

Month at a Glance: August

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
----------	------------------------	------------	----------------------------



Short-Term/Long-Term Goal Matchup	A long-term goal has several action steps, but can start with the short-term goal.	goal, short-term, long-term	45–60 minutes
Healthy Relationship Reflections	Healthy relationships can positively impact a person's overall wellness.	influence, impact, toxic	Two 45-Minute sessions
Family Goal Calendar	Families should make plans to spend time together.	interactions	45 minutes
Two NOs and One GO	Healthy relationships have boundaries.	red flags, dealbreakers	45 minutes
What Would Ace Do?	Reflective opportunities.		5–30 minutes

August



Activity Plan

Title: Short-Term/Long-Term Goal Match Up

Suggested Time: 45–60 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will explore the difference between short and long-term goals. <p>Materials:</p> <ul style="list-style-type: none"> card sort <p>Vocabulary:</p> <ul style="list-style-type: none"> goal short-term long-term 	<p>Activity Overview: This activity supports scholars in understanding how to align short and long-term goals.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>A goal is a desired outcome. It can be short or long term. A short-term goal can be accomplished in a short period of time, and a long-term goal has several action steps but can start with the short-term goal.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator should have scholars take part in a card sort to match short-term goal statements with long-term goal statements. The card sort will follow the process of the game of concentration. After all the cards are positioned face down, scholars will turn over two at a time to find a match. Once scholars think they have found a match, the facilitator will confirm the match.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> After the card sort, scholars may discuss specific steps they'd need to take to bridge the short-term and long-term goals. Each scholar or group will have time to share.

Differentiation Station

Suggestions for Remediation	Suggestions for Acceleration	Special Education & English Learner Scaffolds
-----------------------------	------------------------------	-----------------------------------------------



<p>The facilitator can ask prompting questions.</p> <p>Scholars can reference graphics, pictures, or a choice board.</p> <p>Scholars can be paired with a peer for support throughout the activity period.</p>	<p>Scholars can create additional goals for long-term and short-term time periods.</p> <p>Scholars can create a PSA or positive social media post on the importance of connecting short and long-term goals.</p> <p>Scholars can create additional short and long-term goals in multiple categories (physical, mental, emotional, social.)</p>	<p>The facilitator can provide sentence stems for scholars to use.</p> <p>Scholars can think in pairs and share ideas with a partner during the activity for support.</p> <p>Scholars can reference graphics for support of the academic language.</p> <p>The card sort can be translated into scholars' native language.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activity Reflection: As a reflection, the facilitator will ensure scholars understand the connection between achieving short-term and long-term goals.

Supplemental Resources:

Google Translate; Flipgrid or digital recording various; Graphic organizers in digital form

Match Cards for Short and Long-Term Goals

Eating healthy	Graduating top ten in your class
Becoming a safe legal driver	Learning to cook a meal
Publishing a book on healthy social and emotional behaviors	Learning to sew with a sewing machine
Becoming a world-renowned chef	Receiving a basketball scholarship
Making an A in my course	Study for the driver's license test
Practicing dribbling and shooting daily	Becoming physically fit
Running or walking a trail in your local park or neighborhood	Study for 30 minutes a day
Organize and lead a study group with peers	Learn three new words from a different language a week
Showcase language skills by reciting a specific poem in a new language	Running a 5k
Designing an original outfit for your favorite season	Starting a journal for positive support for your peers



Key for Facilitator

Match Cards for Short and Long-Term Goals

Short Term

Eating healthy

Study for the driver's license test

Making an A in my course

Starting a journal for positive support for your peers

Learning to cook a meal

Practicing dribbling and shooting daily

Running or walking a trail in your local park or neighborhood

Study for 30 minutes a day

Learn three new words from a different language a week

Learning to sew with a sewing machine

Long Term

Becoming physically fit

Becoming a safe driver

Graduating top ten in your class

Publishing a book on healthy social and emotional behaviors

Becoming a world-renowned chef

Receiving a basketball scholarship

Running a 5k

Organize and lead a study group with peers

Showcase language skills by reciting a specific poem in a new language

Designing an original outfit for your favorite season



Activity Plan

Title: Healthy Relationship Reflections
Suggested Time: Two 45-minute sessions
Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify and analyze how relationships influence our wellness. <p>Materials:</p> <ul style="list-style-type: none"> Relationship Reflection sheets pencils pens <p>Vocabulary:</p> <ul style="list-style-type: none"> influence impact toxic 	<p>Activity Overview: It is important for scholars to know how to build healthy relationships as a part of their overall wellness. Scholars will reflect on healthy and unhealthy relationships in their lives.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should discuss the importance of healthy relationships and their impact on one’s wellness. By helping scholars understand how relationships affect one’s wellness, they will be able to identify positive and negative relationships and the impact they have on them.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Ask scholars to think about the following journal entry topics: <ul style="list-style-type: none"> An unhealthy relationship in your life and describe how it can become a healthy one. A healthy relationship in your life and describe what makes it a healthy relationship. You can also describe how either of these influences your wellness.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Ask the scholars to choose the relationship they want to write about and complete a journal entry using one of the templates provided. (Use the “Unhealthy Relationships Turn Healthy” or “Healthy Relationships” template.)

Differentiation Station

Suggestions for Remediation	Suggestions for Acceleration	Special Education & English Learner Scaffolds
<p>The facilitator can ask prompting questions.</p> <p>The group can complete the activity together</p>	<p>Scholars can determine if and how an unhealthy relationship can turn into a healthy relationship.</p> <p>Scholars can create a pamphlet that gives other scholars strategies to engage in healthy relationships.</p>	<p>If possible, scholars can be paired with someone who speaks the same language.</p> <p>Scholars can use Google Translate as needed.</p>
<p>Activity Reflection: Scholars will write a response that includes their takeaway from the activity. They will then write their answers to the facilitator's questions:</p> <ul style="list-style-type: none"> • <i>What were your thoughts on your relationship with _____ prior to the activity?</i> • <i>What are your thoughts on your relationship with _____ after the activity?</i> • <i>How important do you think positive relationships are to your overall wellness?</i> 		
<p>Supplemental Resources: Relationship Flags Scenario Page; Lesson Flag Page; Google Translate; Google Pictures or digital recording; various graphic organizers in digital form</p>		

Unhealthy Relationships/ Turn Healthy

Name: _____ Date: _____

Consider an unhealthy relationship that you are involved in.

What makes the relationship unhealthy? _____



What makes the relationship unhealthy?

What would make the relationship healthy?

How can you change some of the negatives into positives?



Healthy Relationships

Name: _____ Date: _____

Consider a healthy relationship you are involved in.

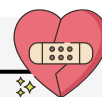
Who is the healthy relationship with? _____

What makes the relationship healthy?



Think of someone who is in an unhealthy relationship.

How could you encourage them to make changes?



Activity Plan

Title: Family Goal Calendar

Suggested Time: 45-minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will demonstrate the importance of togetherness in their relationships. <p>Materials:</p> <ul style="list-style-type: none"> calendar templates white board markers tablet paper or poster paper pens markers or pencils <p>Vocabulary:</p> <ul style="list-style-type: none"> interactions 	<p>Activity Overview: Middle school scholars will create a family activity calendar. The goal is to have their families participate in the planned activities.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will begin with a discussion about how not all families look or are structured the same. Families come in all sizes, shapes, and colors, but what is not different is that every member of a family has needs. One way to meet those needs is by spending time together. Spending time together allows members of a family to get closer. People seem to be very busy, but it is very important that families plan to spend time together. Facilitator: <i>If you had to name the member of your family who does all the planning, who would it be? Do you enjoy doing things with your family? What kinds of interactions do you enjoy? If you don't enjoy doing things with your family now, what would you enjoy? Allow scholars to respond to each question.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> As the group shares some ideas, the facilitator should list them on a board or chart paper. The facilitator may add examples such as exercising, playing games, cooking a meal together, meditating, going on a trip, etc. Facilitator: <i>Now that we've shared some ideas, I'm going to pass out blank calendars for you to plan at least four activities for your family to do together within the next month or two. The facilitator can provide an example to share. It is important to make sure scholars know to consider the materials and other planning details needed to complete the plans for their family's monthly activities. They should also be reminded to consider everyone's interests when planning.</i>



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

- **The facilitator will allow scholars to share their plans for their family activities.**
- **Facilitator:** *Now that you have completed your family's calendar of activities, what activity are you looking forward to the most and why?*

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can receive one-on-one support from the facilitator.

Scholars can plan to complete the calendar with a family member.

Scholars can create a rating scale for each member of the family to rank the activities. The rankings will be used to determine which activities everyone enjoys most.

Scholars can use Google Translate as needed.

The facilitator can provide EL scholars with graphics of examples.

Scholars can work with a partner.

Activity Reflection: Refer to the "What Would Ace Do?" August questions. Specifically, ask a Goal Setting question to close out this activity.

Supplemental Resources:
Google Translate and computers



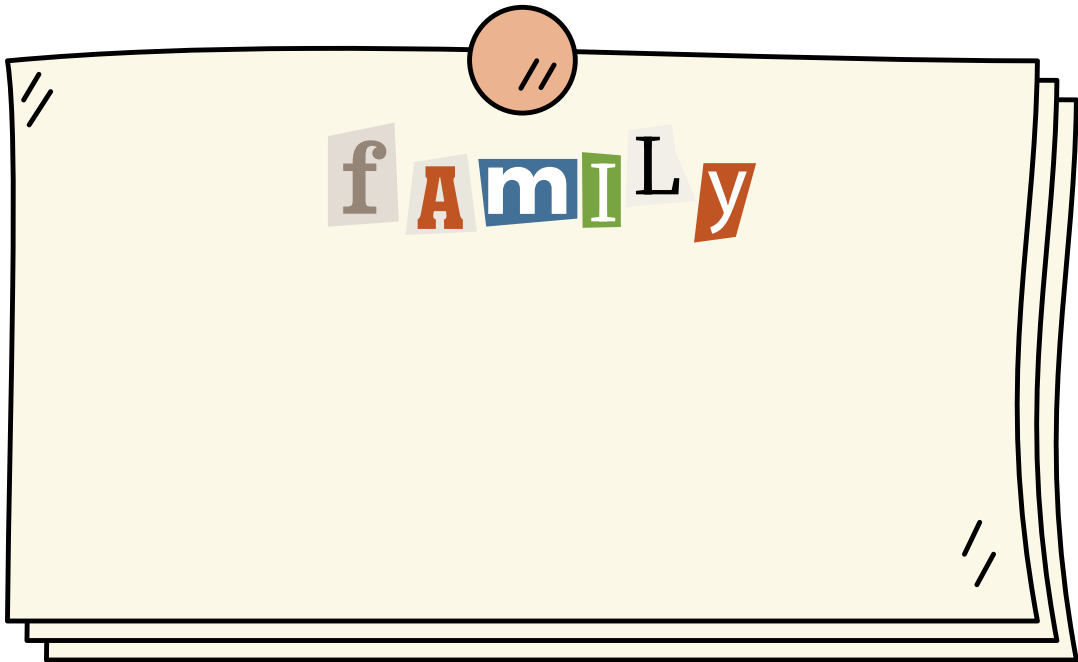
Our Family Activities Calendar

Year: _____ Month: _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Note: Be sure to add correct dates to the calendar



Activity Plan

Title: Two NOs and One GO

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will be able to identify characteristics of a healthy relationship. <p>Materials:</p> <ul style="list-style-type: none"> paper pencils pens <p>Vocabulary:</p> <ul style="list-style-type: none"> red flag deal breakers 	<p>Activity Overview: Middle school scholars will discuss the red flags and dealbreakers that allow them to maintain healthy relationships.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will engage scholars in a discussion about healthy relationships with both friends and relatives. It is important to point out that all healthy relationships should have boundaries.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever heard of a relationship red flag? If you haven't, it is something someone does in a relationship that makes you feel uncomfortable, hurt, bad, or uneasy. It's important for you to know your relationship red flags so you can share those flags with people you are in relationships with.</i> <i>Being able to identify red flags and respond appropriately helps keep you mentally healthy. There are ways to address some red flags and still maintain relationships, but others are deal breakers — if a person does this action, the relationship would need to end, at least until the person can receive support to change.</i> The facilitator may give examples of support people receive to change—rehab, counseling, medication, etc.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will allow the group five minutes to think of three relationship red flags or three “NOs” in a relationship. One of the NOs should be a deal breaker. Scholars can either write their responses or share them aloud. The facilitator will then introduce the rounds of the game “The Two NOs and One Go” and ask scholars to share all three relationship flags with their peers. The scholars are to guess which of the three NOs shared is the “Deal Breaker,” the one action that would make the participant sharing GO or leave the relationship.



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

- **Participating scholars will write the one deal breaker on a sheet of paper, keeping it concealed. The scholar will reveal their deal breaker to the group after their peers have guessed.**
- **Facilitator:** *Now that you have completed the game, were there any surprises? Did you notice any similarities? Did you hear anything you need to add to your "red flags" list? How could participating in this activity support you with building and maintaining healthy relationships?*

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can work with scholars to write their statements. The facilitator can provide scholars with statements to choose from.

Scholars can use the statements from all participants to create a game for others to play.

Scholars can use pictures to share their responses.

Activity Reflection:

Scholars can respond to one of the August "What Would Ace Do" questions focused on Healthy Relationships. A suggestion is: What is one relationship rule that you have for yourself that you will never break?

Supplemental Resources:



August—What Would Ace Do?



These are reflective open-ended questions for activity openers, closers, or check-ins throughout the month. The suggestion is to focus on one question and allow scholars to go as deep as possible with their responses.

Goal Setting

Healthy Relationships



Why is it important to set goals?

Have you ever set a goal and met it? How did you feel?

What advice would you give someone who is trying to reach a goal?

Do you prefer to set one goal at a time or do you usually set more than one?

Think about a relationship that is important to you. What are your biggest fears as it relates to that relationship?

What do you think a healthy relationship should provide for the people in it?

What is the one relationship rule you have for yourself that you will never break?

Think of a challenge you have had to face. What was your relationship with the person who was also involved in it? How did they make it better or worse?

When do you feel most vulnerable in a relationship?

How do you like people to show they like or love you?

