

Month at a Glance: December

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
----------	------------------------	------------	----------------------------



Cyberbullying	It's possible to have meaningful discussions about how to handle cyberbullying.	cyberbullying, bystander, upstander	30–45 minutes
Reducing Stress	We don't have to accept being stressed. We can effectively manage it.	stress, movement, senses, time management	30–45 minutes
Bullying Is Never Okay	See something, say something.	bullying, repeated, imbalance of power, intentional, physical, cyber, emotional, verbal	45 minutes
Don't Pull My Trigger	We cannot always control what triggers us, but we can learn to control our responses.	triggers, coping mechanisms	45 minutes

December

Activity Plan

Title: Cyberbullying

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discuss ways to manage common cyberbullying situations. <p>Materials:</p> <ul style="list-style-type: none"> chart paper/dry erase board scenario cards <p>Vocabulary:</p> <ul style="list-style-type: none"> cyberbullying bystander upstander 	<p>Activity Overview: Scholars will discuss the effects of digital drama and cyberbullying.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Is there a difference between joking, being mean, and bullying? What's the difference? Share your ideas with an elbow partner.</i> The facilitator will scribe examples offered by students in three columns on the board or chart paper. The three columns should be Joking, Being Mean, and Bullying.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Bullying or cyberbullying situations always include a target (the person being bullied) and a bully (the person doing the bullying.) Bullying or cyberbullying can occur for many reasons. Has anyone here ever seen or experienced a situation involving bullying? What happened?</i> Invite students to share. Use examples offered by students in the first two of three columns on the chart paper/board. Three columns should be Reasons Cyberbullying Occurs, Ways to Respond If You Are Cyberbullied, and Ways to Be an Upstander
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>The target and the bully are usually not the only ones involved in a cyberbullying situation. There are also those who see it. These people can either be bystanders or upstanders. A bystander observes a conflict or unacceptable behavior but doesn't take part in it. An upstander tries to stop it. What do you think are some ways to be an upstander if you see a bullying or cyberbullying situation?</i> Invite scholars to share. Using their answers, fill out the column of the previous chart Ways to Be an Upstander.



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Blocking and reporting people who bully online is important. Scholars can describe how to block individuals on commonly used social media apps.

Scholars can share how to determine if a person should be blocked or if they should be reported.

Provide scholars with scenario cards. Have them share how they would respond to each.

Scholars can create upstander cards using blank index cards. Their cards can be for any of the roles in a cyberbullying situation: the target, the bully, or someone who sees it. Information on the cards can give advice or be encouraging. Cards can be collected and posted in the classroom.

Activity Reflection: Facilitator: Ticket out the door questions: What is cyberbullying? What can you do to prevent cyberbullying? What is one thing you want everyone to know about cyberbullying? Complete this sentence: I wish the cyberbullies knew _____.

Supplemental Resources:
Scenario cards



Cyberbullying Scenario Cards

Scenario 1

While you're online one day, you see some of your friends posting hurtful comments and rumors about someone from school. It makes you upset to see your friends being mean online. You don't want to ruin your friendships, but you also don't want to see them cyberbullying others.

Scenario 2

You and your best friend have been close for a few years and do everything together. You both spend a lot of time on your online accounts (social media, email, instant messaging, gaming) when hanging out. You are friends with someone online who your friend secretly likes. Your friend is too nervous to add that person online, so they ask to use your computer and phone so they can look at the other person's profile. After hanging out, your friend asks you for your online account login and password so they can check the person's profile later that night.



Activity Plan

Title: Reducing Stress

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn effective coping strategies to mitigate the effects of stress. <p>Materials:</p> <ul style="list-style-type: none"> vicks vaporub postcards sandpaper daily planner templates <p>Vocabulary:</p> <ul style="list-style-type: none"> stress movement senses time management 	<p>Activity Overview: Scholars will discuss sources of stress and how to combat them.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you are currently stressed out. Pause for scholars to respond. Raise your hand if you know the cause of your stress? Pause for scholars to respond. Who would like to share the causes of your stress with us? Allow scholars to share their stressors.</i> Facilitator: <i>I wish I could press a magic button and tell you that you won't experience anymore stress. Unfortunately, that's not true. Sometimes we may not be able to control the things that cause us to feel stressed. What we can control is how we respond.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will show scholars the Stress 101 video. Facilitator: <i>This video shows us what stress can do to our bodies, but it also shows us strategies to reduce stress. Who can remember what the first strategy was? Allow scholars to respond. Yes, it was movement. Please stand up and spread out. We are going to move our bodies for a few minutes.</i> Play "Cupid Shuffle" for two minutes. Allow scholars to do the Cupid Shuffle or just move from side to side for two minutes if they do not want to dance. Facilitator: <i>Who can remember what the next strategy was? Allow scholars to respond. Yes, it was to use your senses! What's something you can look at? Allow scholars to answer.</i> Pass around the postcards. Facilitator: <i>What could you smell? Allow scholars to answer, then pass around the Vicks Vapor Rub. What could you possibly listen to? Allow scholars to answer.</i>



Boost (Teach)	<ul style="list-style-type: none"> • Facilitator: <i>What is something that you could touch? Allow scholars to answer, and then pass around the sandpaper</i>
Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none"> • Facilitator: <i>The last two strategies were time management and getting enough rest. How are these two strategies connected? Allow scholars time to brainstorm and answer the question.</i> • Facilitator: <i>Again, we may not be able to control the things that stress us out, but we can control how we deal with the stressors. Effectively managing your time can have a greater impact on how you respond to stress. The last thing we're going to do is create a daily/weekly schedule to help you manage your time better.</i>

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can select which template works best for them.

An exemplar template can be completed in advance for reference.

Scholars can work in groups to complete their daily schedule.

Scholars can research scheduling templates and design their own daily or weekly schedule template.

Activity Reflection: Facilitator: Ace wants to know which strategy resonated with you the most. What is your plan to incorporate effective time management into your daily routine?

Supplemental Resources:

Stress 101 - Understanding Stress and How to Manage It - HealthTexas Medical Group;
Cupid - "Cupid Shuffle"; <https://youtu.be/weppBZgmIEA?si=meOxa0s2Gewon1CL>;
Rain sounds



Hourly Schedule

06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	
18:00	
19:00	
20:00	
21:00	
22:00	
23:00	
24:00	

To do:

.....

.....

.....

.....

.....

.....

Reminder:

.....

.....

.....

.....

.....

.....

Notes:

.....

.....

.....

.....

.....

.....

Weekly Schedule

6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							



Activity Plan

Title: Bullying Is Never Okay!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate their understanding of bullying and identify appropriate ways to respond. <p>Materials:</p> <ul style="list-style-type: none"> two verbal bullying index cards two Physical Bullying index cards two emotional bullying index cards two cyber bullying index cards <p>Vocabulary:</p> <ul style="list-style-type: none"> bullying repeated imbalance of power intentional physical cyber emotional verbal 	<p>Activity Overview: Scholars will create ways to show their understanding of bullying. The goal is to model appropriate responses.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>So, what is bullying? Provide scholars with an opportunity to respond. Bullying includes unwanted, aggressive, intentional, repeated, hurtful acts, words, or behaviors committed by one or more people against another person. There is also a real or perceived Power imbalance. Sometimes scholars have a hard time telling the difference between bullying, teasing, or just being mean. The best way to identify bullying is to use the letters R.I.P. Ask yourself if the behavior is repeated. Is it intentional? Is there an imbalance of power?</i> Show the YouTube Video Bullying is NEVER OK!
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We have identified that bullying is repeated, intentional, and has an imbalance of power. Now, let's discuss the different types of bullying. Who can tell me the four types of bullying? Provide scholars with an opportunity to respond. Thank you. Yes, physical, verbal, emotional and cyber. Who can share examples of physical bullying? Provide scholars with an opportunity to respond. Who can share examples of verbal bullying? Provide scholars with an opportunity to respond. Who can share examples of emotional bullying? Provide scholars with an opportunity to respond. Who can share examples of cyberbullying? Provide scholars with an opportunity to respond.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>We will now separate into groups. Each group will pick a card. You will create a skit, find a YouTube video, or write a rap or song depicting the type of bullying on your card. Don't tell us what it is. We will have to figure it out based on the clues you provide. Your classmates will then share how we should address that situation.</i>



Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Use Google Translate as needed.

Use text-to-talk features on available apps.

Blocking and reporting people who bully online is important. Scholars will have an opportunity to show one another how to block individuals on their social media apps.

Scholars will share their thoughts about when they should block someone and when they should report them.

The facilitator can provide scholars with copies of the Types of bullying worksheets and strategies to deal with bullying worksheets to help with the development of their presentations.

Scholars can create anti-bullying and no place for hate posters to be placed in the bathrooms throughout the building.

Activity Reflection: Facilitator: Show this video clip —Bullying Awareness Heightened After Teen Suicide | GMA. Ace wants you to know that bullying is never okay. Some scholars have taken their own lives or the lives of others because of bullying. The next time you decide to bully or witness bullying, pretend the victim is your little sister or brother. Would you respond differently? Would you record it and share it? Would you laugh? Every single time you see bullying, respond like you would if it were your family.

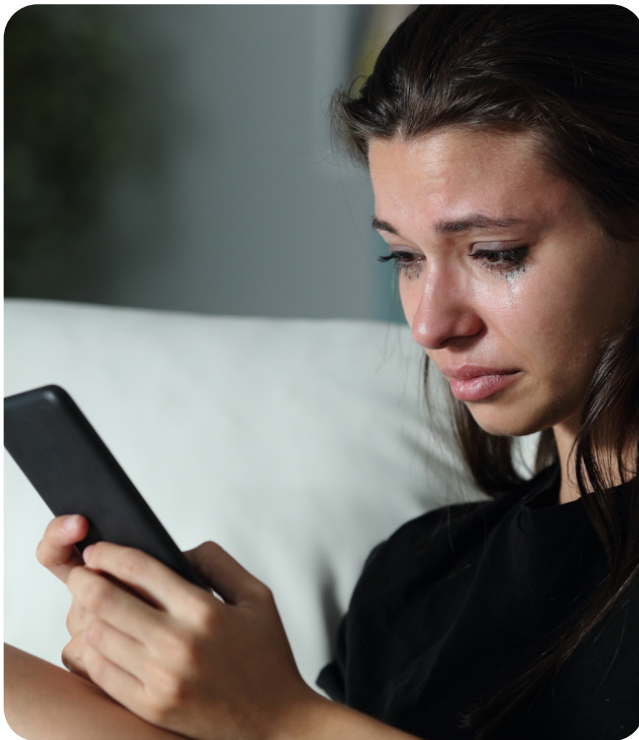
Supplemental Resources:
Types of bullying



Bullying



Cyber Bullying



Strategies for Dealing with Bullying



Tell An Adult at the School

- Forget about the "No Snitch Rule."

Do Not React

- Bullies want to see what the person will do.

Do Not Bully Back

- This may lead to a fight, and someone could get hurt.

Be Careful on the Internet

- Only give your email address to people you can trust and avoid putting personal information online.



Tips If You Are Being Cyberbullied

Tell an adult.

- Don't delete any of the emails, texts, or messages. They can serve as evidence.

Keep a record of incidents

- Don't forward any mean messages that spread rumors about you or someone else.

Don't cyberbully in retaliation.



Types of Bullying

Physical

- Hitting
- Pushing
- Shoving
- Kicking
- Bumping
- Tripping

Emotional

- Gossiping
- Ignoring
- Isolating
- Excluding
- Spreading
- Rumors

Verbal

- Teasing
- Name-Calling
- Insulting
- Gossiping
- Threatening
- Blackmailing

Cyberbullying

- Sending email or texts
- Posting pics on website
- Making fun on an online chat
- Creating a fake online profile
- Starting online rumors or gossip
- Logging into someone's account



Activity Plan

Title: Don't Pull My Trigger

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will prioritize their emotional health. <p>Materials:</p> <ul style="list-style-type: none"> paper trigger activity sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> triggers coping mechanisms 	<p>Activity Overview: Scholars will prioritize their emotional health by identifying their emotional triggers and using a myriad of coping skills</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>What is a trigger? Allow scholars to answer. A trigger can be a memory, an object or a person who sparks an emotion. Do triggers spark positive or negative emotions? Allow scholars to answer. If you said both, you are absolutely correct. Who remembers the movie "Ratatouille?" Show the Ratatouille clip.</i> Facilitator: <i>Who can tell me what's going on in this clip? Allow scholars to answer. Yes, he was triggered, but it evoked a warm, loving memory. The triggers we'll discuss today do not. We cannot always control when we will be triggered, but we can control how we respond when we are triggered.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Besides memories, people's words and actions, uncomfortable topics, and other common situations that can trigger intense negative emotions such as rejection, betrayal, and unjust treatment. So, what can we do in the moment when we are triggered? Allow scholars to respond. The first thing you want to do is to own your feelings. It's okay to feel what you feel regardless of what you feel. Denying or ignoring your feelings only makes things worse. Next, remind yourself that this isn't the same situation as the one you experienced in the past. If you need to leave the situation for a quick break, do so. This gives you time to process what's happening. It will allow you to practice a coping mechanism so you can respond productively. It won't happen overnight. It takes practice.</i>



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

- **Facilitator:** *Draw two vertical lines on your paper, making three columns. The next thing I want you to do is close your eyes and think about all the things that trigger negative emotions in you. Write those on your paper in the first column. In the second column, write how those events make you feel. Happy, sad, annoyed, frustrated, uncomfortable, etc. In the third column, write a coping mechanism you can use to calm yourself before responding to the trigger.*

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Allow scholars to use an already created template to complete the activity.

Provide scholars with a list of feeling words and a list of coping strategies to help.

Scholars can create a PSA sharing coping mechanisms to use when they are feeling triggered.

Activity Reflection: Facilitator: Ace wants to know why it's beneficial for you to be aware of your triggers?

Supplemental Resources:

Ratatouille (2007) - Anton Ego Tastes Ratatouille - Flashback Scene [HD]



Feeling Words

Anger

- Disgust: contempt, disgust, revulsion
- Envy: envy, jealousy
- Exasperation: exasperation, frustration
- Irritation: aggravation, agitation, annoyance, grouchiness, grumpiness, irritation
- Rage: anger, bitterness, dislike, ferocity, fury, hate, hostility, loathing, outrage, rage, resentment, scorn, spite, vengefulness, wrath
- Torment: torment

Fear

- Horror: alarm, fear, fright, horror, hysteria, mortification, panic, shock, terror
- Nervousness: anxiety, apprehension, distress, dread, nervousness, tenseness, uneasiness, worry

Joy

- Cheerfulness: amusement, bliss, cheerfulness, delight, ecstasy, elation, enjoyment, euphoria, gaiety, gladness, glee, happiness, jolliness, joviality, joy, jubilation, satisfaction
- Contentment: contentment, pleasure
- Enthralment: enthralment, rapture
- Optimism: eagerness, hope, optimism
- Pride: pride, triumph

Love

- Affection: adoration, affection, attraction, caring, compassion, fondness, liking, love, sentimentality, tenderness
- Longing: longing
- Lust: arousal, desire, infatuation, lust, passion



Feeling Words

Sadness

- Disappointment: disappointment, dismay, displeasure
- Neglect: alienation, defeat, dejection, embarrassment, homesickness, humiliation, insecurity, isolation, insult, loneliness, neglect, rejection
- Sadness: depression, despair, gloom, glumness, grief, hopelessness, melancholy, misery, sadness, sorrow, unhappiness, woe
- Shame: guilt, regret, remorse, shame
- Suffering: agony, anguish, hurt, suffering
- Sympathy: pity, sympathy

Surprise

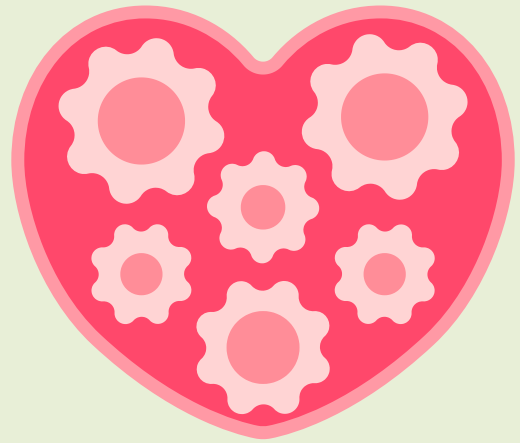
- Surprise: amazement, astonishment, surprise

Trigger Activity Sheet

Triggers	How do you feel?	Coping Mechanism

99 Coping Skills

- Exercise.
- Put on fake tattoos.
- Write (poetry, stories, journal).
- Scribble/doodle on paper.
- Be with other people.
- Watch a favorite TV show.
- Hydrate.
- Go see a movie.
- Do a word search or crossword.
- Do schoolwork.
- Play a musical instrument.
- Paint your nails, do your make-up or hair.
- Sing.
- Study the sky.
- Punch a pillow.
- Cover yourself with Band-Aids where you want to cut.
- Let yourself cry.
- Take a nap (only if you are tired).
- Take a hot shower or a relaxing bath.
- Play with a pet.



99 Coping Skills

- Go shopping.
- Clean something.
- Knit or sew.
- Read a good book.
- Listen to music.
- Try some aromatherapy (candle, lotion, or room spray).
- Meditate.
- Go somewhere very public.
- Bake cookies.
- Create a vision board.
- Paint or draw.
- Rip paper into itty-bitty pieces.
- Shoot hoops, kick a ball.
- Write a letter or send an email.
- Plan your dream room (colors/furniture).
- Hug a pillow or stuffed animal.
- Hyper focus on something like a rock, hand, etc.
- Dance.
- Make hot chocolate, a milkshake or a smoothie.
- Play with modeling clay or Play-Doh.



99 Coping Skills

- Build a pillow fort.
- Go for a nice, long drive.
- Complete something you've been putting off.
- Draw on yourself with a marker.
- Take up a new hobby.
- Look up recipes, cook a meal.
- Go outside for 15 minutes.
- Create or build something.
- Pray.
- Make a list of blessings in your life.
- Read the Bible.
- Go to a friend's house.
- Jump on a trampoline.
- Watch an old, happy movie.
- Contact a hotline/your therapist, if you want, you can them at 1-800-448-3000.
- Talk to someone close to you.
- Ride a bicycle.
- Feed the ducks, birds, or squirrels.
- Color.

99 Coping Skills

- Memorize a poem, play, or song.
- Stretch.
- Search for ridiculous things on the internet.
- "Shop" online (without buying anything).
- Color-coordinate your wardrobe.
- Watch fish.
- Make a playlist of your favorite songs.
- Play the "15 minute game." (Avoid something for 15 minutes, when time is up start again.)
- Plan your wedding/prom/other event.
- Plant some seeds.
- Hunt for your perfect home or car online.
- Try to make as many words out of your full name as possible.
- Sort through/edit your pictures.
- Play with a balloon.
- Give yourself a facial.
- Play with a favorite childhood toy.
- Start collecting something.
- Play video/computer games.



99 Coping Skills

- Clean up trash at your local park.
- Look at yourlifeyourvoice.org.
- Text or call a friend.
- Write yourself an "I love you because..." letter.
- Look up new words and use them.
- Rearrange furniture.
- Write a letter to someone that you may never send.
- Smile at five people.
- Play with your little brother/sister/niece/nephew.
- Go for a walk (with or without a friend).
- Put a puzzle together.
- Clean your room/closet.
- Try to do handstands, cartwheels, or backbends.
- Yoga.
- Teach your pet a new trick.
- Learn a new language.
- Move EVERYTHING in your room to a new spot.
- Get together with friends and play frisbee, soccer or basketball.
- Hug a friend or family member.