

Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Looking through the Crystal Ball	Interests and personal character traits play a role in how successful a person is in their career of choice.	career	45 minutes
Me and My Mini Me	Today's choices affect tomorrow's outcomes.	profile	45 minutes
Everything Isn't Peaches and Cream	Disappointment is a part of life.	disappointment	45 minutes
Hey, That's Not Fair!	Sometimes disappointment happens as a result of disadvantages. It is okay to be disappointed. How you respond can make all the difference.	disappointment, appropriate	45 minutes
I See You!	Something can be physically challenging, but mental motivation can make a difference.	motivation, mental health, physical health	45 minutes
Heart Check	There is a difference between a resting and active heart rate. There are some simple things we can do to keep our hearts healthy.	heart rate, pulse, resting heart rate, active heart rate	45 minutes
What Would Ace Do?	Reflective opportunities.		5-30 minutes

May



Activity Plan

Title: Looking through the Crystal Ball

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how interests and personal character traits play a role in how successful they may be in certain career fields. <p>Materials:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> career 	<p>Activity Overview: Scholars will have an opportunity to plan to achieve their future career goals.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Have scholars predict what type of job or career they will have in ten years. This means they would possibly be 22–25 years old. Facilitator: <i>Some people will change careers multiple times throughout their lives, based on their interests. We are going to explore your current career aspirations and see what it takes to achieve and be successful in that field. Allow scholars to discuss their aspirations.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Scholars should be given a Career Vision enrichment sheet.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>Think about the career you want to have. Have you ever wondered how to get started down the path to achieve your career goals? We are going to spend some time researching the various careers you have chosen.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Facilitators or other adults can engage in individual conferences with scholars about their career interests.

Facilitators or other adults can assist scholars with writing two career goals.

Scholars can work with an adult to organize a career networking event with community members. Each scholar could be responsible for inviting two people to speak and provide information.

Scholars could dress as the professionals they aspire to be and share basic information about their career choices.

- Title
- Special equipment used
- Uniforms
- Salary

Activity Reflection: Scholars will share their reports in small or large groups.

Supplemental Resources:

Career Bingo Career Game for Elementary Career Education & Career Exploration from Counselor Keri



My Career Choice Planning sheet



Use a search engine to find answers to the questions listed below.

I am interested in _____

I want to be a _____

What personal character traits should a person have to be successful in this career? Do you have those?

Is there something you would spend time doing even if you didn't get paid? How is it related to your career aspirations?

What classes are you currently taking that will help you in that career? How are you doing in those classes?

Do you know someone who works in this field? What 3 questions would you like to ask them.

What is the highest level of education you need for your job in the career field you chose?



My Career Choice Planning sheet



Do you have to use special equipment to do your job?

Is there a uniform required?

Do you work indoors or outside?

Is the job seasonal?

Which area will you be working in: medical, technology, education, mechanics, etc.?

What is the starting salary associated with your career field?



My Career Choice Planning sheet



What are the basic duties for the job?

Final Question: Based on what you know, is this the best career option for you?



Activity Plan

Title: Me and My Mini 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 today's choices affect tomorrow. <p>Materials:</p> <ul style="list-style-type: none"> health profile enrichment sheet <p>Vocabulary:</p> <ul style="list-style-type: none"> profile 	<p>Activity Overview: Scholars will complete a health profile enrichment sheet to reflect on the changes they may need to make to positively impact their health beyond middle school.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>The choices you make now concerning your physical and mental health will affect your future. What type of positive mental and physical health choices are you consistently making? Take three minutes to complete the health profile enrichment sheet.</i> Facilitator: <i>Based on your responses in the health profile sheet, what do you think you need to work on? Allow scholars to discuss.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>You are going to design a vision sheet of what your life might look like ten years from now. What will you be doing? What type of physical and mental choices do you think you will make?</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Scholars will complete the vision sheet.

Differentiation Station

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Scholars can be paired with a peer.

Scholars can research healthy and unhealthy choices teens make.

Scholars can list ways to ensure they are making good choices when it comes to food choices and hygiene.

Scholars can plan a "Day in the Life of a Healthy Me." This should include a daily exercise routine, food choices and personal grooming. The day should start at 7:00 a.m. and end at 10:00 p.m.

The facilitator can provide images of items and have scholars label them as healthy or unhealthy.

Activity Reflection: Scholars will share their vision sheets.

Supplemental Resources: Healthy Living for Teens: Inspiring Advice on Diet, Exercise, and Handling Stress by Youth Communication



Health Profile Enrichment sheet



Positive health choices

Examples:

Set daily bedtime.

Talk to parents, friends or an adult I trust about my problems.

Eat two vegetables and one fruit daily. Take a shower daily.

What can you add?

Negative health choices

Vape

I've never talked to anyone about my problems.

Play video games at least 7-8 hours per day, sometimes until 3-4 a.m.

Skip eating breakfast. I don't like baths or showers, so I skip them frequently.

What can you add?

Looking 10 Years Ahead My Vision Sheet

Project yourself into the future. You can use this outline or create your own drawing and label the healthy habits you will be practicing.

Food habits

1. _____

2. _____

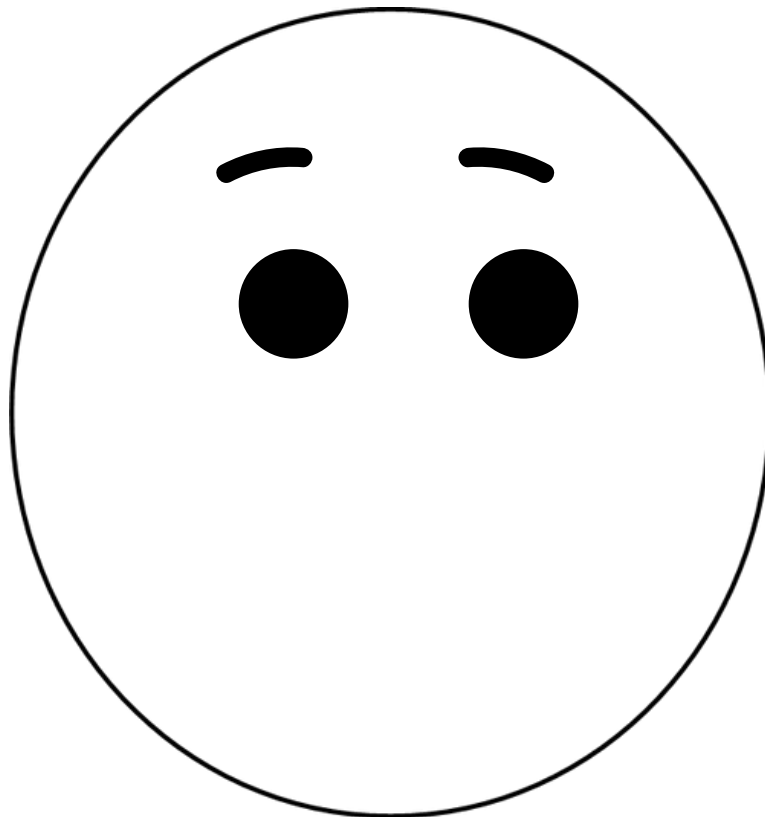
3. _____

Exercise/Movement

1. _____

2. _____

3. _____



Hygiene

1. _____

2. _____

3. _____

Other habits

1. _____

2. _____

3. _____



Activity Plan

Title: Everything Isn't Peaches and Cream

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand that disappointment is a part of life. <p>Materials:</p> <ul style="list-style-type: none"> addition fact sheet pencils pencil sharpener box or container <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment 	<p>Activity Overview: Scholars will share their feelings after being given a task that is virtually impossible to complete.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Disappointment happens every day. Sometimes we attempt to do things and the outcome is not positive or just not what we expected. How do you deal with disappointment? Allow scholars to discuss how they have dealt with disappointment in the past.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to do an exercise that will probably generate a feeling of disappointment within you. After we have completed the activity, I want you to verbalize your feelings and the best method you could use to get past this moment.</i>
	<p>Build (Rehearse & Build for Transfer /Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>I have a challenge for you. You are going to receive some simple single digit addition problems. You will have a set time to complete the problems. If you complete all the problems correctly with legible writing, you will receive \$100.00. You must use only the materials provided by me and within the time limit I set, no exceptions.</i> Scholars will receive a sheet with 100 addition problems, an unsharpened pencil, and one pencil sharpener for the class. Scholars will have one minute to complete the task. They will have to get their paper from a taped box, sharpen their pencils and complete all 100 problems within one minute.

Differentiation Station

Suggestions for Remediation

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Special Education & English Learner Scaffolds



Come together to brainstorm feelings that occur when someone is disappointed about an outcome.

Scholars can develop a list of ten activities that involve simple tasks that would be impossible to complete with unrealistic expectations.

Scholars can use Google Translate to define the word disappointment.

Scholars can be given pictures showing disappointed faces and explanations for the reactions.

Activity Reflection: Scholars will reflect on the activity with their elbow or feet partner. Some questions to consider include: Was the task fair? Could you complete it? Which part of the activity could you control to get better results? Is it ok not to be able to do certain tasks?

Supplemental Resources:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst; "Nobody Like Me (Guess I'll Go Eat Worms)"



Solve Each Problem

$5 + 3 =$

$7 + 2 =$

$4 + 6 =$

$8 + 1 =$

$2 + 7 =$

$6 + 3 =$

$1 + 4 =$

$3 + 5 =$

$9 + 0 =$

$2 + 2 =$

$7 + 1 =$

$4 + 4 =$

$0 + 9 =$

$8 + 0 =$

$6 + 4 =$

$5 + 5 =$

$3 + 2 =$

$9 + 1 =$

$1 + 8 =$

$7 + 3 =$

$5 + 2 =$

$4 + 1 =$

$0 + 6 =$

$8 + 2 =$

$2 + 5 =$

$1 + 7 =$

$3 + 7 =$

$6 + 5 =$

$9 + 2 =$

$7 + 4 =$

$5 + 0 =$

$2 + 8 =$

$4 + 3 =$

$8 + 3 =$

$6 + 6 =$

$0 + 7 =$

$1 + 2 =$

$3 + 0 =$

$9 + 3 =$

$7 + 5 =$

$5 + 4 =$

$2 + 1 =$

$4 + 8 =$

$8 + 4 =$

$6 + 2 =$

$0 + 8 =$

$1 + 9 =$

$3 + 3 =$

$9 + 4 =$

$7 + 0 =$

$5 + 1 =$

$2 + 9 =$

$4 + 5 =$

$8 + 5 =$

$6 + 1 =$

$0 + 5 =$

$1 + 0 =$

$3 + 8 =$

$9 + 5 =$

$7 + 9 =$

$5 + 7 =$

$2 + 4 =$

$4 + 2 =$

$8 + 6 =$

$6 + 0 =$

$0 + 2 =$

$1 + 5 =$

$3 + 4 =$

$9 + 6 =$

$7 + 6 =$

$5 + 6 =$

$2 + 3 =$

$4 + 7 =$

$8 + 7 =$

$6 + 7 =$

$0 + 1 =$

$1 + 6 =$

$3 + 9 =$

$9 + 7 =$

$7 + 7 =$

$5 + 9 =$

$2 + 0 =$

$4 + 0 =$

$8 + 8 =$

$6 + 8 =$

$0 + 4 =$

$1 + 3 =$

$3 + 6 =$

$9 + 8 =$

$7 + 8 =$

$5 + 8 =$

$2 + 6 =$

$4 + 9 =$

$8 + 9 =$

$6 + 9 =$

$0 + 3 =$

$1 + 1 =$

$3 + 1 =$

$9 + 9 =$

$2 + 2 =$



Activity Plan

Title: Hey, That's Not Fair!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will gain practice with handling disappointment in a social setting when the odds are stacked against them. <p>Materials:</p> <ul style="list-style-type: none"> ball <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment appropriate 	<p>Activity Overview: Scholars/Participants will experience disappointment as they play a game with unfair rules.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever been disappointed? How did you handle your feelings? What did you do? Provide scholars with an opportunity to respond.</i> Scholars should examine three pictures (found after this activity plan) showing children experiencing disappointment. Based on their observations, they should verbally discuss what the disappointment is and how the children appeared to handle it. They should also propose an appropriate and productive response.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>How do you think Ace would have handled himself in each of these situations? Let's discuss.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Depending on the size of the group, everyone should be divided into two teams to play a simple game of bounce and catch with a ball. A ball will be bounced, and their task will be to catch the ball before it hits the ground. Team A will have to close their eyes while playing the game. Team B will have their eyes open. Facilitator: <i>How did it feel to have to play the game with your eyes closed? What difference would it have made if everyone's eyes were opened? Allow scholars the opportunity to respond. There are many reasons why we do not always win or achieve our desired outcomes. Sometimes we are disappointed because we are at a disadvantage, as was the case here. Regardless, it is okay to be disappointed. How you respond can make all the difference.</i> Facilitator: <i>What could you have done once you heard the directions?</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Using the photos from Bridge and Connect, scholars can list words that describe how the children are feeling. What can make them feel better?

Scholars can work one-on-one with an adult for support.

Scholars can develop a list of ten games that they could play that would have rules to give one side an advantage. Discuss how they would deal with being on either team.

Google Translate can be used to gain a better understanding of the word disappointment.

Using the photos from Bridge and Connect, scholars can list words that describe how the children are feeling. What can make them feel better?

Activity Reflection: How did the activity make you feel? Which team would feel the most disappointment and frustration? Why?

Supplemental Resources:

A Little SPOT of Disappointment by Diane Alber; **Grumpy Monkey** by Max and Suzanne Lang

Hey, That's Not Fair!




Activity Plan

Title: I See You!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand the importance of encouraging others through life's challenges. <p>Materials:</p> <ul style="list-style-type: none"> trash cans balloons <p>Vocabulary:</p> <ul style="list-style-type: none"> motivation mental health physical health 	<p>Activity Overview: Scholars will participate in a difficult physical activity while being encouraged.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Show scholars a picture of a baseball diamond. Facilitator: <i>What do you think you would have to say to yourself to run around this baseball field twice without stopping? What type of physical shape do you think you would have to be in to accomplish this task?</i> 
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Preparing to accomplish this task would be difficult if you are not in the best physical condition, but sometimes you can motivate yourself to do difficult things.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You will complete one task that may seem difficult, but you can accomplish it with the right motivation.</i> Select two scholars (participants) to be the kickers and everyone else will be the motivators. Scholars will have one minute to complete the task. If the scholars are unsuccessful, take advantage of the opportunity to discuss how to be encouraging. Task: In a one-minute timeframe, scholars will try to kick a balloon into a trash can. They will start six feet from the trash can. They cannot use their hands. As the kicker tries, the group should say encouraging and motivating words.

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

- **Facilitator:** *Kickers, how did it feel not to make it? Did it make a difference that you may not have made while others were watching? What, if anything, kept you from giving up? **While it is possible that a kicker makes it, it is more probable they will not. Take this opportunity to tell the group how helpful it was to receive encouragement instead of ridicule. Physically, it was a tough activity, but the mental motivation makes a difference.***

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Scholars may reduce the distance required to kick the balloon.

Scholars can decorate encouraging signs to hold throughout the activity.

Scholars can develop three additional tasks to be completed using the balloons and trash can.

Scholars can write about a time when they were presented with a difficult physical task that required them to be strong mentally in order to complete it.

Provide a variety of pictures of teens completing physical tasks. Ask participants to discuss the physical and mental strength needed to complete them.

Scholars (participants) can teach others to say encouraging words in their native languages.

Activity Reflection: Write a friendly postcard to Ace about how your classmates motivated you to complete a task.

Supplemental Resources:
YouTube



Activity Plan

Title: Heart Check

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn how to take their pulse manually and learn the difference between a resting and active heart rate. <p>Materials:</p> <ul style="list-style-type: none"> timing device with stopwatch recording sheet pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> heart rate pulse resting heart rate active heart rate 	<p>Activity Overview: Scholars will recognize the importance of the heart in overall health and learn how to check their heart rate manually.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Your pulse, also known as your heart rate, is the number of times your heart beats per minute. A normal resting heart rate should be between 60 to 100 beats per minute, but it can vary from minute to minute.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to learn how to take our heart rate manually. Since we know what the average heart rate is, I want you to predict what yours will be. Scholars will write their guesses on a sticky note.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to watch a quick video on taking a manual resting heart rate. Play the YouTube video "How to: Measure Resting Heart Rate" by PolyFit CP.</i> Scholars will practice finding their resting pulse rate, and the facilitator will demonstrate. Scholars will write RPR on a sticky note. Facilitator: <i>The heart is a muscle and we want to build it and strengthen it. There are some simple movement exercises we can do to increase our heart rate throughout the day. We are going to try a couple. Scholars may choose three of the activities to compile and record their active heart rates.</i> See Heart Rate Exercise enrichment sheet.



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Scholars will work with an adult throughout the activity.

Scholars can modify the activity by choosing 1 exercise.

Scholars will use the data collected from their resting heart rate and the exercises and create a bar graph showing the differences between the two.

The Heart Rate Exercises sheet can be available in the scholar's native language.

The facilitator can search for videos that demonstrate how to take a person's pulse in the scholar's native language.

Activity Reflection: Journal Writing – How difficult was it to increase your resting heart rate? Which exercise do you think you could commit to doing 3–4 days a week?

Supplemental Resources: You may want to have images or videos that demonstrate the exercises included in this activity.



Heart Rate Exercises

Choose three of the exercises listed below. With a partner, take turns timing each other for one minute. You should extend time if needed. Record your heart rate after each exercise and compare it to your resting heart rate.

1. Jumping Jacks
2. Running in place
3. 20 sit-ups
4. 20 push-ups
5. 20 squats
6. Bring your knees to your elbows, 10 left knee and 10 right knee
7. Jump in place 20 times
8. Burpees



Resting Heart Rate	Exercise	Active Heart Rate



May—What Would Ace Do?



These are reflective, open-ended questions to 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.



Why is confidence important to your overall health?

How do you determine if you are healthy? Can you tell if a person is healthy by looking at them?

Why is accepting disappointment a part of healthy living? What happens if we are not able to accept disappointment?

How are our emotional, mental, and physical health connected? What happens if you are not fit in one area?

