

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, volunteering	30–45 minutes
Building a Healthy You from the Inside Out	The foods we eat and drink can contaminate or replenish our body.	contamination, nutrients, nourishing, anti-inflammatory, pescatarian, vegetarian, vegan, diabetes	30 minutes
Gratitude Is the Best Attitude	Having an attitude of gratitude is a powerful catalyst for happiness.	gratitude, less fortunate	30–45 minutes
What Do You Do with a Chance?	It takes courage to take chances and say yes to new opportunities. Taking chances can lead to incredible experiences.	growth mindset, fixed mindset	30–45 minutes

November



Activity Plan

Title: Building a Healthy You from the Inside Out

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how sugars and processed foods contaminate the body. <p>Materials:</p> <ul style="list-style-type: none"> clear glass of water spoon dirt plastic cups dessert mini spoons a bowl of dirt for each group <p>Vocabulary:</p> <ul style="list-style-type: none"> contamination nutrients nourishing antiinflammatory pescatarian vegetarian vegan diabetes 	<p>Activity Overview: This activity allows scholars to see how the foods they eat and drink can contaminate or replenish their bodies.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should distribute all resources. Facilitator: <i>The male body is 60% water. The female body is 55% water. Teenagers between 12 and 18 years old are up to 66% water. What we eat can muddy our water or it can add nutrients that make sure everything flourishes and grows. When we build houses, we build them using clay, brick, and mud. In the case of our bodies, dirt, mud, and clay clog our arteries.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>As humans, we need food and drinks for energy to work, play and sleep. There are foods that make our sinuses worse, foods we can eat for lean bodies, and foods that build muscle. Food is life and we can make sure our life is long by eating the correct foods. Quickly jot down everything you ate yesterday. This includes breakfast, lunch, dinner, snacks, and drinks.</i> After scholars have written their meals from yesterday, the following should be displayed: <ul style="list-style-type: none"> French toast—2–3 spoons Pancakes—3 spoons Coffee—2–3 spoons Candy—1 spoon Donut—2 spoons Fast food meal—5 spoons Pizza—6 spoons Chips—2–3 spoons Soda—3 spoons Juice—1 ½ spoons Ice cream—3–4 spoons Peanut butter and jelly sandwich—2–3 spoons Vaping, cigarettes, or alcohol—10 spoons Facilitator: <i>For each item you ate yesterday, take the listed number of spoons full of dirt and pour them into your cup.</i>



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

- **Facilitator:** *If your water is now mud, think about the contamination we put in our bodies. That contamination can lead to diabetes and heart disease, and if our water is only cloudy, the body has time to flush out these toxins to nourish our bodies.*
- **Distribute the Healthy Eating Plate from Harvard.**
- **Facilitator:** *Use the healthy eating plate to identify and exchange items for choices that won't muddy your water. Start with one snack and then move on to a meal. If your water isn't muddy, add a workout plan to your healthy eating or create an accountability system for those who might not be making the healthiest food choices.*

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Ninth graders can use dirt as suggested. Tenth graders can alter the topic to how much sugar they're consuming and use sugar cubes.

Eleventh and twelfth graders can use the dirt as suggested, but they can use a plastic glove. The fingers of the glove can represent getting the mud through the veins or heart valves.

Scholars can make a schedule for healthy eating or download an app that helps them reach their goals.

The facilitator can guide the scholars in creating a class flag that displays a positive drug free message. As a class, scholars can also create a drug free pledge that aligns with the message of the flag.

Scholars can create a healthy food key. For each of the healthy foods, add water to the cups instead of dirt.

Scholars can then create a more balanced meal plan that includes more water and healthy snacks. They can research healthy foods/recipes to make their favorite snacks and meals healthier.

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

Supplemental Resources:

Image was adapted using the recommended plate portion from myplate.gov



Building a Healthy You From the Inside Out



■ Whole Grain ■ Protein ■ Vegetables ■ Fruit



Activity Plan

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

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9 th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn the impact raising funds has on improving the school community. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> fundraising giving serving helping community others volunteering 	<p>Activity Overview: Scholars will identify a cause and organize a fundraising activity to donate the money to.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever raised or donated money for a good cause? Provide scholars with an opportunity to answer. What made you donate to that cause? How did it make you feel afterwards? Provide scholars with an opportunity to answer.</i> Facilitator: <i>What impact does fundraising have on improving your school community? Provide scholars with an opportunity to answer. Have you or someone you know ever benefited from a cause or organization resources? Provide scholars with an opportunity to answer.</i> Facilitator: <i>Today, we're going to brainstorm a list of potential causes and select one to create a fundraising opportunity for.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Divide scholars into groups of five. Give them twenty minutes to brainstorm ideas on the cause or need for the fundraising and the activity they'd like to take part in to raise the funds.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Let's come back together in 5...4...3... 2...1. Each group will have an opportunity to read your list of needs and activities to raise funds. As each group is reading, please pay close attention. If you hear something on your list, place a circle around it. We'll vote on the ideas we have in common to select our need and the specific activity to raise the funds.</i> If there are no needs or activities in common, help the students select a need and a cause from one of their lists.

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Suggestions for Acceleration



Provide scholars with examples of fundraising activities such as penny drives, color fun run/walks, yard sales, movie nights, etc.

Scholars can determine how much money they must raise to reach the goal and also who they should enlist to assist with the agreed upon fundraiser? They can write a detailed proposal to submit to the school principal for approval. The approval should include the purpose of fundraiser and any additional details.

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

Supplemental Resources:



Activity Plan

Title: Gratitude Is the Best Attitude

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"> grateful quotes different color index cards/sticky notes <p>Vocabulary:</p> <ul style="list-style-type: none"> gratitude less fortunate 	<p>Activity Overview: Scholars will brainstorm and share what they are most grateful for. Scholars will create a gratitude corner.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>What does it mean to be less fortunate than someone else? Provide scholars with an opportunity to answer. Raise your hand if you can tell me what gratitude is? Provide scholars with an opportunity to answer.</i> Facilitator: <i>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? Provide scholars with an opportunity to answer.</i> Facilitator: <i>Did you know studies have shown that feeling grateful can improve your sleep and attitude? It can also decrease depression, anxiety, difficulties with chronic pain, and risk of disease. Wow!</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Play the Oprah Winfrey YouTube video on gratitude https://youtu.be/V5sSB2bVCsEsi=WrisDmcViFyQBZrU Facilitator: <i>Who would like to share their thoughts on the video we just watched? Allow scholars an opportunity to share their thoughts on the video. If scholars do not respond, the facilitator should share.</i>
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, we're going to create a gratitude corner. Each week, for the rest of the school year, we're going to add something we're grateful for. You're welcome to add to it whenever you choose, but we are going to add to it intentionally each week. On days when you're feeling low, you can come over and look at all the great things that have happened. My hope is that it will spark some joy. You may add quotes, cards, or even pictures. Today we'll start with index cards.</i> A classroom bulletin board would be a great place for this display. If this is not an option, any available space will work. Feel free to be as creative as possible.

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Suggestions for Acceleration



Scholars can think of someone in their lives they are grateful for. They can write a letter or draw a picture to express why they are grateful for them.

Scholars can be given sentence stems as needed.

Scholars can use a talk -to-text feature to help them with their thoughts.

Scholars will create their own gratitude quotes and an illustration that comes to mind when they think of their quote.

Scholars can continue to work on their fundraising idea to help the less fortunate. Who can they enlist to assist with the fundraiser? Scholars will write a detailed proposal that discusses the purpose and provides details of their fundraiser and submit the proposal to the school principal for approval.

Activity Reflection: Facilitator: Ace wants to know if the Thanksgiving season is the only time we should be grateful and express our gratitude? Why or why not?

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. They can 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

Activity Plan

Title: What Do You Do with a Chance?

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover how taking chances can lead to incredible experiences. <p>Materials:</p> <ul style="list-style-type: none"> growth vs fixed mindset graphic SMART goal graphic <p>Vocabulary:</p> <ul style="list-style-type: none"> growth mindset fixed mindset 	<p>Activity Overview: Scholars will discover growth mindset strategies to remove fear and take advantage of new opportunities.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Raise your hand if you have ever heard the term growth mindset? Provide scholars with an opportunity to answer. Raise your hand if you have ever heard the term fixed mindset? Provide scholars with an opportunity to answer. Who can tell me what each of these means? Provide scholars with an opportunity to answer.</i> Facilitator: <i>A growth mindset is the belief that you can develop your abilities through dedication and hard work. If a growth mindset is the belief that you can develop your abilities through dedication and hard work, then what do you think a fixed mindset is? Provide scholars with an opportunity to answer.</i> Facilitator: <i>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. A fixed mindset keeps us from taking chances and exploring new opportunities. Why does a fixed mindset hinder us from taking chances and trying new things? Provide scholars with an opportunity to answer. A fixed mindset keeps us wrapped up in fear.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Play the YouTube video read aloud, What Do You Do with A Chance. Facilitator: <i>What happened when he missed the chance? Provide scholars with an opportunity to answer. When he started ignoring the chances, what did they do? Provide scholars with an opportunity to answer. What was the lightbulb that went off for him? Provide scholars with an opportunity to answer. What did he let go of? Provide scholars with an opportunity to answer.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • <i>Once he let go of his fear, what became bigger? Provide scholars with an opportunity to answer. What happens when you hold out from taking chances? Provide scholars with an opportunity to answer. So what do you do with a chance? Provide scholars with an opportunity to answer.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Today, we're going to journal about a chance you didn't take or something you have a fixed mindset about. It could be trying out for a team, joining a club, or taking an honors or AP class. For seniors, it could be applying for that school or scholarship you think you have no chance at getting or joining the military even though you're afraid you won't make it through boot camp. It could be anything that fear has stopped you from pursuing.</i>

Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create a SMART goal action plan to accomplish whatever they've let fear stop them from doing. The facilitator can assist scholars with the

SMART goal template and the growth mindset affirmations.

Scholars can use Google translate.

Scholars can be partnered with someone, preferably someone who speaks their native language.

Scholars can create a SMART goal action plan to accomplish whatever they've let fear stop them from doing.

Scholars can identify and inform an accountability partner for the goal.

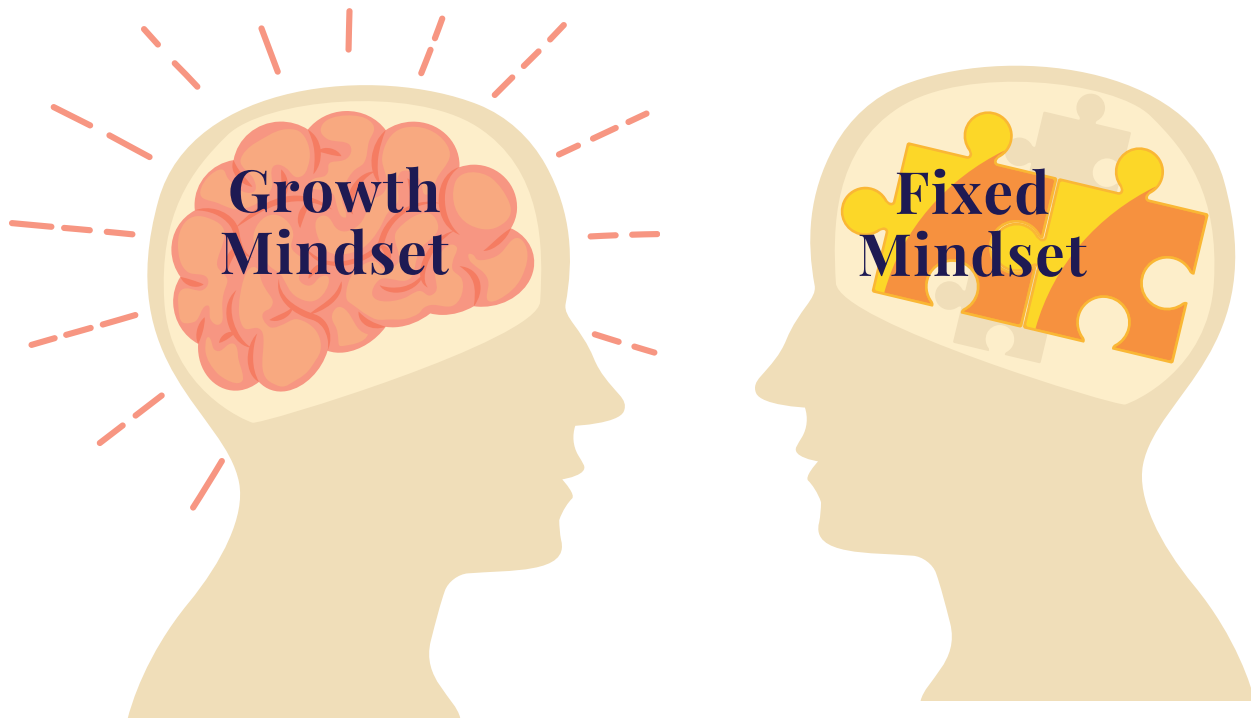
Activity Reflection: Facilitator: Ace wants to know how the words you say to yourself affect your mindset.

Supplemental Resources:

Children's Book—What Do You Do with a Chance? by Kobi Yamada and Mae Besom - PV - Storytime



Have you ever heard of mindset? Growth mindset is when we know, with practice, we will get better at something. When a person has a fixed mindset, the belief is that things will not get better, even with practice.



- I can learn anything I want to
- When I'm frustrated, I persevere
- I want to challenge myself
- When I fail, I learn
- Tell me I try hard
- If you succeed, I'm inspired
- My effort and attitude determine everything

- I'm either good at it, or I'm not
- When I'm frustrated, I give up
- I don't like to be challenged
- When I fail, I'm no good
- Tell me I'm smart
- If you succeed, I feel threatened
- My abilities determine everything



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?		

