

# Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Healthy Me, Healthy You!	Your overall health includes being both mentally and physically fit.		30–45 minutes
Positive Self-Talk vs. Negative Self-Talk	By replacing negative thoughts with positive ones, you can gain confidence and develop a more optimistic outlook on life	positive self-talk, negative self-talk	30–45 minutes
Gratitude Practice	Practicing gratitude improves your overall wellbeing.	gratitude, grateful, appreciation	30–45 minutes
Who Can I Run To?	Resources are available to assist when you are feeling stressed, depressed, or anxious	trusted adult, mental health professional	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 signs of a physically and mentally healthy person who lives a drug-free lifestyle beyond high school.</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> <ul style="list-style-type: none"> <li>secure</li> <li>unsafe</li> <li>anxiety</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify the characteristics of a physically and mentally healthy person after 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 <i>Psychology Today</i>, a mentally healthy person has the following characteristics: <ul style="list-style-type: none"> <li>You can be happy for others, even when your own life is challenging.</li> <li>You are 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> </ul> </li> <li><b>Distribute the Mentally Strong document.</b></li> <li><b>Facilitator:</b> Look at the heading labeled "Healthy Me" and write a description of what each characteristic looks like for you after high school or once you become an adult. Ask at least 3–4 scholars to share 1 to 2 of their characteristics and descriptions.</li> <li><b>Facilitator:</b> Now that you have identified and described your ideal state beyond high school as a mentally healthy person, let's discuss being physically healthy. Let's watch a video from <a href="http://health.gov">health.gov</a> on "Move Your Way, Move When You Can" and discuss what you can eat to be physically healthy.</li> </ul>



<b>Boost (Teach)</b>	<ul style="list-style-type: none"> <li>• <b>Show scholars what they can eat for breakfast, lunch, and dinner to be healthy beyond high school.</b></li> <li>• <b>Facilitator:</b> <i>On the back of your Mentally Strong document, list some things you can do to remain physically healthy even beyond high school.</i></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've identified and discussed how your future self can be mentally and physically healthy. Let's commit to at least two mentally strong actions and two physically strong actions you will try within the next thirty days.</i></li> </ul>



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can read the ten characteristics aloud as scholars write their responses.

The facilitator can provide multiple examples of physically strong characteristics.

Scholars can be paired with another scholar for support.

Scholars can use translation apps or devices as needed.

Scholars can design a poster to share characteristics of mentally and physically strong people.

Scholars can create a podcast to discuss mental and physical health challenges faced by high school scholars.

**Activity Reflection:** Ace wants to know if you are healthy. He wants everyone to describe their current characteristics that align with what a healthy person should possess. What changes should you make?

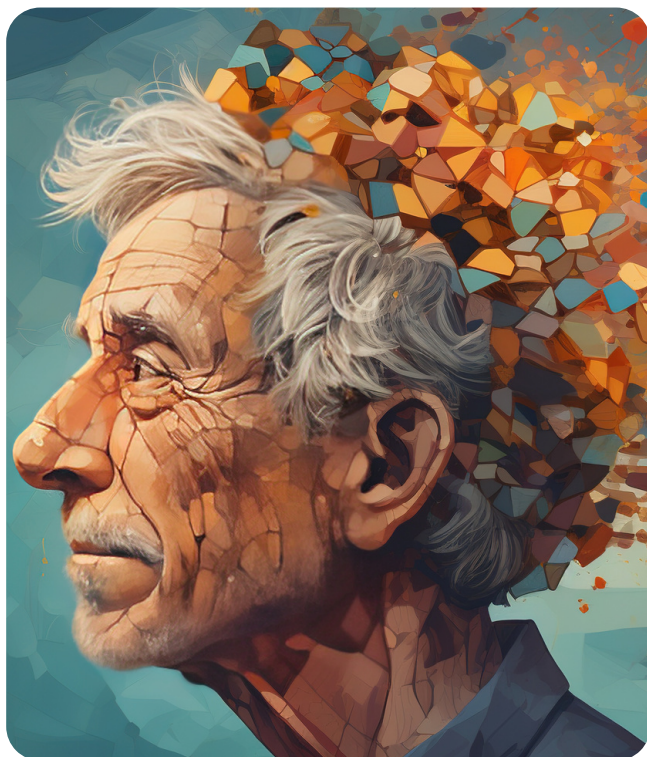
### Supplemental Resources:



# Mentally Strong!

Mentally Strong Characteristics	Healthy Me—five 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.	

# Mentally Strong!



# Activity Plan

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

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 recognize the benefits of positive selftalk and consequences of negative self-talk.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p>	<p><b>Activity Overview:</b> Positive self-talk is a powerful tool that can help scholars overcome challenges and build their self-esteem. Scholars will write positive self-talk statements meant to help them as they face their daily challenges.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Imagine you are about to take a test, but you feel overwhelmed. What would you say to yourself? Allow scholars an opportunity to respond.</i></li> <li><b>If scholars need help, some examples can include:</b> <ul style="list-style-type: none"> <li>Use the present tense and the first person (Examples include: "I am enough," "I am lovable," or "I am a good friend.")</li> <li>Frame what you say positively. Instead of saying "I am not weak," try saying "I am strong".</li> <li>Speak as if what you are saying is factual and true. Refrain from using words like might, should, or could.</li> <li>Repeat your thoughts to yourself confidently multiple times a day, especially before going to sleep or right before a tough conversation or test.</li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>For this activity, I'll introduce a negative thought someone might have. Some negative thoughts might include:</i> <ul style="list-style-type: none"> <li>"I'm too far behind. I can't graduate on time, so I might as well drop out."</li> <li>"I'm just bad at math. It's not worth trying."</li> <li>"I'll never have a girlfriend. I'm too weird."</li> </ul> </li> <li><b>Facilitator:</b> <i>While these are negative self-talk statements, they're absolutely thoughts that might sneak into our brains. Ask scholars to think of alternative self-talk phrases they could say instead using "I am" statements.</i></li> </ul>



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

- **Facilitator:** *You can reinforce positive affirmations with physical touch. Tap the back of your hand, caress your arm, or apply pressure to your temples as you state your affirmation. Consider positive affirmations with four syllables (e.g., "I am calm now," "I can do this," "I am ready," etc.) so you can squeeze your thumb and fingers together one syllable at a time, from your index finger to your pinky.*
- **Ask students to practice using positive affirmations while including physical touch.**



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Provide scholars with a list of various positive self-talk statements. Have them read and choose their top three statements for the day. They can read, rewrite, and draw about why they're important for the day.

### Examples:

- I am strong and determined.
- Every day is a fresh start.
- Challenges help me grow.
- I am a work in progress.

**Fill in the Blank Activity.** This activity provides guidance for coming up with selftalk statements. Scholars can write their affirmations by completing the following statements:

- I feel \_\_\_\_\_
- I am learning \_\_\_\_\_
- I can \_\_\_\_\_
- Today \_\_\_\_\_

Scholars can develop a positive self-talk statement but develop a deeper understanding about what it means and why it matters.

- Ex. #1—I am unique. What does it mean to be unique?
- What are some ways you are unique?
- Ex. #2—I love myself for who I am. What does it mean to love yourself? What do you love about YOU?

**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: Gratitude Practice

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 understand the importance of having and showing gratitude.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>laptop/projector to display video</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gratitude</li> <li>grateful</li> <li>appreciation</li> </ul>	<p><b>Activity Overview:</b> Practicing gratitude regularly has been associated with enhanced optimism, better sleep, fewer physical ailments, and lower levels of anxiety and depression. Scholars will write about a</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Share gratitude video.</b></li> <li><b>Facilitator:</b> <i>Think of something you are grateful for. It could be something large or something small. Consider, for instance, feeling grateful for waking up in a comfortable bed, having hot water for your morning shower, or a good friend. Whatever it is, direct your mind to go there. Consider how that makes you feel. Ask scholars to share until someone says "grateful" or "thankful."</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Please get in a circle. Randomly point to scholars and ask them to. Share something you are grateful for. If scholars need help, offer one of the following prompts:</i> <ul style="list-style-type: none"> <li>A person in their life.</li> <li>Things in their home.</li> <li>Things in the community.</li> <li>A physical ability.</li> <li>Something they can hear.</li> <li>Something they can see.</li> <li>Something they can touch/feel.</li> <li>Something they can smell.</li> <li>Something they can taste.</li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Show the video:</b> <a href="https://youtu.be/oHv6vTKD6lg?si=XCwLYVE9IKpnvkBX">https://youtu.be/oHv6vTKD6lg?si=XCwLYVE9IKpnvkBX.</a></li> <li><b>Facilitator:</b> <i>What are your thoughts and feelings about the video? How did the people in the video feel going through the experiment? Why? Who are you grateful for? What would you want to tell them?</i></li> <li><b>Facilitator:</b> <i>For the next ten minutes, I would like you to write a poem, letter, song, or rap about the person you are most thankful for. Record their response when you share it with them.</i></li> </ul>



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Using a list of positive affirmations, scholars can sing each to the tune of a favorite song or an instrumental background. Make it a challenge to see who can come up with the best song.

Scholars can create a visual display of the word "thank you" written in different languages.

Scholars can write a poem using only positive affirmations. As an extension, scholars can write out their poem on poster board or larger paper and then make designs around it.

**Activity Reflection:** The class could make a gratitude video using the recordings from scholars. Ask to have it displayed for the school community.

**Supplemental Resources:**



# Positive Affirmations for Scholars

- I have a sharp mind which makes me an excellent scholar.
- I have a winner's mindset, and I love accomplishing my goals.
- I am advancing to new levels by learning more each day.
- I feel thankful to be a scholar and it shows.
- I radiate positive energy.
- I am a gifted scholar, and I can achieve anything.
- I am a talented and prominent scholar.
- I have self-respect and dignity.
- I make a positive impact on other scholars' lives.
- I am kind to all people.
- I love my scholar life!
- I strive to do my best every day.
- I embrace life as a scholar.
- I am on the journey of becoming a very successful scholar.
- It's possible for me to achieve all my goals because my true potential is limitless.
- My mind absorbs and processes new information with greater speed.



# Positive Affirmations for Scholars

- I love gaining knowledge, which helps me grow to my full potential.
- I am a very quick learner.
- I am very good at gaining knowledge and properly using it.
- My mind's ability to learn and remember is increasing every day.
- It's okay not to know everything.
- I can always learn.
- I start with a positive mindset.
- I am capable.
- I am in control of my progress.
- I create a healthy balance in my life.
- I can get through everything.
- I am building my future.
- I can change the world.
- I will win at what I put my mind to.
- I am excited to step into a new world.
- Anything is possible.
- I will continue to expand my mind.



I can do this

**BEING  
YOU  
IS YOUR  
power**



# Positive Affirmations for Scholars

- I am worthy to receive love.
- Nothing can stop me from living the life of my dreams.
- I am a beautiful person.
- I matter. I am strong.
- I am genuine.
- I can do anything I put my mind to.
- I've got this.
- I choose healthy ways to deal with stress.
- There's no reason for me to compare myself to others.
- I'm only human and we all make mistakes.
- Success isn't final, and failure isn't fatal. It's the courage to persevere that counts in the end.
- I am blessed to live this life that I've created.
- Every day, I improve myself in some way.
- I am worthy of deep connections.
- I love and approve of myself.

Positive  
Vibes  
Only

YOU DESERVE  
ALL THE  
GOOD  
THINGS

i am  
OWH SO  
awESome



# Activity Plan

Title: Who Can I Run To?

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 be more aware of the resources available to them when they're feeling stressed or anxious.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sticky notes</li> <li>counselor</li> <li>therapist</li> <li>mental health support personnel</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>trusted adult</li> <li>mental health professional</li> </ul>	<p><b>Activity Overview:</b> Scholars will anonymously share issues or situations that have caused them to feel stressed, anxious, or depressed. Based on the situation, classmates will help to identify trusted individuals to get help from.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Before this activity, reach out to the mental health professionals in your building or in the community. Ask them to take part in your panel discussion to assist your scholars with who they can run to for help with their situation. Two should be sufficient, but having more would be great.</b></li> <li><b>Facilitator:</b> <i>Raise your hand if you've ever been depressed. Keep your hand up. Now raise your other hand if you've ever been anxious about something. Finally, stand up if you've ever been stressed out. Now, look around the room. As you can see, you're not alone. You can sit down now. We all have times in our lives when we feel like this. Who should we run to for help?</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Did you know there's help and support for any problem or situation you may face? Who can tell me someone that is available to help when you are feeling anxious, stressed, or depressed? <b>Allow scholars to respond.</b> Yes, there are parents, counselors, social workers, nurses, mental health professionals, teachers, and other trusted adults to help you. All problems have a solution. On your sticky note, please write about a situation that has you feeling stressed or anxious. Do not write your name on the sticky note. I will collect them and our mental health support staff will read your sticky notes and offer you a solution that begins with identifying trusted individuals who can help you.</i></li> <li><b>Once all sticky notes are collected, the panel of mental health professionals will read and respond to as many of them as possible.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Scholars, I hope you really listened to the responses and understand there is always someone to turn to for help.</b></li> </ul>

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



**Facilitators can provide scholars with a list of mental health professionals. Include a description of how they can help be helpful.**

**Facilitators should seek mental health facilitators that represent the diversity of the scholars.**

**Have scholars write thank-you notes to the mental health professionals who visited your classroom.**

**Activity Reflection:** Ace wants to know why you think scholars hesitate to reach out for help when they are going through a difficult time. How can you help your peers when they are in need?

**Supplemental Resources:**

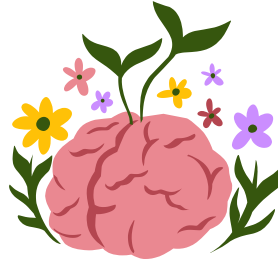




# Mental Health Professionals



# Mental Health Professionals



<b>School Counselors</b>	School counselors help all students apply academic achievement strategies, manage emotions, and plan for postsecondary options. School counselors are not licensed to prescribe medicine.
<b>School Social Workers</b>	School social workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents, and administrators, as well as provide individual and group counseling/therapy.
<b>School Psychologists</b>	A psychologist is trained in psychology, a science that deals with thoughts, emotions, and behaviors. A psychologist can identify and treat many types of mental health conditions by using different talking therapy. Most psychologists aren't licensed to prescribe medicine.
<b>Therapists</b>	Therapists are mental health professionals trained to provide treatment and rehabilitation. They guide clients to help them overcome personal issues.
<b>Psychiatrists</b>	A psychiatrist is a Doctor of Medicine who specializes in mental health. Psychiatrists identify and treat mental health conditions and prescribe medicine.

