

Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
Mindfulness	Mindfulness teaches us how to practice health-enhancing behaviors to support better management of stress and reduce the chances of exploring substance use as an alternative.	mindfulness	30 minutes
Wonder Years	Drugs can have a negative impact on college or career aspirations.	drugs, NCAA, anti-drug laws	30–45 minutes
Better Together	When we work together as a team, we can achieve more.	teamwork	45–60 minutes
Overcoming Procrastination	There are several things you can do to fight procrastination and start getting things done in a timely manner	procrastination	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 for them. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> mindfulness 	<p>Activity Overview: Scholars will learn what mindfulness means and how to practice health-enhancing behaviors to support a better</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Researchers have linked stress to substance use. If someone has a hard time coping with stress, it may play a role in their use of drugs or alcohol. Scholars, you can learn to use healthy coping strategies to help build resilience in response to challenging circumstances and events. For example, mindfulness—slowing down to pay attention to what’s going on around you—can help teens create mental breathing space for dealing with distressing emotions. Let’s take a moment to practice mindful breathing.</i> <ul style="list-style-type: none"> Take a slow breath in through the nose, breathing into your lower belly for about 4 seconds. Hold your breath for 1–2 seconds. Exhale slowly through the mouth for about 4 seconds. Hold your exhale for 1–2 seconds before taking another breath. You can practice mindful breathing virtually anywhere, anytime. Where are some places that you will practice mindful breathing? Allow scholars time to answer.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Choose one of the three mindfulness activities. You have ten minutes to practice what this could look like for you.</i> <ul style="list-style-type: none"> Journaling—Writing your thoughts, worries, and emotions down can help you process difficult feelings. Some people choose to journal first thing in the morning to clear their minds. STOP method - The STOP method is a grounding exercise that helps you reconnect with yourself. Here is how it works: <ul style="list-style-type: none"> (S)tan up and breathe. (T)une into your body. Notice how it feels. (O)bserve. What is your body telling you?

<p>Boost (Teach)</p>	<ul style="list-style-type: none"> ▪ (P)ossible. What new possibilities might emerge if you connect with yourself at this moment? How might this be a turning point for the rest of the day? ◦ Soothing music—Focus on the sounds and vibration of music, the feelings the music elicits, and the sensations you experience as you listen. • After ten minutes, the facilitator should ask: Will someone share how you felt before the mindfulness activity compared to how you feel now?
<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator: Our final activity is choosing a personal motto. Develop a phrase that helps you focus and keep perspective. This is a phrase you can easily remember and repeat often when you are having a tough day and also when things are going well. Some examples are: <ul style="list-style-type: none"> ◦ o Sometimes you win, sometimes you learn. ◦ o Practice makes progress. ◦ o I am capable. ◦ o I don't quit. • Allow scholars time to share their mottos with the class after 5-10 minutes.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can draw a picture of their favorite place or memory.

Scholars can spend quiet time walking or sitting in nature. They can reflect on at they see, touch, smell, feel and/or hear.

There are several apps for guided meditations such as Calm and Headspace. There are also free apps such as Insight Timer that offer an array of meditations to start the day, end the day, reduce anxiety flares, and more. Scholars can create a list of mindfulness apps for others to try.

Activity Reflection: Facilitator: It's important to find activities that support your mental health. If what you tried today didn't help you feel less stressed, try another option from the list. It may take a few tries to find what works best for you. What works for your family members or friends might not work for you. What mindfulness technique will you try this week?

Supplemental Resources:



Activity Plan

Title: Wonder Years

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how using drugs can have a negative impact on their future. <p>Materials:</p> <ul style="list-style-type: none"> two basketballs <p>Vocabulary:</p> <ul style="list-style-type: none"> drugs NCAA anti-drug laws 	<p>Activity Overview: Scholars will learn how using substances can impact their future at work and/or college after high school. Scholars will also learn and understand anti-drug policies.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>There are anti-drug laws and policies in the workplace and on college campuses aimed at creating a drug free environment. Let's discover policies and/or laws prohibiting drug usage and discover careers that require frequent drug tests, such as Olympic athletes.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will divide scholars into 4 teams. Team 1 focuses on companies/businesses/careers. Team 2 focuses on 4-year colleges/universities. Team 3 focuses on 2-year colleges/universities. Team 4 focuses on NCAA, NBA, Military, and NFL. Facilitator: <i>Each team will use their focus area to locate three Drug-Free Policies. For example, team 1's focus areas are companies; therefore, they will select three companies such as Apple and list their Drug-Free Policy on a sheet of paper. It is possible some companies will not have a policy.</i> Scholars will have fifteen minutes for the discovery process. Each group will then select a representative to share at least one policy and the group's thoughts about the policy. Facilitator: <i>Some of your discoveries show that if one engages in substance use, they may lose their job/career, pay fines, miss the Olympics, fail their team's chances of winning, etc.</i>

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

- **Facilitator:** *Now that we have discovered that most companies/careers, colleges want their employees and scholars to be drug free, can anyone discuss why it matters in sports if a player uses illegal/banned substances?*
- **Ask for four volunteers to show the impact of using illegal or banned substances as an athlete. Have two scholars run in place for sixty seconds (tell one scholar, when I tap you, you stop running). After sixty seconds, inform the scholars that the athlete who stopped had smoked marijuana for six months prior to running. Ask scholars what they thought the impact was on their body? Have the remaining two scholars dribble a basketball five times, then attempt to shoot it in a circular object or box (if a basket is not available.) Have them do that for five cycles. Inform one of the two remaining scholars they will miss all shots and then stumble when dribbling.**
- **Facilitator:** *Research shows drugs impair coordination and abilities. For example, a basketball player may miss a game winning free throw and a football receiver using marijuana is less likely to outrun a defender. I know some of you aspire to be professional athletes or just professionals in general. Consider the effects of your actions on your career.*

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can search for videos of athletes who attempted to perform while impaired.

The facilitator can display drug-free policies in English and include cations in the languages of their scholars.

After discovering the policies, scholars can write a two-page analysis of the policies and design a student friendly policy. The student friendly policy will be shared with the class, revised, and then shared with the school administrative team in an effort to revise the current system policy.

Activity Reflection: Ace's future is bright! He wants to attend college or the military. What does Ace need to consider when pressured to do drugs?

Supplemental Resources:



Activity Plan

Title: Better Together

Suggested Time: 45–60 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will discover the advantages of working collaboratively on a team. <p>Materials:</p> <ul style="list-style-type: none">four to five 100-piece puzzles, phone or timekeeper <p>Vocabulary:</p> <ul style="list-style-type: none">teamwork	<p>Activity Overview: Scholars will work in teams to complete a 100-piece puzzle in the allotted time frame.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>What do the following quotes have in common?</i><ul style="list-style-type: none"><i>Alone, we can do so little, together we can do so much.</i><i>None of us are as smart as all of us.</i><i>Together, ordinary people can achieve extraordinary results.</i><i>A single arrow is easily broken, but not ten in a bundle.</i>What are they referencing? Allow scholars an opportunity to respond.Facilitator: <i>More than likely, you work with other scholars every day. In most professions, you will work with others as part of a team. Some of you may enjoy working on teams, and some of you may not. Either way, there are tools that will help you work effectively on a team.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator: Here are some teamwork tools to keep in mind:<ul style="list-style-type: none"><i>Communicate with each other. Listen to others. This allows others to feel heard. It also allows opportunities to consider different perspectives.</i><i>Follow through on your commitments and encourage other team members to do the same. Being part of a team means being accountable to yourself and to others on your team.</i><i>Ask questions! You and your team have to be on the same page or you will not be successful.</i><i>Encourage your teammates. Be there for them when they don't feel confident. Always show your support.</i>

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

- **Divide scholars into 4 or 5 teams.**
- **Facilitator:** *You will work as a team to complete a 100-piece puzzle. Each team member will get three minutes to work on the puzzle. Use your teamwork tools to get as much of the puzzle completed as possible. When the timer goes off, switch to the next team member.*
- **Once all team members have worked on the puzzle, call time. Evaluate who has completed the most. Did anyone complete the entire puzzle? Allow each group to discuss how and what happened.**
- **Allow the team to work collectively for 3 minutes. Have them discuss any observed differences when they worked together. What went well? What did not? What did they discover about working as a team?**
- **When time permits, scholars could work to complete the puzzle until it is complete.**

Differentiation Station

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Suggestions for Acceleration



Scholars can create a teamwork quote and reflection based on the group experience.

Scholars can use Google Translate as needed.

Scholars can be placed in a group with another scholar who speaks their native language.

Scholars can plan another team building activity to implement with the class.

Activity Reflection: Ace wants to know which of the teamwork tools is your strongest attribute? Which one is your weakest? **These may need to be repeated or placed on the board for all to see.**

Supplemental Resources:

Teamwork Tools

- Communicate with each other. Listen to others. This allows others to feel heard. It also allows opportunities to consider different perspectives.
- Follow through on your commitments and encourage other team members to do the same. Being part of a team means being accountable to yourself and to others on your team.
- Ask questions! You and your team have to be on the same page or you will not be successful.
- Encourage your teammates. Be there for them when they don't feel confident. Always show your support.



Activity Plan

Title: Overcoming Procrastination

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 overcome procrastination to achieve optimal success. <p>Materials:</p> <ul style="list-style-type: none"> slips of paper with "make a to do list," "take baby steps," "recognize the warning signs," "eliminate distractions," "congratulate yourself" written on them <p>Vocabulary:</p> <ul style="list-style-type: none"> procrastination 	<p>Activity Overview: Scholars will discuss procrastination and learn strategies to overcome it.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>What is procrastination? Allow scholars to respond.</i> Procrastination is the habit of delaying or avoiding important tasks, even when we know it will have negative consequences. Has anyone ever experienced this? Allow scholars to provide a verbal response or raise their hands. I think we have all experienced procrastination in our lives. How did you feel once you started working on the task? Allow scholars to respond. Were you stressed because you had less time to complete it? Allow scholars to respond. After you completed the task, did you regret not starting sooner?
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Why do you think we procrastinate? Allow scholars to respond.</i> Sometimes we don't think the project will take as long as it will. That falls under time management. There are times when we don't feel motivated or inspired to do the task. Guess what? If it is something you are dreading, you may never feel motivated or inspired to do it! Sometimes, we are enjoying what we are doing at the moment so much that we continue to put off the task. Finally, we could just have a bad habit of waiting until the last minute. Whatever the reason is that we procrastinate, procrastination can have a negative impact on our mental and physical health.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we are going to brainstorm and discuss ways to overcome procrastination.</i> Break the class into five groups. Each group will pull a slip of paper and come up with ways to do what is on the slip. For example, the "To Do List" group will come up with creative ways on how to make your to do list. Each group will present their strategy to the class. The groups can go in this order but do not have to: Make a To Do List, Take Baby Steps, Recognize The Warning Signs, Eliminate Distractions, and Congratulate Yourself.

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can give scholars an example of strategies.

- *Pick a good study location.*
- *Eliminate distractions.*
- *Set goals you can reach.*
- *Work with a study group.*
- *Reward yourself.*
- *Take a break.*
- *Hold yourself accountable.*

The facilitator can have scholars research the 80-20 Rule and discuss their opinion on it. What are the pros and cons of the rule?

Activity Reflection: Ace wants to know why it is important to recognize the signs of procrastination. Does knowing the signs make a difference or not?

Supplemental Resources:

