

Month at a Glance: September

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What Makes You Tick: Finding Your Joy	It is important to find joy in things you enjoy doing alone and things you enjoy doing with loved ones.	joy, emotions, portrait, demographic information	Three 45-minute sessions
Let's Talk About It!	There is help available for every problem. It is important to know who to talk to.	scenario, role play, trusted adults	Two 45-minute sessions
Throw In a Positive Change	Everyone does not experience joy in the same way, but everyone can experience joy	aspirations	45 minutes
Problem and Solution	There is more than one way to solve a problem. Having someone to depend on helps you discover alternative solutions.	anonymity, problem, solution	45 minutes
What would Ace Do?	Reflective opportunities.	journal, journaling, express yourself	5-30 minutes

September



Activity Plan

Title: What Makes You Tick: Finding Your Joy

Suggested Time: Three 45-minute Session

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will identify situations in their lives that bring them joy. <p>Materials:</p> <ul style="list-style-type: none"> index cards pencils chart paper pencils scissors crayons markers <p>Vocabulary:</p> <ul style="list-style-type: none"> joy emotions portrait demographic information 	<p>Activity Overview: Scholars will identify what brings them joy.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator will pose a series of questions to scholars and/or families and allow them to work together to develop responses on index cards. Facilitator: <i>What is joy and how do people express it? What does joy look like for you? What does joy look like in your family?</i> Participants should work in small groups to respond to the questions. The facilitator should remind them to come up with a definition of joy as they are talking.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>As we prepare to come back together, choose one person to share your group's definition of joy.</i> Have each group share aloud. We will use what you have shared to develop one working definition of the word joy for our group.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>We are going to play the ABC Joy Game.</i> This game can be played while sitting in chairs, standing, or seated on the floor. Scholars will assemble in a circle. The facilitator will model how to play the game. The facilitator will start with the letter A and say, "1,2,3! A—apples bring me joy. They are sweet to eat and taste delicious. 1,2,3! B—Brian brings me joy. He is my brother, and he cares about me. 1,2,3! C—Candy brings me joy. I like to eat it and share it with friends." Once the facilitator has completed the third example, they will restart the game with A. The game will end when all scholars have participated twice.



Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can work with a partner.
The facilitator can ask prompting questions and provide scholars with examples of what joy can look like.

Scholars with cell phones can use an image that brings them joy.

Scholars can use what is shared to create a digital Book of Joy. They can invite others to contribute to it.

Scholars can share pictures from cultural celebrations and events.

Activity Reflection: Scholars and/or families will receive index cards to respond to the question: What are some common ways people express joy? They will examine new ideas presented and discuss.

Supplemental Resources:
Happy book by Pharell Williams; "Special" by Lizzo (clean version)



What is Joy?





Activity Plan

Title: Let's Talk About It!

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 they are not alone. <p>Materials:</p> <ul style="list-style-type: none"> Let's Talk About It! note catcher pencil paper scenarios <p>Vocabulary:</p> <ul style="list-style-type: none"> scenario role play trusted adults 	<p>Activity Overview: Scholars will identify trusted adults and professionals in their community.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>We have trusted adults in our school community to assist us when we need help. What are some things a scholar might need assistance with? Allow scholars to work independently to make a list of things they (or their families) might need help with.</i> Allow scholars to share aloud while you (the facilitator) write the responses on the board or a sheet of chart paper. After scholars have shared about 5 different responses, say, Let's identify adult resources within the community that can help with these situations. What are their job titles and responsibilities? Add to the list as needed. The "Let's Talk About It" sheet can be used as a guide. Facilitator: <i>What would our community look like if we did not have these adults as resources?</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The scholars will play the game "Who You Gonna Call?" Use the situation activity sheet found at the end of the activity plan. Facilitator: <i>I will read three different scenarios and you will tell me which trusted adult the scholar should seek for help.</i> Accept all reasonable responses and redirect scholars as necessary.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will divide scholars into groups of three or more. Facilitator: <i>Each group will develop a role-playing scenario involving a student who needs to get help from a trusted adult. The scenario must have an issue that needs to be addressed. It should also include the title of the adult who can help. You must act out the scenarios using the dialogue you write.</i>



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View role-playing scenarios digitally, discuss how the characters handled the situation, and determine whether it was handled effectively.

Review each job titles and role within the school to ensure scholars know who to talk to if needed.

The facilitator can invite 1–2 of the individuals listed on the role chart to explain their roles and responsibilities at the school, giving generic examples of how they have assisted scholars. Scholars will use this information to create a three-panel pamphlet on how to get help from this individual and what they can help with. Pamphlets should have a cover with a slogan.

Facilitators can provide graphics or pictures for language support.

A translation app or Word to Word dictionary can be used as needed.

Activity Reflection:

Scholars can complete this evaluation using individual or group journal sheets.

Facilitator: *Today, we will use our journals/notebooks and the following questions to determine your understanding of the resources available within your community. Did the scholar get the help needed from each scenario? What should the scholar do to follow up with the adult? What should the adult do to follow up with the scholar? Do you think the scholar benefited from talking with the adult?*

Supplemental Resources: Graphic organizers in digital forms; School community trusted adults



Let's Talk About It!



Adults	Role	Responsibilities
Ms. Cartwright	Counselor	Providing contact information for different organizations. Providing food to scholars. Assisting scholars with utility resources. Supplying the clothing closet. Providing scholars with personal hygiene items
Ms. Cartwright	Counselor	Maintaining a safe environment. Helping de-escalate physical and verbal conflicts.

Who You Gonna Call?



Situation #1

Erika has a stomachache, a headache, and is breathing hard. She just got pushed and shoved by three girls in the restroom. They threatened to fight her if she rode the bus home.

Who You Gonna Call?

Situation #2

Jackson is has very poor hygiene. Scholars are making fun of him, calling him names, and stating that he stinks. You caught Jackson in the restroom at the sink trying to wash up using paper towels and soap from the dispenser.

Who You Gonna Call?

Situation #3

Monica is a pretty girl. She dresses in the latest fashion, makes good grades, and all her facilitators like her. Unfortunately, however, she has trouble making friends. That brings her stress and anxiety. You find her sobbing on the side of the building during lunchtime.

Who You Gonna Call?



Activity Plan

Title: Throw in a Positive Change

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will express their aspirations and learn more about the aspirations of their peers or relatives. <p>Materials:</p> <ul style="list-style-type: none"> ball and a large enough space to spread out to throw and catch a ball <p>Vocabulary:</p> <ul style="list-style-type: none"> aspirations 	<p>Activity Overview: Scholars will express their aspirations while using handeye coordination to throw and catch a ball.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Scholars, do you know what an aspiration is? Allow scholars to respond. Yes, an aspiration is a strong hope or wish for success. When I was younger, I aspired to be a teacher. Today, we will get some physical activity in while sharing our aspirations with one another. Let's begin by spreading out in a large circle with me in the center. I will state another aspiration and throw the ball to one of you. When you catch the ball, you will share a personal aspiration within five seconds and then throw the ball to someone else. After catching it, that person must repeat the person's aspiration who threw the ball to them and the aspirations stated before. They will then add one of their own. If a scholar cannot remember one of the aspirations, they will sit out. A scholar cannot go twice in a row. The goal is to give everyone a turn and still be standing at the end of the game.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Rounds of throwing and sharing will continue until all scholars have a turn to share. The facilitator will make sure scholars follow the rules—that the ball continues in play, that scholars state aspirations correctly, and outed players sit out.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: <i>What did you learn about your peers' interests? Were there some things you have in common with others? What can participating in this activity teach you about yourself and others?</i>

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The person throwing the ball can call the person's name before throwing the ball to them.

The facilitator can give prompts.

Scholars can have extended time to share.

Scholars can engage in this activity with a smaller group.

This can be done as an outdoor activity.

Scholars can create a short video about the importance of aspiring to do great things. Clips of the ball toss can be included.

The facilitator can give additional prompts.

EL scholars can be assigned a partner to share their aspirations with.

Allow ten seconds for sharing aspirations.

Scholars can engage in this activity with a smaller group.

Activity Reflection: Refer to the "What Would Ace Do?" September questions focused on Finding Your Joy.

Supplemental Resources:
Google Translate and computers.



Activity Plan

Title: Problem and Solution

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will have an opportunity to problem solve. <p>Materials:</p> <ul style="list-style-type: none"> paper tape sticky notes pencils pens <p>Vocabulary:</p> <ul style="list-style-type: none"> coping 	<p>Activity Overview: Scholars will exchange ideas for solutions to their peer's problems.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever had a friend share a problem that you tried to help solve? Allow scholars to respond. I always enlist the support of my friends and family when I am faced with a problem and need help. Today you will get a chance to work in a group to find a solution to a problem.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will separate the scholars into two groups and allow them to think of problems they would like to share. The facilitator will then record the problems of each group and exchange the lists to keep some anonymity and respect boundaries. Each group will have ten minutes to create lists, ten minutes to come up with solutions, and ten minutes each to share.
	<p>Build (Rehearse, & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> The facilitator will allow scholars to reflect on the solutions provided and ask follow-up questions. Facilitator: <i>Did you hear any solutions that you found helpful? Are there any trusted adults that may need to be involved in your solutions? If so, know you can always follow up with me. You can include me on your trusted adult list.</i>



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Scholars may receive one-on-one support with sharing problems and or solutions.

Scholars can be assigned a partner to help them with reading and/or writing.

Time can be extended as needed.

This activity can be done outside.

Scholars can come up with more than one solution to the problems shared.

The facilitator can allow the use of Google Translate.

The facilitator can provide EL scholars with graphics of examples.

Time can be extended as needed.

Activity Reflection: Refer to the "What Would Ace Do?" September questions focused on "Normalizing Therapy."

Supplemental Resources:
Google Translate and computers.



September—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.

Normalizing Therapy

Finding Your Joy



What would make you feel like you need to talk to a trusted adult?

What positive changes would you like to see happen in your life?

What do you expect from someone when seeking help from them?

What do you view as the biggest problem in your life?

How have you been feeling lately? What makes you feel that way?

Would you describe yourself as a happy person?

What is happiness for you?

What color represents happiness? Why?

Do you think happiness lies within you?

Can money buy happiness?

Is happiness a state of mind?

What makes you feel happy?

What are the three most important things you need to make you happy?

