

Month at a Glance: March

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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I Am Not Alone: Seeking the Help I Deserve	There are times when it is necessary to seek help from a mental health professional.	mental health, physical health, mental health workers, counseling, journals	45 minutes
Mental Health Starts with Me	Physical activity can positively affect your mental health.	mental health, physical activity, feelings	45 minutes
Say This, Not That!	Positive self-talk can be used to promote a healthy lifestyle.	positive self-talk, negative self-talk, motivational	45 minutes
Say It Loud, Say It Proud, but Say it Positive	Positive self-talk is an inner monologue that makes people feel good about themselves.	positive self-talk, negative self-talk, collage	45 minutes
What would Ace Do?	Reflective opportunities.		5-30 minutes

March



Activity Plan

Title: I Am Not Alone: Seeking the Help I Deserve

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand when and why they should seek help from mental health workers. <p>Materials:</p> <ul style="list-style-type: none"> youtube videos journals <p>Vocabulary:</p> <ul style="list-style-type: none"> mental health physical health mental health workers counseling journals 	<p>Activity Overview: Scholars will examine video scenarios to help them understand how and when to seek mental health counseling and guidance.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars will view and discuss the YouTube video "Teen Health: Mental Health Penn State PRO Wellness." At the conclusion of the video, they will listen to a list of problems that teenagers generally face. Facilitator: Listen to each situation. You will discuss whether you think the person should address the problem with family, friends, or outside mental health professionals. <ul style="list-style-type: none"> Johnny has had no utilities for three weeks and there are no funds to restore them. He has become depressed and refuses to leave his home. Tricia's boyfriend has been touching her inappropriately. She is scared to tell him to stop because she fears he will break up with her. She told her friend she will let him do whatever he wants, even if it makes her uncomfortable. Matthew failed his end of the semester test. He had a B average before the test. He was so angry that he destroyed the classroom.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will instruct scholars to watch the video, "Jack.org Presents: Mental Health 101." When the video addresses the first key point, physical vs. mental health, pause the video. Facilitator: What is the difference between physical and mental health? What are some characteristics commonly associated with each one? Allow all scholars/participants to respond. Have you ever experienced any of the things we just discussed? Scholars may not choose to respond to the last question. Be sure to let them know who they should talk to if they have had any of the experiences discussed.

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

- **Facilitator:** *We are going to examine a scenario. The scholar in the scenario is experiencing both physical and mental reactions. Using your journal notes and prior knowledge, you will determine which symptoms are physical health ailments and which are mental.*
- **Scenario:** *Jessica refuses to go to her fifth period gym class. There are some girls in her class that refer to her as fat, stating that she jiggles when she walks and she has an odor. The girls made these statements two weeks in a row in front of Jessica and her peers. Jessica started skipping the class and developed a plan to deal with the girls. She gave herself a month to improve, is limiting herself to one 500 - 1,000 calorie meal per day, purchased a shape binder and wears it all day, showers before and after school and wears excessive amounts of body sprays and lotions. Jessica cries often and checks her weight at least two times per day. The binder that she wears is very tight and leaves marks on her skin. She's even developed severe stomach cramps. She's noticed that she is losing some of her hair and she has become extremely irritable and short tempered. She has also developed an itch from a rash on her elbows and shoulders. Based on what you have heard, is she displaying mental or physical symptoms/reactions as a result of the situation? Both?*
- **The facilitator should engage in a discussion with the group.**

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can invite a counselor or social worker to speak about seeking help for mental and physical health issues.

The facilitator can watch a video about seeking help for mental and physical health issues with the group.

Scholars can design a t-shirt on mental health awareness, focusing on a slogan encouraging all teens to seek the help they need.

Scholars can design PowerPoint slides showing people with different emotions. They can then engage in a discussion about when a person needs to ask for help to deal with their emotions.

Activity Reflection: Scholars should answer the following question in their journals: Why is it important to seek mental help support?

Supplemental Resources: NA



Activity Plan

Title: Mental Health Starts with Me

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that physical activity can directly affect their mental health. <p>Materials:</p> <ul style="list-style-type: none"> youtube videos journal pencils <p>Vocabulary:</p> <ul style="list-style-type: none"> mental health physical activity feelings 	<p>Activity Overview: Scholars will recognize that using physical activity can positively affect the mind and body.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars should be asked to write three emotions describing how they are currently feeling and three adjectives describing their physical state of being in their journal. Words such as sad, sleepy, disappointed, tired and hungry are examples. Facilitator: A healthy mind can be directly tied to being physically active. We are going to watch a short video clip on the impact physical activity can have on mental health. Use YouTube to search Exercise and mental health/GoAnimate for School.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: Based on the information from the video, are you physically active? Scholars will discuss how much time they engage in physical activities on a daily or weekly basis. Facilitator: Work with your elbow partner to make a list of simple physical activities you can do to be active. Generate your lists in your journals.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will share their lists and discuss which activity they could accomplish in their current environment within 3–5 minutes. Scholars will pair again with their partners and complete some of the exercises. After completing the exercises, scholars will return to their journals to record the same information asked at the beginning of the activity. They should note any changes.

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Scholars can work with a peer to write five emotions that make them feel good and five activities they could do to elicit those feelings.

Example:

- Happy - jumping and laughing.
- Calm - deep breathing.
- Peaceful - meditating and counting.

Scholars can choose 10 – 15 of the exercises from the list to create a Box Out Fitness Challenge. Using a square grid, they should list activities in each square and compete against each other to complete the challenges with the fastest time.

Scholars can partner with someone to complete feeling sentences.

- I feel_____.
- I am_____ today.
- I am_____.
- I like feeling _____.
- _____ makes me feel _____.

Activity Reflection: As a group, have participants share whether or not individuals think exercising changed their mood/feelings.

Supplemental Resources: I Am Yoga by Susan Verde; "5 Minute Brain Break Workout for Teens!" YouTube



Box Out Fitness Challenge Grid

Choose fifteen of the physical activities from your journals. Write one in each box. Challenge someone to a timed competition to complete ten activities from the grid.

Time _____

Activity Plan

Title: Say This, Not That!

Suggested Time: Two 45-minute sessions

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will use positive self-talk to promote a healthy lifestyle. <p>Materials:</p> <ul style="list-style-type: none"> pencils paper various art materials journals <p>Vocabulary:</p> <ul style="list-style-type: none"> positive self-talk negative self-talk motivational 	<p>Activity Overview: Scholars will understand the importance of self-talk and that it is the internal messages they say or think about themselves.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Self-talk can be both positive and negative. The goal is to have your self-talk reflect the positive characteristics, encouragement, and accomplishments of your daily life. Thoughts you have when you are angry can be destructive and harmful to you and those you care about, especially when you act on them. Positive thoughts can be calming and help you focus so you can work things out for everyone's benefit. I would like you to look at the chart. There are two categories listed. One side is negative, and the other side is positive. We are going to complete this chart together. Listen to these examples and decide how to change the negative to a positive.</i> <ul style="list-style-type: none"> <i>I love basketball, but I haven't scored a basket in two weeks. I'm pathetic and should quit the team. (Negative)</i> <i>Positive</i> Facilitator: <i>Turn to your elbow partner and discuss how you can make this a positive thought. This is just one example.</i> Facilitator: <i>Now you will continue to work with your partner. Each pair will tackle two negative thoughts. Once you have completed the thoughts, we will share them with the group and work together to turn them into positive thoughts.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> After the discussion, scholars/participants will use their positive messages to create a Positive self-talk t-shirt with a catchy slogan. Scholars will receive an 8" × 10" sheet of paper. They will draw a t-shirt outline and write their slogans.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will share their t-shirts with the group and the group will then vote for the most positive t-shirt.

Differentiation Station

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The facilitator can use the book *I Like Myself* by Karen Beaumont to generate a discussion on positive self-talk and self-images.

Scholars can create a poem or a rap explaining how negative and positive self-talk messages impact their peer groups.

Working with a partner, scholars can use a *Word to Word* dictionary or Google Translate to share something positive about themselves.

Scholars can have extended think time.

Activity Reflection: Scholars can write in their journals, reflecting on why it is important to use positive self-talk daily.

Supplemental Resources:
Examples of Positive Self-talk—www.actionforhappiness.org



Activity Plan

Title: Say It Loud, Say It Proud, but Say It Positive!

Suggested Time: Two 45-minute sessions

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that positive self-talk is an inner monologue that makes them feel good about themselves. <p>Materials:</p> <ul style="list-style-type: none"> positive self-talk sheet pencil glue various magazines scissors various art coloring supplies <p>Vocabulary:</p> <ul style="list-style-type: none"> positive self-talk negative self-talk collage 	<p>Activity Overview: Scholars will practice positive self-talk.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Self-talk can be both positive and negative. The goal is to have your self-talk reflect the positive characteristics, encouragement, and accomplishments of your daily life. It is good to practice replacing negative thoughts with positive thoughts. Examples of negative vs. positive self-talk are: I am a loser vs. I struggle sometimes, but I never give up or I am ugly vs. I love my eyes, and everybody says I have a cute smile.</i> Facilitator: <i>Close your eyes and reflect on positive messages that you can say to yourself. Write some of the messages in your journal.</i> Randomly group scholars/participants in groups of 3–4 and allow them to share their positive journal messages.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Scholars will create a positive self-talk collage. Facilitator: <i>You will use the magazines to find positive words and symbols that you feel represent optimistic and encouraging messages you can say to yourself. Provide a sample collage for scholars if needed.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars/participants should share their collages. Facilitator: <i>Display your collage in a special place, refer to it often, and remember that positive self-talk is a way to encourage yourself, build your confidence, and build your self-esteem.</i>

Differentiation Station

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Suggestions for Acceleration

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The facilitator can use the book *I Am Enough* by Grace Byers to reflect and discuss why it is important to use positive messages.

Scholars can create a positive self-talk Haiku poem

Scholars can work with a partner to use a Word to Word dictionary or Google Translate to share something positive about themselves.

Scholars can be provided with extended think time.

Activity Reflection: Scholars will write an acrostic self-talk poem to share with Ace. Facilitator: An acrostic is a poem where the first letter of each new line spells out a word, message, or the alphabet. **Scholars will complete their poems on the Listen Up Ace sheet.**

Example:

Having love in my life.

Always smiling.

Practicing to get better.

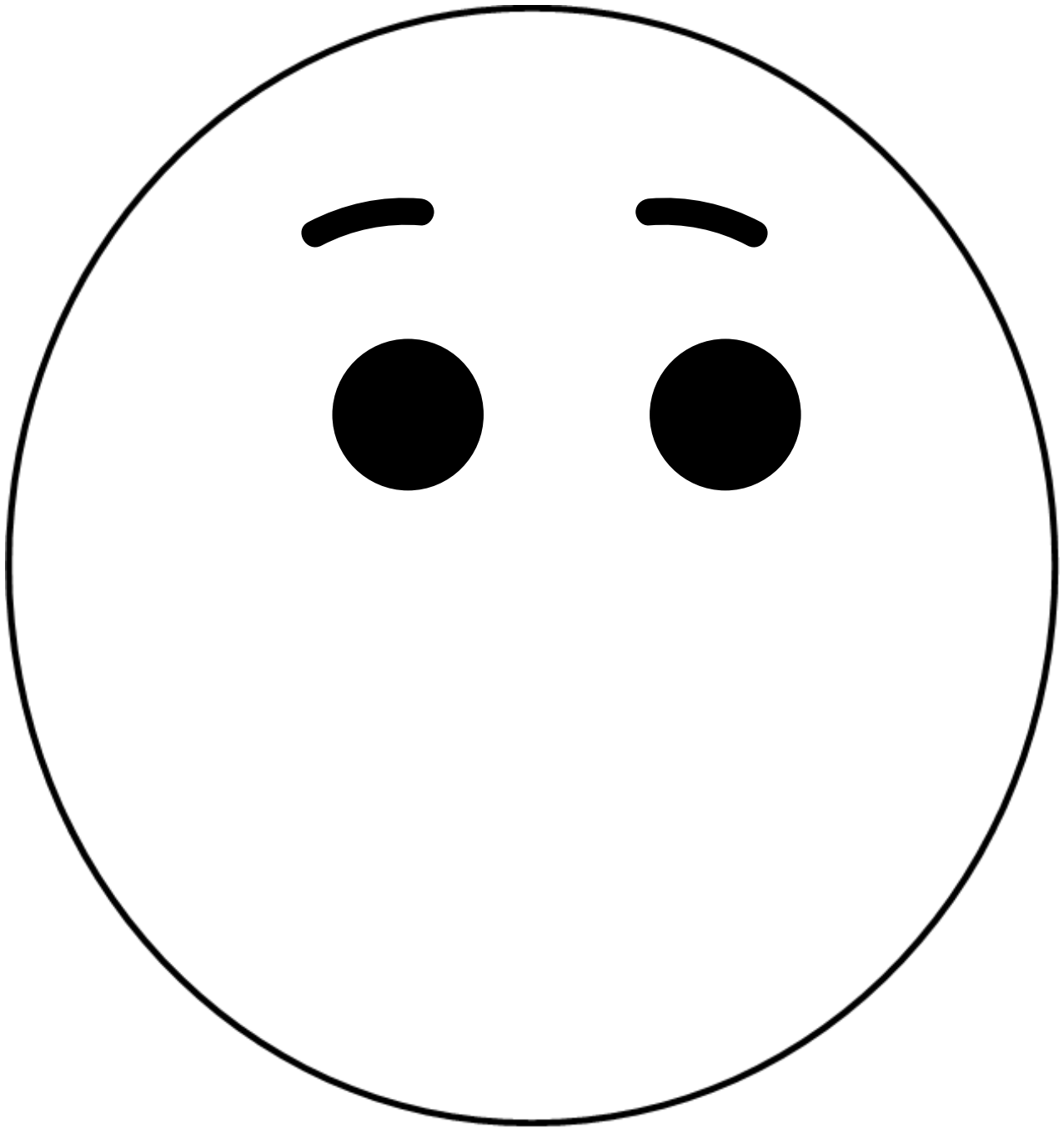
Placing myself first.

Yelling I am special.

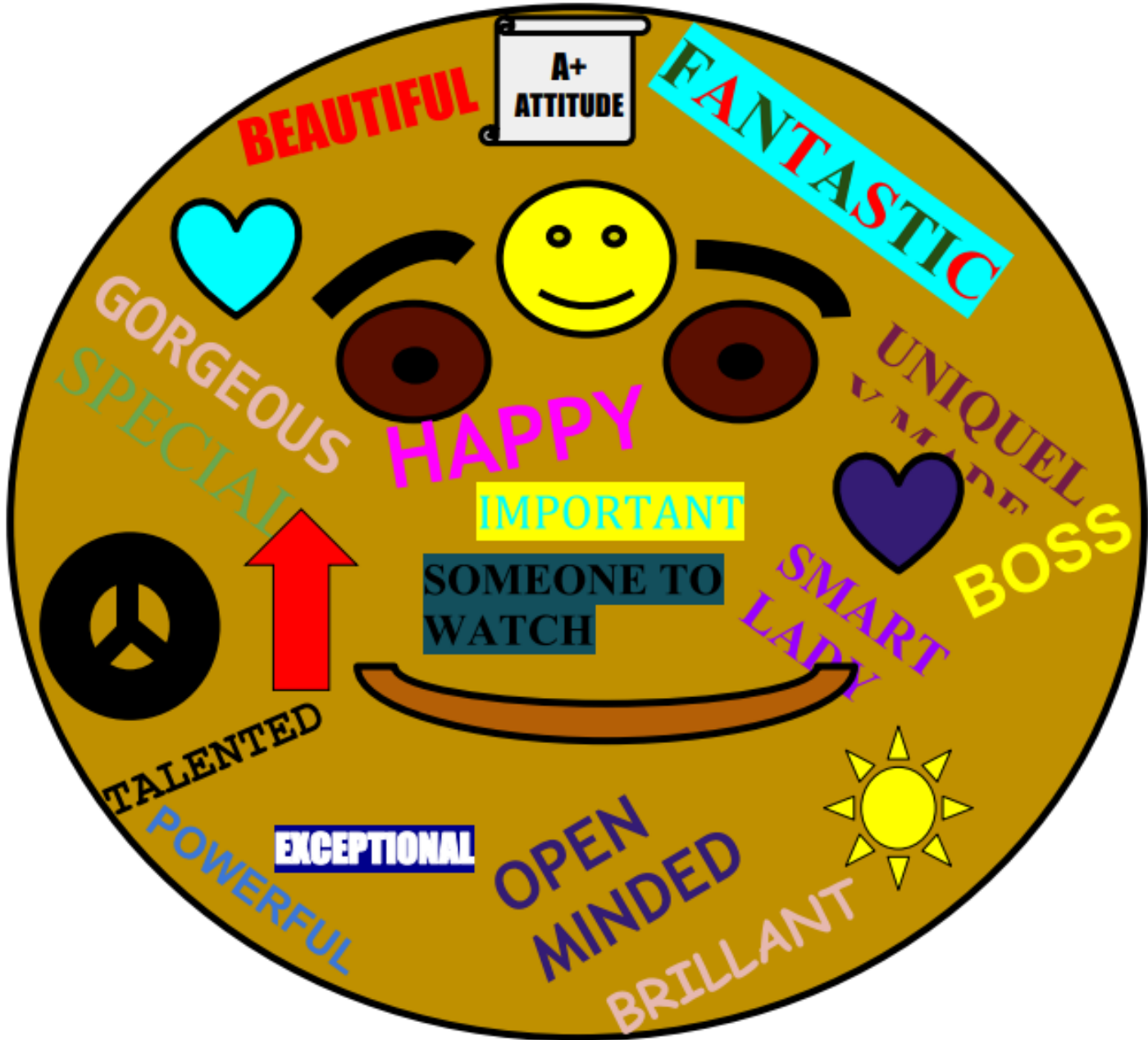
Supplemental Resources: Examples of Positive Self-talk—
www.actionforhappiness.org; *I Like Myself* by Karen Beaumont



Positive Self-talk



Say it Loud and Proud!



Listen Up Ace!



Ace, did you know I am...



March—What Would Ace Do?



These are reflective, open-ended questions that can be used as 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.



What are the impacts of positive thinking?
How can positive thinking improve your performance?
What powers are associated with negative thinking?
Name some dangers associated with negative thinking.