

Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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No Means No!	Never allow pressure to allow you to engage in situations that are wrong.	peer pressure	30-45 minutes
Ace and the Election	It is important to understand how to accept defeat with grace.	courage anxious dignity	30-minutes
Healthy Body, Healthy Life	Eating healthy will promote healthy living.	healthy	30-45 minutes
Gangs are not Cool	Say no to gangs.	gangs	30-40 minutes

May



Activity Plan

Title: No Means No!

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> To practice saying no to participating in things that are wrong. <p>Materials:</p> <ul style="list-style-type: none"> scenario cards <p>Vocabulary:</p> <ul style="list-style-type: none"> peer pressure 	<p>Activity Overview: Scholars will understand the importance of saying no when they do not want to do something that is wrong or makes them feel uncomfortable.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Does anyone know what peer pressure is? Allow scholars to respond. Negative peer pressure is when someone around your age tries to convince you to do something you know is wrong. Have you ever been pressured into participating in doing something you knew was wrong? Allow scholars to respond. How did it make you feel? Allow scholars to respond.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to take a look at some images. We will talk about whether it is something you should do or participate in or not. We will then practice saying no and sharing the reason why you don't want to do it.</i> Facilitator will show a card and respond either incorrectly or correctly. Facilitator will engage scholars by asking if the response was correct or appropriate. Discuss the reasons why or why not. Facilitator will allow scholars to work in pairs or in small groups to discuss the scenario on each card.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator will call on scholars to share one of the scenarios they discussed with their partner or small groups. The class will engage in a discussion on how their fellow scholars would handle the situation. Facilitator: <i>Remember that it is important that you do not allow anyone to pressure you into doing something that makes you uncomfortable or that you know is wrong. It is ok to say no.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can guide scholars if help is needed to understand what is happening in the pictured scenario as needed.

Scholars can discuss how they can use positive peer pressure in negative situations.

The facilitator can guide scholars if help is needed to understand what is happening in the pictured scenario as needed.

Activity Reflection:

Respond orally or in a journal: Ace wants to know how you feel when someone tries to make you do something you know is wrong. What can you do if someone tries to peer pressure you?

Supplemental Resources:

Read aloud the story Alexander and the Terrible, Horrible, No Good, Very Bad Day and discuss some of the disappointments of Alexander's day.



Scenario Cards







Activity Plan

Title: Ace and the Election

Suggested Time: 30 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none">Scholars will learn how to accept defeat with dignity. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none">courageanxiousdignity	<p>Activity Overview: Scholars will practice delivering appropriate responses to defeat.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none">Facilitator: <i>Put your thumbs up if you've ever played a game and won. Put your thumbs down if you've ever played a game and lost. Put your thumbs up if you have ever run for a position like class president and won. Put your thumbs down if you ran for a position like class president and lost. Put your thumbs up if you tried out for a team and were selected. Put your thumbs down if you tried out for a team and did not make it.</i>Facilitator: <i>Trying out for teams or a play takes courage. Stepping up to try out for a position such as class president also takes courage. It is a part of life that sometimes you may not be selected. You may actually lose. How would you feel if you lost or did not get selected for something you tried out for?</i>Facilitator will allow scholars to respond to the group or turn and talk to a peer.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none">Facilitator: <i>Ace wanted to run for president of his elementary school. He ran against his friends Xavier, Tara, and Kiara. They all made posters and did a great job with their campaign speeches. There could only be one president. It was time for the scholars who attended the elementary school to vote. Ace, Xavier, Tara, and Kiara were very anxious as they waited for the results. Moments later, Principal Jefferson announced that Ace won the election. Ace was very excited. Kiara and Xavier congratulated him. Tara stormed off and vowed to never speak to anyone at the elementary school again because she did not win. She went on social media and began to tell lies about Ace and even called him names. Xavier saw the posts and told Tara to take them down. She refused. Do you think Tara handled the loss with dignity?</i>

	<ul style="list-style-type: none"> • Facilitator will allow scholars to respond to the group or turn and talk to a peer. <i>How do you think Ace will feel if he finds out? Facilitator will allow scholars to respond to the group or turn and talk to a peer.</i>
<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> • Facilitator will put scholars in groups of four. • Facilitator: <i>Now that you are in your groups, I would like you to act out a positive way Tara could have handled the loss. What could she have done differently? Do you think Xavier could have done something different to help? If so, act that out too. You will have ten minutes to discuss and practice with your group.</i> • Facilitator will call on groups to present to the class. Scholars will discuss the suggested ways to act out the scenario after each group presents.

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The facilitator can prepare sentence stems for scholars to complete.

Tara felt _____
when she lost, so she

_____.

She should have

done _____
_____ instead.

Grades K-2 Pretend you are the character Tara and draw a congratulatory picture or make a card for Ace.

Grades 3-5 Pretend you are the character Tara and write a congratulatory note to Ace.

The facilitator can prepare sentence stems for scholars to complete.

Tara felt _____
when she lost so she _____

_____.

She should have

done _____
_____ instead.

The facilitator can paraphrase the story for clarity if needed.

Activity Reflection:

Turn and Talk to a partner: How do you think Ace would feel if he found out what Tara did when she lost the election?

What should Ace do if he finds out how Tara responded to losing?

Supplemental Resources:



Activity Plan

Title: Healthy Body, Healthy Life

Suggested Time: 30-45 minutes

Suggested Grade Level(s): K-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify what healthy eating looks like and create a healthy meal plan. <p>Materials:</p> <ul style="list-style-type: none"> junk food and healthy food posters <p>Vocabulary:</p> <ul style="list-style-type: none"> courage anxious dignity 	<p>Activity Overview: After learning about healthy foods, scholars will create their own healthy meal plan for the week.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator will display photos of junk food and ask scholars how these foods taste? Facilitator will record student responses. Facilitator: <i>What happens after you eat too much of these foods?</i> Facilitator will record student responses. Facilitator: <i>Although these foods might taste good, they are not the best foods for our body. These are not healthy foods. Today we will learn about healthy foods and how they are good for our body.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator will display photos of healthy foods and lead a discussion on what it means to be healthy. Facilitator: <i>These foods are healthy. Healthy eating means taking care of your body by eating lean protein and dairy, fruits and vegetables, whole grains, and water. Protein includes fish, chicken, seafood, lean beef, nuts, and beans.</i> Facilitator: <i>When you eat healthy foods, you are less likely to get sick and you will have more energy.</i> Facilitator: <i>What are some of your favorite healthy foods? How do you feel when you eat these healthy foods?</i> Facilitator: <i>Turn and talk to your neighbors.</i>

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>There are many ways you can eat your favorite healthy foods. For example, you can cut your fruit into smaller pieces and eat it, or you can use it to make a smoothie.</i> • Facilitator: <i>How do you like to eat your favorite foods?</i> • Facilitator: <i>Turn and talk to your neighbors.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that we have learned a little more about healthy foods, you will create your own healthy meal plan for the week. You will create 3 meals a day - breakfast, lunch, and dinner.</i>

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Scholars can view videos of healthy foods and their benefits.

Scholars can design a menu to be used in a restaurant. It should include mainly healthy food options.

Scholars can draw and illustrate their meals. Facilitator can help scholars dictate what they draw.

Activity Reflection:

Scholars will share their meal plans with the class.

Supplemental Resources:



Activity Plan

Title: Gangs are not Cool
Suggested Time: 30-40 minutes
Suggested Grade Level(s): 3-5

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn what gangs are and how to avoid them. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> gangs 	<p>Activity Overview: Scholars will create a calendar of social or community activities they can do with their friends instead of joining a gang.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: Listen as I read this story about Ace and Blue Jay. (Facilitator will read the story.). <p><i>Ace was walking along with Blue Jay. As they were walking, they saw a group of kids dressed alike in the same colors. One of the kids noticed Ace and Blue Jay and said, "Hey kids what's up?" "Umm nothing," said Ace nervously. Ace noticed the kids were smoking. One kid also had spray paint. "Why don't you all come hang with us?" they asked. Ace noticed one of the kids had a can of spray paint and started spray painting on someone's car. "Hey! That's not cool", said Ace. "Well what are you going to do about it?" said one of the kids. Ace and Blue Jay took off running home and told their parents about what happened.</i></p>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: The group of kids that Ace and Bluejay saw were members of a gang. A gang is a group of people who share a common identity. They often commit crimes together. The kids from the story who were spray painting someone's car are an example. Facilitator: Why do you think some kids might want to join a gang? Facilitator will record student responses. Facilitator: Some kids might join a gang because gang members offer friendship. Gangs will also tell you that they can offer protection so that no one will bully or harm you.

	<p>Boost (Teach)</p> <ul style="list-style-type: none"> • Facilitator: <i>They may try to entice you by offering nice things such as flashy jewelry or new clothes and shoes. Gangs often participate in harmful activities that affect the community, which is how they get these items. Many gang members sell drugs and commit violent crimes such as robbery. They also may commit crimes such as shooting at other gangs. Even though they may shoot at another gang, sometimes an innocent person can get hurt if they are near where the gang is shooting.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p> <ul style="list-style-type: none"> • Facilitator: <i>Now that we have learned about gangs and how they can affect our community, we are going to think about things we can do with our friends and support our community. You will create a social/community calendar of activities that you can do with your friends or family members instead of joining a gang.</i>

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Tasks can be chunked for scholars.

Scholars can keep a journal of the activities they did with their friends. They can then write about how the activities made them feel.

The facilitator can assist scholars with dictating events they want to include on their calendars.

Activity Reflection:

Scholars will share their calendars of activities with their peers.

Supplemental Resources:

