

Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Words have Power	Affirmations can be helpful in your life.	affirmations, persevere, confidence, positive, negative, motivation	2 30-minute sessions
Turn Negative Feelings Into Positive Movements	Movement can relieve stress.	stress yoga poses	45 minutes
What does a Name Mean?	Having positive thoughts about yourself contributes to overall wellness.	positive, negative character traits, acrostic poem, adjectives	45 minutes
Positive VS Negative	It is important to know how to turn negative situations into positive ones.	positive negative	45 minutes

March



Activity Plan

Title: Words Have Power

Suggested Time: 2-30 minute sessions

Suggested Grade Level(s): K-2nd

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how to speak positive words about themselves. <p>Materials:</p> <ul style="list-style-type: none"> chart paper markers class set of handheld mirrors crayons pencil construction paper glue tape stickers glitter <p>Vocabulary:</p> <ul style="list-style-type: none"> affirmations persevere confidence positive negative motivation 	<p>Activity Overview: Scholars will explore what an affirmation is, how to create one, and how to incorporate it into their daily routine. Scholars will also make an affirmation mirror to use at home.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will hold up a mirror decorated with affirmations to their face and will say with exaggerated expression, "Mirror, mirror on the wall, who is the fairest of them all? Me! I am the fairest! I am the greatest! I am unstoppable!" Facilitator will then hand the mirror to the nearest student and will say, "You give it a try." Allow at least two more children to speak to themselves while looking in the mirror. Be sure to use guided prompts like "say something nice about yourself" if the child gets stuck or does not know what to say in the mirror. Facilitator: Who can tell me what we are doing when we say good things about ourselves? Accept two or three responses from the scholars before explaining what an affirmation is. Facilitator: We are saying positive and motivating words to ourselves. These are called affirmations. Why is it important to speak positivity over yourself?
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Take a minute to think about a time it was hard for you to learn how to do something. Maybe learning how to tie your shoes was difficult. Maybe it was hard for you to learn how to use the swings on the playground. I know when I was your age, learning how to ride a bike was a big deal to me, but I had a hard time learning how to balance on two wheels. I was also afraid of falling. I wanted to give up.

<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Do you know what it feels like to want to quit? You may feel sad. You may feel angry. You might stomp your feet and say I can't do this! (Facilitator should act out a foot stomp, crossed arms, and angry face.) Have you ever felt like that? • What if I told you that thinking positive can change things? What if telling yourself "I can" helps you get closer to achieving your goal? • Well, that is what affirmations are! Your words have power over your attitude. Your words can help build your confidence. Telling yourself "I can do it. I can ride a bike. I can tie my shoes." helps you persevere to the end. It's like magic! If I keep telling myself over and over again "I can do whatever," then I am able to ignore the negative thoughts and keep trying. • Have you ever heard the story about Thomas the Train? Thomas was a little train who had to make it up a big mountain. At first Thomas doesn't think he can do it, but then he starts telling himself, "I think I can. I think I can. I think I can." As he is moving along, he starts saying "I know I can. I know I can. I know I can." What do you think he says as he makes it over the mountain? "I can. I can. I can." He made it over that mountain with the help of his positive self-talk. • Now, can you think of some affirmations for yourself? What are some things we can tell ourselves when things seem too hard? • Facilitator will chart scholar responses to the questions. Chart paper will already have examples to help guide responses: I am important. I can do anything. I will learn. • So, what we're going to do now is make our own positive affirmations mirror. I want you to write 3-5 of your own affirmations on a notecard. When you are done, you can decorate your notecards however you would like. You will then glue them to your mirror.
<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> • Scholars will take turns reading their affirmations in their decorated mirrors.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can work in small groups.
The facilitator can provide images that support the vocabulary.
The facilitator can read Thomas the Train aloud.

Scholars can create a flipbook of affirmations.
Scholars can design an affirmations mirror for the classroom.

The facilitator can provide scholars with a bank of words to choose from.
The facilitator can provide scholars with sentence frames if needed.
Instructions can be chunked.

Activity Reflection:

Facilitator: *How does it make you feel after telling yourself how wonderful you are? What could you do if someone is saying negative things to you? How would you help a friend who is saying negative things about themselves? Where are you going to hang up your affirmation mirror? When will you use your mirror?*

Supplemental Resources:





Activity Plan

Title: Turn Negative Feelings into Positive Movements

Suggested Time: 45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn poses to relieve negative stress felt by their mind and body. <p>Materials:</p> <ul style="list-style-type: none"> yoga poster of choice <p>Vocabulary:</p> <ul style="list-style-type: none"> affirmations persevere confidence positive negative motivation 	<p>Activity Overview: Scholars will explore what an affirmation is, how to create one, and how to incorporate it into their daily routine. Scholars will also make an affirmation mirror to use at home.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever felt frustrated about something? Raise your hand and tell me about it? How did you handle it?</i> Facilitator will call on scholars to respond. Facilitator: <i>Have you ever been upset with yourself about a decision or a mistake that you made? Have you ever thought negatively about yourself?</i> Facilitator will call on scholars to respond. Facilitator: <i>It is normal to be frustrated, upset, and disappointed at times. The important thing is that you do not hold negative thoughts and feelings for a long time.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today you will learn yoga poses you can do to help your body shift your negative thoughts to positive ones. Negative thoughts can cause stress in your body. Take a look at the board. You will notice a series of yoga poses. When I tell you to, I want you to choose a pose to do.</i> Facilitator will make sure scholars have enough room to move without coming in contact with others. Facilitator: <i>Think about a time you were upset at school. Choose a pose to do.</i> Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. Facilitator: <i>Think about a time you made a mistake on an assignment because you were rushing to complete it. Choose a pose to do.</i>

<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. • Facilitator: <i>Think about a time someone stole something very special from you or you lost something very special to you. Choose a pose to do.</i> • Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. • Facilitator: <i>Think about a time an adult yelled at you for something you didn't do. Choose a pose to do.</i> • Facilitator will allow scholars about 60 seconds to remain in the pose. If time permits, allow for 2 poses. • The facilitator may share additional scenarios if desired. Once completed, have scholars sit.
<p>Build (Rehearse & Build for Transfer/ Close)</p>	<ul style="list-style-type: none"> • Facilitator: <i>How did you feel when you thought about a negative or stressful situation? How did your body feel?</i> • Facilitator will allow scholars to respond. • Facilitator: <i>How did you feel after you completed the yoga poses? How did your body feel?</i> • Facilitator will allow scholars to respond.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator will assist scholars with poses if needed.

The facilitator will rephrase scenarios for clarity if needed.

Scholars can reflect on different situations that have caused stress in their life and create their own yoga routines.

The facilitator will assist scholars with poses if needed.

The facilitator will rephrase scenarios for clarity if needed.

Activity Reflection:

Choose one or do both

After completing the yoga poses, I felt _____

My favorite pose was _____

because _____

Supplemental Resources:

Yoga poses posters





Activity Plan

Title: What Does My Name Mean?

Suggested Time: 45 minutes

Suggested Grade Level(s): K-2nd

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify positive character traits that describe themselves. <p>Materials:</p> <ul style="list-style-type: none"> paper pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> affirmations persevere confidence positive negative motivation 	<p>Activity Overview: Scholars will write an acrostic poem using the letters of their first name to identify positive words that describe them.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Do you think the word "happy" is positive or negative? Facilitator will allow time for scholars to respond. Discuss the scholars' responses. Facilitator: Do you think the word "upset" is positive or negative? Facilitator will allow time for scholars to respond.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: What parts of speech are the words "happy" and "upset"? Facilitator will allow time for scholars to respond. Facilitator will prompt scholars, if needed. Facilitator: Who can recall what a noun is? Facilitator will allow time for scholars to respond. Facilitator will prompt scholars, if needed. Facilitator: What about an adjective? What is an adjective? Who can give me an adjective that describes you? Think of a positive adjective (character trait that describes you). Facilitator will allow time for scholars to respond. Facilitator will distribute paper and pencil.

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>Please write your first name on your paper. I want you to think of a positive adjective (character trait) that describes you for every letter in your name.</i> • Facilitator will share the following example: <ul style="list-style-type: none"> ◦ ANN <ul style="list-style-type: none"> ▪ analytical; nurturing; nice
	<p>Build (Rehearse & Build for Transfer/ Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>You will now use the adjectives (character traits) that you identified to write an acrostic poem about yourself. An acrostic poem is a poem where the first word of each line spells out a word or phrase.</i> • Facilitator will share the following example: <ul style="list-style-type: none"> ◦ A: always analytical and thinking ◦ N: nurturing is in my nature ◦ N: nice is the way to be • Scholars will share their acrostic poem with an elbow partner.

Differentiation Station

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The facilitator can provide a graphic organizer and/or word bank for scholars to use.

Scholars can use a thesaurus to identify at least one synonym for each character trait that they have chosen to describe themselves.

Scholars can draw a picture to show positive character traits that describe them.

Activity Reflection:

What did you learn about yourself after completing this activity?

Supplemental Resources:



Activity Plan

Title: Positive vs Negative
 Suggested Time: 45 minutes
 Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to determine if a situation is positive and negative. <p>Materials:</p> <ul style="list-style-type: none"> paper red crayon or colored pencil green crayon or colored pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> positive negative 	<p>Activity Overview: Scholars will decide if a situation is positive or negative. For negative situations, scholars will participate in a discussion to determine how to make it a positive situation.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Do you know the difference between positive and negative?</i> Facilitator will allow time for scholars to respond. Facilitator: <i>Is it positive or negative to take a classmate's new pencil while they are in the restroom?</i> Facilitator will allow time for scholars to respond. Facilitator: <i>What can you do to turn the negative situation into a positive situation?</i> Facilitator will allow time for scholars to respond.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will distribute paper and crayons/colored pencils. Facilitator: <i>Please fold your paper in half hamburger style (horizontal fold). On one side, use the green crayon to write the word "POSITIVE". On the other side, use the red crayon to write the word "NEGATIVE". I am going to read some scenarios to the class and I want you to hold up the side of the paper that describes the situation as "POSITIVE" or "NEGATIVE".</i>

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

- **Facilitator will share the following scenarios and allow the scholars an opportunity to display their POSITIVE or NEGATIVE sign after each scenario is read.**
- **Facilitator:** *Scenario 1: You are walking past the restroom and you hear a classmate crying. You immediately go and tell your teacher that someone is upset in the restroom.*
- **Facilitator:** *Scenario 2: You are the team captain for a kickball game. You do not pick your best friend to be on your team. You know it will make him/her upset, but he/she is not good at playing kickball.*
- **Facilitator:** *Scenario 3: You celebrate your birthday at school with cupcakes. You have leftovers after you have shared with all of your classmates. A child from another class asks for one and you share with them.*
- **Facilitator:** *Scenario 4: Your classmate wears a new outfit to school. The classmate overhears you and another classmate talking about the "ugly" new outfit and begins to cry.*
- **Facilitator:** *I would like for you to turn and talk to your elbow partner to determine how you can turn one of the negative scenarios into a positive one.*
- **Facilitator will allow time for scholars to share what they discussed with their elbow partner.**

Differentiation Station

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The facilitator can provide **POSITIVE/NEGATIVE** signs.

Scholars can serve as a peer helper to demonstrate their understanding of being positive.

The facilitator can provide **POSITIVE/NEGATIVE** signs.

Activity Reflection:

Why is it important to think and behave in a positive manner?

Supplemental Resources:

