

# Month at a Glance: September

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
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| Suicide Awareness and Prevention                 | Suicide is preventable. We all play a role in preventing it.                             | suicidal ideation, warning signs, depression, trusted adult, coping skills | 30 minutes    |
| The Inner Monologue: Negative Self-Talk Eviction | What we tell ourselves is more important than what others say about us.                  | self-talk, reframe, affirm, affirmations, tupac shakur                     | 45 minutes    |
| Finding Your Joy                                 | Joy is a feeling of great pleasure and happiness. It can be limitless and life defining. | joy, contentment, gratitude, journaling                                    | 30–45 minutes |
| Self-Care Is a Necessity                         | Self-care is not selfish. It is necessary for our overall well-being.                    | self-care, empty cup, relax, recharge                                      | 30–45 minutes |

# September



# Activity Plan

Title: Suicide Awareness and Prevention

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

## Activity Objective:

- Scholars will understand the key concepts of suicide prevention, warning signs, and what to do if they or a friend have thoughts of suicide.

## Materials:

- fact/myth statement sheets
- paper
- cups
- suicide prevention lifeline

## Vocabulary:

- suicidal ideation
- warning signs
- depression
- trusted adult
- coping skills

**Activity Overview:** Scholars will participate in a FACT/MYTH activity to determine their knowledge of suicide awareness/prevention. They will create a positive promotional announcement to demonstrate their understanding.

## Bridge (Connect & Engage)

- **Facilitator:** *Today, we will discuss an important topic that will require maturity to ensure everyone in the room feels safe and respected. We will discuss suicide awareness and prevention. If at any time you become uncomfortable during the lesson and need to be excused, please let me know. Today, I will equip you with tools that will be useful for yourself and others.*
- **Facilitator:** *Suicide occurs when someone intentionally causes their own death. Suicide is the second leading cause of death in youth between ages 11–17 in Georgia, and it is preventable. Today, we will discuss suicide awareness and prevention techniques. We will begin by seeing what you know about this serious topic. Tear a sheet of paper in half. Write FACT on one half and MYTH on the other. I will read statements about suicide. If you believe that the statement is true, raise your FACT card. If you believe that the statement is false, raise your MYTH card.*
- **The facilitator should refer to the FACT/MYTH sheet for statements.**
- **The facilitator may pause and discuss or get scholars' reactions to select statements.**

### Boost (Teach)

- **Facilitator:** *A suicidal ideation is when someone has thoughts of wanting to die. Warning signs of suicide are indicators that a person may be in danger of harming themselves and may need help. A warning sign is a red flag that can be a sign of suicidal thoughts or a symptom of depression. Sadness is a normal human emotion that is typically temporary and does not cause significant changes in our day-to-day lives. Depression causes significant distress in our day-to-day lives and can be constant for at least two weeks. When a person is depressed, they're not thinking, feeling, or acting the way they normally do. Ask a volunteer to come to the front.*
- **Facilitator:** *Let's brainstorm reasons someone may experience sadness. **For each example, the facilitator will give the volunteer one cup.***
- **Facilitator:** *You must hold the cups in your arms. Do not stack them. **The facilitator should keep asking for ideas from the class until the volunteer can no longer hold all the cups and they fall.***
- **Facilitator:** *Sadness is being able to hold a few cups, but depression occurs when someone is overwhelmed. It is not the same as sadness because it will not just pass or go away. Examples of warning signs include changes in eating and sleeping patterns, withdrawal from friends and family members, neglect of personal appearance, sadness or crying spells, and talking about or posting plans of self-harm or suicide. Can you think of any other warning signs that may cause you to be concerned about someone? Ways to support someone who may have suicidal thoughts include not minimizing their feelings or ignoring them. Express concern about the warning signs you have noticed. Ask them directly if they are thinking about suicide. Do not promise to keep your concerns a secret. Encourage them to seek professional help from the school counselor immediately and accompany them if necessary. Share your concerns with a trusted adult as soon as possible. A trusted adult is a responsible adult that will ensure you or your friend gets the care and support needed.*

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| <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"> <li>• The facilitator should ask for volunteers to name three trusted adults at school and three trusted adults in their community.</li> </ul>  |
| <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Simple acts of connection are powerful and reduce the risk of suicide. Sometimes a scholar may feel helpless and hopeless and need to be reminded that someone cares. Today we will show we care by completing our final activity.</i></li> <li>• The facilitator should place scholars in groups of 3–4 to create a 30 second school announcement that discusses the importance of promoting positive mental health and to encourage those who may struggle with suicidal ideations to reach out to a trusted adult or to seek help.</li> </ul> |

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



Scholars may opt out of participating in the group activity and create a positive poster message/artwork with caring words/phrases.

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

Scholars can brainstorm ways to make the school environment more caring.

Scholars can create a list of recommendations that may be featured on the school counseling department's website.

**Activity Reflection:**

"Before this activity, I used to think \_\_\_\_ and now I think \_\_\_\_."

**Supplemental Resources:**



# FACT/MYTH Statements

- Suicide is the second leading cause of death among youth ages 11–17 in Georgia. (FACT)
- Once a person has suicidal thoughts, there's no way to stop them. (MYTH)
- Males commit suicide more often than females. (MYTH)
- Talking about suicide will cause a student to think about considering suicide. (MYTH)
- Warning signs are when a student has sudden changes in personality or attitude, gives away personal belongings, or posts a goodbye message on social media. (FACT)
- Depression is the same as sadness. (MYTH)
- Talking about feeling hopeless or having no reason to live is a warning sign. (FACT)
- Students who are experiencing stressful life events are at a higher risk of having suicidal thoughts. (FACT)
- You shouldn't take someone seriously if they talk about suicide but seem ok. (MYTH)
- If a person's mind is made up about suicide, they cannot be stopped (MYTH)
- If you are worried about yourself or someone else's suicidal thoughts or comments, it's best to just tell another friend who is responsible. (MYTH)
- If a friend has asked you to keep their suicidal thoughts a secret, you should seek out help from a trusted adult. (FACT)
- If a friend who is having suicidal thoughts doesn't ask for help, they don't want to be helped. (MYTH)

# Activity Plan

**Title:** The Inner Monologue: Negative Self-Talk Eviction

**Suggested Time:** 30–45 minutes

**Suggested Grade Level(s):** 9th–12th

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| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify negative self-talk.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>"bad thoughts" poem</li> <li>projector or access to project the poem</li> <li>glass/mirror</li> <li>mirror template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>self-talk</li> <li>reframe</li> <li>affirmations</li> </ul> | <p><b>Activity Overview:</b> Using poetry, scholars will understand the impact of positive self-talk and how to create positive thoughts by dismantling negative thoughts. Scholars will learn how to evict negative thoughts about themselves while making decisions and dreaming big!</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Sometimes people write to convey their feelings or the feelings of others. Just as we can often relate to videos seen on social media, it is also possible to relate to what we read in poems.</i></li> <li><b>The facilitator will lead scholars in a discussion to help them understand self-talk and what it means to use reframing to shift their thoughts.</b></li> </ul>   |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Project the poem below: Bad Thoughts</b><br/> <i>I close my eyes and there I see,<br/> dreams and thoughts in front of me.<br/> They race by like bugs on the ground,<br/> and hit me in the head without a sound.<br/> They tell me what to do and what to say,<br/> they tell me how to live throughout each day.<br/> Stop they won't, for they come in leagues,<br/> all at once in one big siege.<br/> I never know what they will bring,<br/> what pain they carry what song they sing.<br/> Thoughts of hurt and wrongs in my life,<br/> thoughts of failures, pain, and strife.<br/> Running wild I cannot sleep,<br/> for their cut runs so very deep.<br/> What am I to do to block such hurt?<br/> A pain that won't cease until I'm planted in dirt.<br/> So I close my eyes and hope I see,<br/> one happy thought that may finally save me.<br/> ~Afan Bapacker</i></li> </ul> |

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|  | <p><b>Boost (Teach)</b></p>                                   | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>How do you think the writer feels? What is the writer attempting to convey to the reader about bad thoughts?</i></li> <li>• <b>The facilitator will use the random name generator to create groups that have no more than 5 scholars in each group.</b></li> <li>• <b>Scholars will work collaboratively for 15 minutes to reframe the message in the poem by drafting a poem entitled "Good Thoughts." For everything said about bad thoughts, let's counter it with something about good thoughts. Scholars will work together to identify and reframe the message shared throughout the poem.</b></li> <li>• <b>After 15 minutes, allow scholars to share.</b></li> </ul> |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Scholars, now that we have read the original poem from the author and our reframing of the poem, what are your thoughts? How did you feel when you read the author's poem compared to how you felt when you listened to your poems? How did you feel when you created your poems once you were encouraged to think positively?</i></li> </ul>  |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can ask a volunteer to read the poem to everyone in the small group. Another volunteer can read each question. Each group can have a "scribe" to write and synthesize the group's thoughts and someone to read the synopsis to everyone.

Use Google Translate as needed

The facilitator can provide scholars with a poem with more depth. Ask if there are decisions the author/artist can make to change the trajectory of the life discussed in the poem? Scholars can design at least two daily affirmations the author/artist can use to promote positive self-talk.

### Activity Reflection:

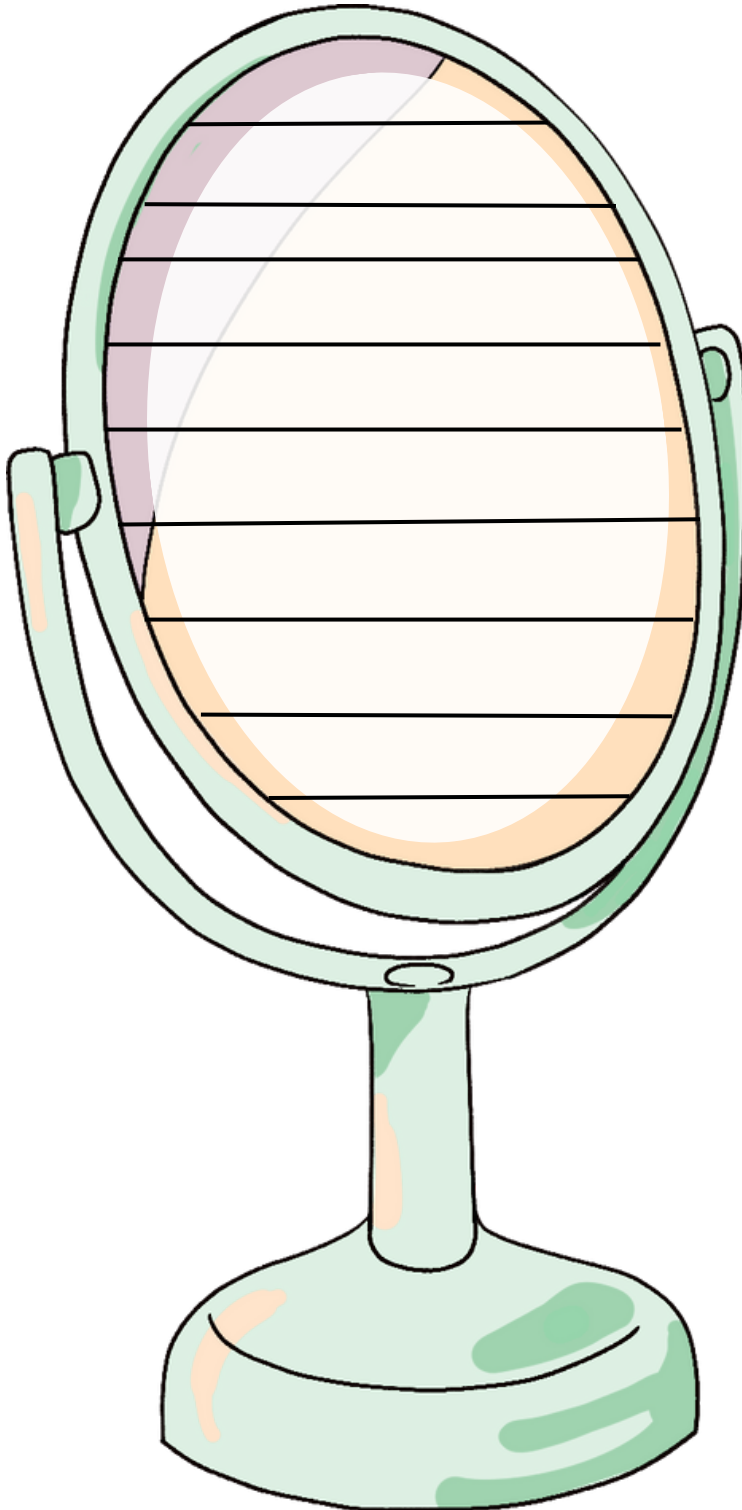
Using the mirror template provided, write three positive affirmations for yourself.

### Supplemental Resources:

Additional poems or songs for engagement



# Mirror Template



# The Inner Monologue



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# Activity Plan

Title: Finding Your Joy

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

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| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will experience gratitude for the things and people that bring them joy.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>an item or picture that brings the facilitator joy</li><li>computer or phone to play music.</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>joy</li><li>contentment</li><li>gratitude</li><li>journaling</li></ul> | <b>Activity Overview:</b> Scholars will share a person, place, event, or song that brings them joy. |   |
|   | <b>Bridge (Connect &amp; Engage)</b>  | <ul style="list-style-type: none"><li><b>Before the activity starts, the facilitator will play “Can’t Stop the Feeling” by Justin Timberlake. If comfortable, the facilitator should clap and move to the beat.</b></li><li><b>Facilitator:</b> <i>What are your thoughts about this song? How does it make you feel? Do you feel happy? Sad? Angry? Joyful? Give scholars an opportunity to express how this song makes them feel.</i></li><li><b>Facilitator:</b> <i>When I hear this song, it makes me feel joyful, happy, and light. It puts me in an overall good mood. There are songs and artists out there that can evoke joy in your life. What’s a song or an artist that brings you joy? Allow scholars to share what songs or artists bring them joy.</i></li></ul> |
|   | <b>Boost (Teach)</b>  | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Guess what? Not only can music bring us joy, there are people, places, events and things that bring us joy as well. The facilitator shares the item they brought in that brings them joy.</i></li><li><b>Facilitator:</b> <i>Now, close your eyes. Think about a time when you felt an abundance of joy. Where were you? Who were you with? What was happening? Why was this such a joyful occasion? How do you use this memory when you are feeling sad? Now, open your eyes.</i></li></ul>   |



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

- **Facilitator:** *Turn to your elbow partner. Share the event that came to mind while your eyes were closed. **Allow 2- 3 minutes for scholars to share.***
- **Facilitator:** *Do we have anyone who would like to share with the rest of the class? **Allow scholars the opportunity to share with the class.***
- **Facilitator:** *This is not the only joyful event in your life. I encourage you to do this exercise once a week and start journaling about the events. On those days when you're feeling down, read your gratitude journal entries and experience those joyful memories over and over.*

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



Scholars can show pictures of a person, place, or event that brought them joy if they have access to it on their phones.

Scholars can have someone scribe about something that brought them joy.

Scholars can start their gratitude journal as a way to engage in ongoing positive thinking.

Scholars can write a letter or craft a text to send to a person who brings them joy.

## **Activity Reflection:**

Ace wants you to close your eyes and imagine an event in your life you know will bring you great joy. Where are you? Who's with you? What is going on? Why will this be such a joyful occasion?

## **Supplemental Resources:**



# Activity Plan

Title: Self-Care Is a Necessity

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

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| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that self-care isn't selfish.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>class set of paint palettes, paper towels</li> <li>paint brushes, class set of 8x10 canvases</li> <li>adult coloring pages</li> <li>water</li> <li>juice</li> <li>cups</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>self-care</li> <li>empty cup</li> <li>relax</li> <li>recharge</li> </ul> | <p><b>Activity Overview:</b> Scholars will participate in a Create and Sip Activity</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The first thing I would like everyone to do is to put your cell phone on silent. Now, please close your eyes. Take a deep breath, hold it for 5 seconds, and let it out slowly. Take another deep breath, hold it for 5 seconds, and let it out slowly. Do it again. Do it one more time. Now, while you still have your eyes closed, rotate your head slowly in a circle. Do it again. Now, rotate your shoulders slowly in a circle. Completely relax. <b>While scholars have their eyes closed, play relaxing music for stress relief.</b></i></li> </ul> <p><a href="https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk">https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk</a></p> <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You may open your eyes. Self-care has become such a buzzword, but it really is vital to your overall well-being. Self-care is the intentional act of caring for ourselves physically, mentally, and emotionally. The bottom line is self-care is designed for us to pause, relax, and recharge.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to pause, relax, and recharge. Raise your hand if you've ever heard the phrase Sip and Paint? Allow scholars to raise hands.</i></li> <li><b>Facilitator:</b> <i>Today, we're going to sip and create. You will have the opportunity to paint a picture or use markers to color a coloring page. Self-care brings balance to your life. Have you ever heard the saying that you cannot pour from an empty cup? It means we cannot be any good to anyone else if we are not taking care of ourselves first.</i></li> </ul>   |



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| <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"> <li>• <b>While scholars are painting/coloring, play relaxing music for stress relief and pass out juice or water.</b><br/> <a href="https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk">https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk</a> </li> </ul>   |
| <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"> <li>• <b>Once scholars finish, call for their attention.</b></li> <li>• <b>Facilitator:</b> <i>This is just one strategy you can do for selfcare. Listening to your favorite music, taking a nap, listening to a positive podcast, playing with your pet, or doing something nice for someone else are other examples. There are hundreds more out there. I hope you will incorporate some of them into your daily routine.</i></li> </ul> |



# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



**Provide scholars with a canvas with a picture already sketched on it or a paint by number color sheet.**

**Allow scholars to create a calendar of self-care activities to share with their school communities.**

**Activity Reflection:**

Ace wants to know which self-care strategies you already do for yourself.

**Supplemental Resources:**

<https://www.youtube.com/live/zKZrZj71qiE?si=e84G0EkCKElwZrtT>; Relaxing music for stress relief



# Self-Care Ideas for Students

1. Listen to music.
2. Take a break from social media.
3. Get a plant. Not only are plants good for your mental health and physical space, but taking care of a plant can be a simple way to add more fulfillment to your life.
4. Sleep well. Getting enough sleep is essential to your cognitive function and mental health (and your physical health, too).
5. Give yourself a bedtime and a wake-up time, even if you don't have anything to do, to get yourself into a healthy routine.
6. Color in an adult coloring book (or even a kids' coloring book).
7. Meditate.
8. Read some uplifting news.
9. Get outside. Fresh air does amazing things for your mental health.
10. Binge watch your favorite Netflix show.
11. Practice daily positive affirmations.
12. Reorganize your room.
13. Pet your dog or cat. Studies have shown that petting an animal releases serotonin (the chemical in your body responsible for happiness).
14. Journal.

# Self-Care Ideas for Students

15. Put your phone away (or on silent) at least an hour before you go to bed.
16. Open your blinds and curtains and let the sun in.
17. Light a scented candle or diffuse essential oils.
18. Open a window and let some fresh air in.
19. Create a Pinterest board and fill it with motivational quotes and inspiring pictures.
20. Stargaze. Stare into the stars and feel the power of the universe.
21. Buy yourself some flowers.
22. Give yourself a manicure or pedicure.
23. Wear an outfit that makes you feel great about yourself, even if you aren't going anywhere.
24. When you catch yourself thinking negatively, come up with a way to spin it positively.
25. Give yourself a mental health day when you feel overwhelmed or burnt out.
26. Make your bed.
27. Embrace your emotions. If you need to cry, let yourself cry.
28. Make a vision board.
29. Unfollow negative people on social media. You don't need that in your life.
30. Laugh—laughter is good for your mental wellbeing and your happiness. Watch some comedies, tell some jokes, watch a stand-up comedians, or listen to a funny podcast.

# Self-Care Ideas for Students

31. Find a new game to play on your phone.
32. Get some window markers and decorate your windows.
33. Use sticky notes or window writers to write love notes to yourself on your bathroom mirror.
34. Go for a drive. It doesn't matter where you go.
35. Take one photo a day and turn them into a photo journal of your life.
36. Sit down and do absolutely nothing for a little while. Let yourself be in the moment.
37. Go Marie Kondo on your home and declutter. Get rid of everything that no longer brings you joy.
38. Organize your space. Clutter and mess can cause stress and anxiety.
39. Check in with yourself daily and ask yourself what you need.
40. Practice gratitude. Make a list of everything you're grateful for.
41. Use a shower bomb to turn your shower into an aromatherapy haven.
42. If you feel stressed out, stop and do a grounding exercise. Make note of three things you see, hear, smell, and feel around you.
43. Eat mindfully. While you eat, focus on chewing every bite and eat slowly. Don't turn the TV on or do anything else while you're eating.
44. Practice self-compassion. Be kind to yourself and try to stop being so hard on yourself.
45. Collect motivational quotes on a Pinterest board, your wall, a vision board.

# Self-Care Ideas for Students

46. Make a list of twenty things you love about yourself. If you can come up with more, that's even better.

47. Write positive things to say to yourself or little self-love notes and put them in a jar. On days when you feel stressed or not well mentally, pick one and read it to yourself.

48. Find a nice, peaceful spot and watch the sun set. If you're an early riser, do this for sunrise.

49. Make yourself a self-care kit filled with things that make you feel happy and relaxed. These are fun to curate, and you can keep it on hand when you need a mental break.

50. Create a cozy space you can lie down and relax in, whether it's a pile of pillows or just a corner of the couch where you can spread out.



# Self-care is the Best Care!

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|---------|-----------|----------|--------|----------|
|        | 1      | 2       | 3         | 4        | 5      | 6        |
| 7      | 8      | 9       | 10        | 11       | 12     | 13       |
| 14     | 15     | 16      | 17        | 18       | 19     | 20       |
| 21     | 22     | 23      | 24        | 25       | 26     | 27       |
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Notes:

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Important:

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Self Care



# Color By Number



# Affirmations





# Sneakers



# Tiger Coloring Fun!

