

Month at a Glance: November

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



The Best Me I Can Be	You're never too young to positively impact your community.	character traits, responsibility, positive influencer	45 minutes
Living Healthy from the Inside Out	Self-esteem impacts your behavior, self-image, and self-talk. It impacts every aspect of your life.	self-esteem, positive self-talk, negative self-talk, self-image, behavior	Three 45-minute sessions
Rest/Relaxation: The Choice Is Yours	Rest is an important part of a healthy lifestyle for all ages.	choice board, yoga, meditation, visualization, tai chi	45 minutes
What's on the Menu?	Healthy foods and a healthy diet are important parts of a healthy lifestyle for all ages.	junk food	45 minutes
What would Ace Do?	Reflective opportunities.		5-30 minutes

November



Activity Plan

Title: The Best Me I Can Be!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will understand how they can influence their environment in positive ways. <p>Materials:</p> <ul style="list-style-type: none"> Positivity Reigns Supreme worksheet pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> character traits responsibility positive influencer 	<p>Activity Overview: Scholars will recognize how to use their knowledge, character traits, and abilities to help create a positive environment throughout their community as they plan to provide service to others.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Scholars will play the game "What Do You Stand For." All scholars will be seated. The facilitator will read a minimum of five statements. If the statement applies to the scholar, they will stand. Examples of statements include: <ul style="list-style-type: none"> I am dependable. I am responsible. I am courteous. I am patient. I am generous. I am thoughtful.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> After completing the game, scholars will discuss how the named characteristics could affect the environment of their community. Facilitator: A dependable person can have a positive effect on their community by serving individuals in need. Volunteering to feed the homeless, raking a neighbor's leaves, helping parents put away the groceries, and doing chores without being asked or expecting compensation are all things a dependable person could do to help others.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> What are some ways you currently serve the community? Allow scholars to respond. What prevents you from being able to serve the community? Allow scholars to respond. Scholars will voluntarily sign a pledge card committing to thirty minutes of service outside of the school day with the approval of their parent/guardian. Scholars will report to the group how they positively impacted their community.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can create a list of character traits they think a positive influencer possesses.

Scholars can work with an adult to understand what positive character traits are.

Scholars can design a poster showing examples of positive character traits and responsibility demonstrated by an influencer of their choice.

Scholars can select three to five traits from the poster to describe and give examples of how people display these traits.

Activity Reflection: Scholars will record ways they positively influence their environments in their journals. Scholars who do not have a reputation for being a positive influencer can write about some changes they will make to become more positive.

Supplemental Resources:

Positive Instagram account [Girls Night in Club](#); Amy Poehler's Smart Girls; 6-8 Middle School "Helping Middle School Students" www.edutopia.org; "Teach Students How to be a positive influence" www.ascd.org



Positivity Reigns Supreme

INTEGRITY

Honesty

Kindness

FAIRNESS

Humility

COMPASSION

Optimism

SELF
DISCIPLINE

Reliability



Activity Plan

Title: Living Healthy from the Inside Out
Suggested Time: Three 45-minute sessions
Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify and recognize the keys to healthy self-esteem. <p>Materials:</p> <ul style="list-style-type: none"> electronic devices pencils "positive affirmation" enrichment sheet Living Healthy from the Inside Out Sheets <p>Vocabulary:</p> <ul style="list-style-type: none"> self-esteem positive self-talk negative self-talk self-image behavior 	<p>Activity Overview: Scholars will identify and recognize the keys to healthy self-esteem as they develop their own positive affirmations.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will display two images. Facilitator: Which image represents a person who appears to have positive self-esteem? Explain why this person represents someone with positive self-esteem. Pause and allow scholars to respond. Look at the second image. Does this person appear to be displaying positive self-esteem? Why? Pause and allow scholars to respond. *Sample images are included with this activity plan.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Introduce scholars to the definition of healthy self-esteem. Facilitator: Self-esteem is how you think, feel, and act towards yourself. It impacts your behavior, self-image, and self-talk. Positive affirmations are statements that boost your confidence and remind you of your self-value. Distribute the Positive Affirmation Enrichment sheet. Take a look at your "Positive Affirmation" sheet. There are three areas: behavior, self-talk, and self-image. I am going to give you an example of a positive affirmation that can be used for each area so you will know how to complete this on your own. Provide examples for each. Facilitator: For the next 15 minutes, you will write three positive affirmation statements in each area. After fifteen minutes, ask scholars to share aloud.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: Using your affirmation sheet, pick one statement from each area to record a positive message to yourself. You can use your phones or laptops. If you don't have either of those, I'll provide you with a sheet of paper to write them. The next time you experience self-doubt, I want you to refer to your video to boost your confidence and remind yourself of your value.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



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 use what they know about self-esteem to develop a self-esteem inventory.

Scholars can use the images included in this activity plan to indicate their understanding of positive and negative behaviors, self-talk, and images.

Activity Reflection: Scholars will play the Self-Esteem Challenge game. They will sit in a circle and count 1-2- 3-Go! Once the word "go" is said, the first student to the right of the facilitator will start with the letter A and name a positive self-esteem trait or a positive characteristic starting with that letter. The game will end when all twenty-six letters of the alphabet are used. Example: 1-2-3-Go! A—amazing; 1-2-3-Go! B—beautiful; 1-2- 3-Go! C—Cute.

Supplemental Resources:

Teen books on self-esteem; *Just as You are: A Teens Guide to Self-Esteem* by Michelle Skeen; *I Like Myself* by Karen Beaumont



Living Healthy from the Inside Out



Living Healthy from the Inside Out



Positive Affirmation Enrichment sheet

Write three positive affirmation statements for each area.

Behavior

1.

2.

3.

Self-talk

1.

2.

3.

Self-image

1.

2.

3.

Smile

Activity Plan

Title: The Choice is Yours

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 resting and relaxing for overall good health. <p>Materials:</p> <ul style="list-style-type: none"> paper computer pen/pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> choice board yoga meditation visualization tai chi 	<p>Activity Overview: Scholars will create a list of options for resting and relaxing.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>We all live very busy lives, but it is important to find a balance and get the rest and relaxation we need. We will work together to generate a list of options for ways to do just that. Hopefully you will be able to identify some things you wouldn't mind adding to your daily routines.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Rest is an important part of a healthy lifestyle for all ages. It rejuvenates your body and mind, regulates your mood, and is linked to learning and memory function. Not getting enough rest can negatively affect your mood, immune system, memory, and stress levels. Today you will create a choice board of different activities you can incorporate into your daily lives to ensure you are resting and relaxing. Let's brainstorm and make a list of options.</i> The facilitator can provide some of the following if scholars don't suggest them: yoga, meditation, stretching, listening to music, deep breathing, visualization, tai chi, napping, dancing, taking showers or baths, and massages.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You will want to start your rest and relaxation routine by finding at least three to five things from our choice list that you would like to try. You might even include something you wouldn't normally be interested in and add it to your choice board as well. Determine a start date and incorporate the activities into your week at least three to five times.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide one-to-one support for making choices.

Scholars can be given extended time to complete the activity.

Lead others in a similar activity.

Brainstorm more options to share.

Scholars can choose to add images of relaxing activities to their choice boards.

Scholars can be given extended time to complete the activity.

Activity Reflection: Refer to the November "What Would Ace Do?" questions from "Building a Healthy You from the Inside Out."

Supplemental Resources:
Google Translate and computers.



Rest & Relaxation Choice Board

Add options for resting and relaxing to each space on your choice board. Add the date to each square when an activity is complete.

	Something Different	

Activity Plan

Title: What's on the Menu

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will learn the importance of having a balanced diet for overall good health. <p>Materials:</p> <ul style="list-style-type: none"> paper computer pen pencil <p>Vocabulary:</p> <ul style="list-style-type: none"> junk food 	<p>Activity Overview: Scholars will research and identify healthy eating options to share and try.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>We live in a world with junk foods and comfort foods all around us. Too often these foods taste good, but contain loads of sugar, salt, and fat that our bodies just don't need. Today, we are going to come up with healthy snack options that we can actually enjoy eating.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Healthy foods and a healthy diet are important parts of a healthy lifestyle for all ages. Today we will research healthy snack recipes. It is important to find healthy options that contain ingredients you enjoy eating. Find something you can share with the group as we will do a recipe swap. Be prepared to share your recipes with the group. Hopefully everyone will leave with several healthy options.</i> The facilitator can provide websites with healthy snack options and allow the scholars to research the recipes.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>You all found a lot of amazingly healthy options. I've created a document where we can share the recipes with each other. This way, you will have access to all the options to incorporate them into your diets.</i> Facilitator: <i>Were there any recipes that really appealed to you?</i>



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can provide one-on-one support for making choices.

Scholars can be partnered with another scholar.

Scholars can be given extended time to complete the activity.

Scholars can create a cooking demonstration video that shows them preparing one of the healthy meal options.

Scholars can create a digital cookbook.

Scholars can research recipes related to their culture.

Scholars can be given extended time to complete the activity.

Activity Reflection:

Refer to the November "What Would Ace Do?" questions from "Building a Healthy You from the Inside Out."

Supplemental Resources: Google Translate and computers.



November—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.



Building a Healthy You from the Inside Out

How often do you take time to do the things you enjoy?

Do you think your mental health affects your physical health? Why or why not?

Do you keep rushing to complete things; to get to places; to be present everywhere; to always look, feel and be perfect? What effect do you think these things have on your overall health?

How important do you think it is to make mistakes in life?

How important do you feel it is to be around people that encourage you to think positively and make you feel good about yourself?