do if you don't reach your SMART goal?

Supplemental Resources:

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



SMART

S

SPECIFIC

Your goal is direct, detailed, and meaningful.

M

MEASURABLE

Your goal is quantifiable to track progress or success.

A

ATTAINABLE

Your goal is realistic and you have the tools and/or resources to attain it.

R

RELEVANT

Your goal aligns with your company mission.

T

TIME-BASED

Your goal has a deadline.



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? | | |



SMART Goal.

How Smart are Your Goals?

Name: _____ Date: _____

Overall Goal : _____

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| S Specific: Clearly state your goal! | |
| M Measurable: Make sure you can measure your success! | |
| A Achievable: Set goals you know you can achieve! | |
| R Relevant: Set goals relevant to your overall health and wellbeing! | |
| T Time-bound: Set a deadline for completion! | |

Activity Plan

Title: Goal Digger—Building a Dream You Can Follow

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

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| <p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will visualize their future and create a collection of images and words that inspire and motivate them to reach their goals. <p>Materials:</p> <ul style="list-style-type: none">paperpencilsilhouette sheetpodcaster goal sheetgreen, red, yellow crayonsmakerscolor pencilshighlighters <p>Vocabulary:</p> <ul style="list-style-type: none">aspirationinitiativeintentionalspecificmeasurableattainablerelevanttime bound | <p>Activity Overview: Scholars will create an interactive podcast and Goal Board to discuss their future goals.</p> |
| | <p>Bridge (Connect & Engage)</p> <ul style="list-style-type: none">Scholars should either receive their activity sheets as they enter, or they should be placed on their desks in advance. Scholars should work in groups of 4–5. The facilitator can display one of the suggested podcasts found in the supplemental materials of this activity plan.Facilitator: <i>Goals are thoughts that are written with included action steps. We will focus on identifying and creating goals around ideas and interests that are important to us. I will ask a series of questions and you will write brief answers in or around your silhouette.</i><ul style="list-style-type: none"><i>What motivates you?</i><i>What brings you joy?</i><i>What are your values?</i><i>What are your personal commandments?</i><i>What are your favorite activities?</i><i>What is your favorite space to enjoy peace and quiet?</i><i>Where do you want to travel?</i><i>What is something you want to accomplish?</i><i>What is something you have done that makes you proud?</i>Allow scholars to share in their groups.Allow 3–4 scholars to share what they would like to accomplish or one thing they are proud of themselves for. Be sure to affirm what was shared. |

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| | <p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>You have listed your joys, values, activities, and accomplishments. Keep those things in mind as you discuss and complete your podcaster goal sheet and make your dreams into actionable steps. You will create an interactive podcast by asking and answering questions in your group. Example:</i> <ul style="list-style-type: none"> ◦ <i>Podcaster 1 asks: Where are you now? (Ninth grade, just starting high school.)</i> ◦ <i>Podcaster 2 asks: Where do you see yourself? Be specific. (I want to be an HVAC technician.)</i> ◦ <i>Podcaster 3 asks: How do you get there? Relevant/ time bound. (In the next seven days, I will look into an Academy of Advanced Studies, talk to my counselor, and research if any community partners are into HVAC.)</i> ◦ <i>Podcaster 4 asks: What do I do when I get stuck? Attainable. (Talk to my counselor about how to stay on track and qualifications for trade school.)</i> ◦ <i>Podcaster 5 asks: How do I know when I'm there? Attainable/time bound. (I've worked all my steps and gotten a job as an HVAC tech a year after high school.)</i> |
| | <p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that you know your goals, what will you focus on and how you will get there? Use this information to dream in color. Color code your goals and action steps. Red means stop, I need to work on a plan. Yellow means I got it started, but I still have work to do. I got derailed but I can make a new plan to reach my goal. Green means I did it and it's time to reflect so I can continue to stay in the green zone.</i> • Guide scholars to use this information to create a vision board that represents their goals. |

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Have a word bank scholars can use to answer the questions for the silhouette. The word bank can be an anchor chart, slides, or graphic organizer.

Have a prefilled graphic organizer that allows scholars to fill blanks.

Allow scholars to record their answers and have someone transcribe their information.

Scholars can record their podcasts and submit them for use on school social media pages or in the middle and elementary school as part of their counseling sessions.

Scholars can connect with community partners for opportunities to shadow or co-present for career day.

Activity Reflection:

Choose one to complete. Take an item that is still red because you haven't accomplished it yet.

1. Set reminders in your phone to remember to reflect on your goal and action steps.
2. Take a picture and email your counselor your plan with the question – "Can you help me with this?"
3. Take a picture of your plan. Text it to a trusted "adult" with the question - "Can you help me with this?"
4. Write a statement (and/or mail it) to your future self about how proud you are of your accomplishments. Make sure you name your accomplishment!

Supplemental Resources: Podcast links; Goal Digger; 90 Day Wins; Field Day Goals for the Focused Driven Athlete; Achieve your goals with Hal Elrod



Silhouette Sheet



Podcaster Goal Sheet



My goal:

How will I Know I Reached my goal?

Next Best Step:



Activity Plan

Title: Are You a Good Friend?

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

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| <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"> characteristics friendship | <p>Activity Overview: Scholars will listen to friendship scenarios and determine if the hypothetical scholar exhibited characteristics of a good friend. They will then create and role play their own scenarios as classmates determine if good friendship characteristics were displayed.</p> | |
| | <p>Bridge (Connect & Engage)</p> | <ul style="list-style-type: none"> The facilitator will need to create a free Mentimeter account before this activity. The facilitator will lead the scholars in creating a friendship word cloud using the Mentimeter website. Facilitator: <i>Please log into your Chromebooks and go to menti.com. I have written the code on the board for you. Once you get logged in, you will see the question "What do you believe are the characteristics of a good friend?" You will have eight minutes to brainstorm.</i> Give scholars the opportunity to log in and enter their characteristics. After approximately 7–8 minutes, select scholars to read aloud the characteristics they added to the word cloud. Look to see if a characteristic showed up more than once. |
| | <p>Boost (Teach)</p> | <ul style="list-style-type: none"> The facilitator can discuss these characteristics if they were not included in the word cloud. If they were included, continue to the scenarios. <ul style="list-style-type: none"> <i>Good friends show up for you.</i> <i>Good friends let you be yourself.</i> <i>Good friends are empathetic.</i> <i>Good friends are trustworthy.</i> <i>Good friends introduce you to new experiences or opportunities.</i> <i>Good friends help build your confidence and encourage you to be better.</i> The facilitator will select a scholar to read scenario 1 aloud. Scholars will discuss if the friend exhibited good friendship characteristics or not. Repeat for scenario 2. |

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| Boost (Teach) | <ul style="list-style-type: none">• Divide the scholars into four groups. Allow them to come up with their own scenario to role play for the class. Scholars will discuss whether the friend exhibited good friendship characteristics or not. |
| Build (Rehearse & Build for Transfer/Close) | <ul style="list-style-type: none">• Facilitator: <i>We just looked at several characteristics of a good friend. Now close your eyes and think about a time when you were a good friend. If you cannot think of a scenario, no worries. You now know what you can work on. To have a good friend, you must be a good friend.</i> |

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Have scholars work in small groups to discuss fictional TV friendships. Scholars can share the characteristics that determine whether the friendships are good.

Scholars can identify if there are any cultural differences as it relates to friendships.

Have scholars think of a friendship that has gone through a rough patch. Have them evaluate if the friendship is worth saving. Scholars can create a letter, text message, reel, or any message of their choice to reach out to that friend.

Activity Reflection:

Ace wants you to complete these sentences:

- A good friend is...
- I am a good friend because...

Supplemental Resources:

Good friendship characteristics or not scenarios or Friendship scenarios



Are You a Good Friend?

Scenario 1

Jayla and Janae have been friends since the 5th grade. They like the same things and enjoy hanging out together. They were very nervous and excited about starting high school in the Fall. They both decided to try out for the 9th grade football cheer squad. Jayla made the cheer squad and Janae did not. Janae was very upset with Jayla and asked her not to join the team. Jayla joined the cheer squad and told Janae she would help her with tryouts next year. Janae stopped speaking to Jayla. What are your thoughts? Who was a good friend? Why?

Scenario 2

Trey and John are seniors in high school. They have been best friends since the 8th grade. They both play in the marching band and hope to get band scholarships at the same university. John has noticed that Trey has started spending more and more time with Chloe. Chloe is John's ex-girlfriend. John and Chloe dated in the 10th grade, but John still has feelings for Chloe. Trey asked John if he was cool with him hanging out with Chloe, but John lied and said he was cool with it. Actually, John is very angry with Trey for spending so much time with Chloe. Trey, recognizing that his friend is not happy about the situation, decided to end things with Chloe. What are your thoughts? Who was a good friend? Why?

August—What Would Ace Do?



Reflective open-ended questions for 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 set and met. How does it make you feel?

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

Do you enjoy working on one goal at a time or multiple goals at a time? 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'll never break?

When do you feel most vulnerable in a relationship?

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

