

Month at a Glance: February

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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What a Timeline!	All bad decisions do not have to dictate your future.	past, present, future, current, transition, matriculate	45 minutes
You Can Get With This... or You Can Get With That	Making healthy choices at an early age can positively impact your overall health.	choice positive negative	60 minutes
Money, Money, Money	Being financially fit is a part of overall wellness.	disciplined, prioritizing, miscellaneous	45 minutes
Disappointment Doesn't Define Me	Disappointments are a part of life. How we respond to them makes all the difference.	disappointment, result, improvement	60 minutes
What would Ace Do?	Reflective opportunities.		5-30 minutes

February

Activity Plan

Title: What a Timeline!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> To make scholars aware that decisions or events from their past does not dictate their future. <p>Materials:</p> <ul style="list-style-type: none"> computer paper scissors glue markers crayons tape <p>Vocabulary:</p> <ul style="list-style-type: none"> past present future current transition matriculate 	<p>Activity Overview: Scholars will reflect on their past but also start visualizing their futures by creating a timeline of their lives.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Have you ever heard of a timeline? Allow scholars to respond.</i> Facilitator: <i>A timeline is a line where you can mark the beginning, the middle, and the end of a specific period of time in chronological order. The easiest way to understand a timeline is to create one about your own life. After all, who knows your life better than you? For our timelines we are going to create, we are going to add a twist! We are going to predict the next ten years of the future.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> Facilitator: <i>Today, you are going to create a timeline of your life. Your timelines will have a start date, a halfway mark, where you are now and ten years into the future. Who can tell me what date your timeline should begin with? Allow scholars to answer. Correct! Your birthdate! Who can tell me what age would be the halfway mark for you? This will differ as all scholars are not the same age. (12/6, 13/6.5, 14/7, 15/7.5)</i> Facilitator: <i>You will then put the age you are right now and add the age you will be in ten years. You can add as many important ages as you'd like, but we want to make sure these ages are on there.</i> Facilitator: <i>For the ages that have already passed, you will add dates, events, pictures, or anything that you feel was significant to you. These can be positive or negative events. All our experiences have shaped us into the people we are today. For your future ages, you will add goals, dreams and aspirations.</i>

	Boost (Teach)	<ul style="list-style-type: none">• Facilitator: <i>For those of you who have negative events that have happened in your life, please understand that those events do not have to dictate your future. You can still do and be whatever you put your mind to!</i>
	Build (Rehearse & Build for Transfer/Close)	<ul style="list-style-type: none">• Facilitator: <i>Be as creative as you want to be. I will select volunteers to share their timelines with the class.</i>

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can create a timeline with the scholars.

Scholars can work in groups.

Scholars can create a timeline on paper or on the computer.

Scholars can use Google Translate.

Scholars can use pictures.

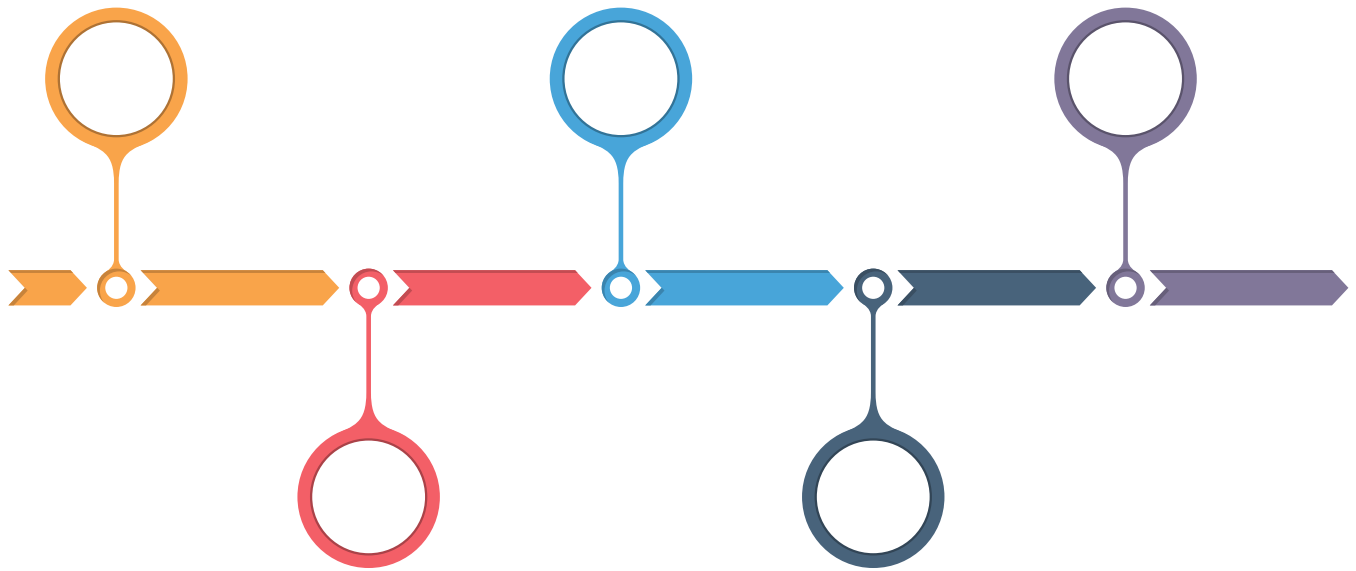
Activity Reflection:

What are your thoughts after creating your timeline? What did you discover about yourself through the process? What are you most proud of? Based on where you've been and where you are now, where do you see yourself in the future? Are there things you need to start doing differently?

Supplemental Resources: <https://foreveryoungautobiographies.com/how-to-make-a-timeline/>



Infographic Template



Activity Plan

Title: You Can Get with This... Or You Can Get with That!

Suggested Time: 60 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will explore healthy choices that will benefit their overall physical, emotional, and social well-being beyond high school. <p>Materials:</p> <ul style="list-style-type: none"> statement cards markers construction paper <p>Vocabulary:</p> <ul style="list-style-type: none"> choice positive negative 	<p>Activity Overview: Scholars will explore the impact of the decisions they are making now on their lives beyond high school.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> The facilitator should cut the statement cards for each category and place them in 3 separate Ziploc bags for two groups in advance. Some of the statements have numbers on them, and others do not. Please note that each group should receive different statement (choice) cards. Facilitator: Today we will explore the power of choice and the effects our choices have on our physical, emotional, and social lives beyond high school. The class should be divided into two groups. Scholars will decide if the choices found on the cards are positive or negative. They should consider life beyond high school and into adulthood when responding.
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will randomly call one number at a time and have scholars come to the middle of the room to read their statement cards. After the scholar reads their choice statement, the scholar with the opposite choice will shout, "You can get with this, or you can get with that!" The goal of the activity is to ensure scholars acknowledge positive and negative choices they can make. Positive choices for a healthy physical, emotional, and social lifestyle should be the goal.
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> Facilitator: Now that we have matched our choices, work with your partner to come up with a hashtag to promote the healthy physical, emotional, or social choice that will promote an overall healthy lifestyle beyond high school. Illustrate the hashtag and come up with an exciting and creative way to share it. For those scholars who do not have a card, you will join please join two scholars to form a small group. Scholars will share their hashtags and the class will vote on the most creative hashtag that promotes positive choices beyond high school.

Differentiation Station

Suggestions for Remediation	Suggestions for Acceleration	Special Education & English Learner Scaffolds
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<p>The facilitator can ask prompting questions.</p> <p>Scholars can reference graphics/pictures.</p> <p>Scholars can be paired with a peer for support throughout the session.</p>	<p>Scholars can create a PSA as an addition to their hashtag.</p> <p>Scholars will campaign to post the hashtags on the school website.</p> <p>Scholars will brainstorm additional topics to create additional hashtags for positive physical, emotional, and social choices.</p>	<p>Scholars can think in pairs and share ideas with a partner during the activity for support.</p> <p>Graphics or pictures can be used for support of the academic language.</p> <p>Translate document or use Word to Word dictionary.</p> <p>Scholars can be paired with a peer (when available, choose one who speaks the same native language).</p>
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Activity Reflection:

- 1. Why is it important to know the difference between positive and negative choices as we focus on life beyond high school?
- 2. What is the danger of not choosing wisely? How can these choices affect our overall life physically, emotionally, and psychologically?

Supplemental Resources: N/A



Choice Slips (Group 1)



Physical

Lack of sleep	1
Vaping 4–5 times a week	
Drinking 3 sodas daily	3
Managing stress through a balanced diet	

Social

Playing video games for various hours throughout the day	5
Increased screen time and falling asleep with your cell phone	
Choosing friendship circles that honor and share your values	7
Uncontrolled anger that leads to hostile behavior	

Emotional

Unmanaged stress and frustration	
Seeking counseling or therapy for difficult situations	9
Self-isolation	

Choice Slips (Group 2)



Physical

Getting 8–10 hours of sleep each night	
Exercising 4–5 times a week	2
Drinking 64 ounces of water daily	
Using DoorDash/Uber Eats weekly for fast food	4

Social

Enjoying a picnic outside with friends or family members.	
Smoking at social gatherings	
Scheduling the time for self-care activities	6
Being willing to speak your feelings	8

Emotional

Scheduling the time for self-care activities	10
Refusing to speak up/advocate for your needs	
Being honest about your personal needs	12

Activity Plan

Title: Money, Money, Money!

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <ul style="list-style-type: none"> Scholars will discover ways to be financially responsible. <p>Materials:</p> <ul style="list-style-type: none"> paper glue tape markers crayons scissors envelopes <p>Vocabulary:</p> <ul style="list-style-type: none"> disciplined prioritizing miscellaneous 	<p>Activity Overview: Scholars will create budget spending envelopes to prioritize their monthly spending.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> Facilitator: <i>Following a budget and prioritizing your needs can help you to become a more disciplined steward of your finances. We will be labeling envelopes based on how we spend and save money. For example, I will create three envelopes. Envelope one will have bills written on the front; envelope two will have groceries written on the front; and envelope three will have miscellaneous written on the front.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> The facilitator will distribute three envelopes and other resources to each scholar. Facilitator: <i>Before you decide how to label your envelopes, we are going to watch a video (https://www.youtube.com/watch?v=WRcgRimBac8) that gives us a little more information.</i> <i>Consider what you saw and heard in the video. What categories will you create for your budget? How is this different from what you were thinking before you watched the video? Write one category on the front of each of your envelopes. Feel free to decorate them.</i>
	<p>Build (Rehearse & Build for Transfer/Close)</p>	<ul style="list-style-type: none"> After everyone has decided on their spending categories, allow them to share with the group. Encourage others to add to their list if they hear good ideas. Facilitator: <i>Did you hear someone's ideas that you liked? If so, please share with the group.</i>

Differentiation Station

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Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can create envelopes with scholars.

The facilitator can allow scholars to watch the video more than once.

The facilitator can ask prompting questions to support scholars with spending lists.

Scholars can create a budget for the week.

Scholars can advise peers on how they are spending their money.

Allow scholars to use Google Translate.

Use graphics to give scholars ideas for spending categories and spending lists.

Scholars can work with partners or in small groups.

Activity Reflection:

What are some ways you can practice being more financially responsible? How important is it to reflect on your spending to create a budget?

Supplemental Resources: [Envelope Making With Paper](#)



Activity Plan

Title: Disappointment Doesn't Define Me!

Suggested Time: 60 minutes

Suggested Grade Level(s): 6th–8th

<p>Activity Objective:</p> <p>Scholars will identify healthy ways to respond to the disappointing moments of life.</p> <p>Materials:</p> <ul style="list-style-type: none"> stars wish clip art pencil scenario cards <p>Vocabulary:</p> <ul style="list-style-type: none"> disappointment result improvement 	<p>Activity Overview: Scholars will identify healthy ways to respond to disappointment based on the details of a given scenario.</p>	
	<p>Bridge (Connect & Engage)</p>	<ul style="list-style-type: none"> • Facilitator: <i>We have all had times where we faced disappointment in our lives. For example, you may have expected a certain outcome in a situation but experienced something different. Today we will discuss healthy ways to manage the disappointing moments in our lives. The facilitator will use one of the Bridge scenarios to model what the scholars will do in their cooperative groups. (See Facilitator instructions below.)</i> • The facilitator will divide the class into 2 cooperative groups and give each group two stars and a wish. • Facilitator: <i>Each group will receive a sheet with multiple scenarios on it. As you read through each scenario, identify two areas in which the person did well and one area in which the person should improve. The stars represent the areas in which the person does well, and the area of improvement is represented by the wish.</i>
	<p>Boost (Teach)</p>	<ul style="list-style-type: none"> • Facilitator: <i>A growth mindset teaches us that failure is part of the learning process. Trying and failing allows us to obtain skills through deeper learning.</i> • The facilitator will encourage scholars to use their one wish for improvement from the previous activity as a learning goal. The facilitator could choose to share various success strategies that scholars can use to achieve their wishes. • Examples include: <ul style="list-style-type: none"> ◦ <i>Allowing plenty of time for planning.</i> ◦ <i>Refining their timelines.</i> ◦ <i>Setting goals.</i> ◦ <i>Seeking feedback from peers and the facilitator.</i> ◦ <i>Asking the teacher questions.</i>



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

- The facilitator will encourage scholars to listen to the group actively for key feedback that highlights what scholars did well and what the goal behavior for the next time the person faces the challenge should be. Scholars will ensure they include a success strategy to build resilience for responding to the disappointing moment of the scenario.
- Scholars will share their responses using the two stars and a wish language with the class.

Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



The facilitator can ask prompting questions.

Scholars can reference graphics/pictures.

Pair scholars with a peer for support throughout the session.

Scholars can create a success strategy quick sheet as a reminder of how to respond positively to disappointing results.

Scholars can campaign to post the success strategy quick sheet on the school website.

Scholars can brainstorm additional topics to create different scenarios that can be used for practice.

Provide sentence stems for scholars to state their success strategies.

Scholars can think, pair, and share ideas with a partner during the activity for support.

Reference graphics/pictures for support of the academic language.

Translate document or Word to Word dictionary.

Pair scholars with a peer (when available, one who speaks the same native language).

Activity Reflection:

Why are success strategies important for disappointing moments?

What could result from not having a success strategy for our disappointing moments in life?

Supplemental Resources: N/A

Bridge Scenarios for “Disappointment Doesn’t Define Me”



Scenario #1: Myles and his 12 and under football team were undefeated for the season. He'd excitedly gone to practice and played his best each game. After his team won the first round of the playoffs, Myles was confident his team would go all the way because they'd beat their next opponents once before. After they won the second round of the playoffs, he bragged a lot. He told everyone that winning the championship game would be a piece of cake. He even chose to miss practice 2 days that week.

On the day of the championship game, Myles and his teammates were very excited. It was a tough game and they lost by 3 points in the end. Myles was beyond disappointed, particularly because he'd missed an important block.

Scenario #2: Lailah was an AMAZING speller. She'd won her class and grade level Spelling Bees the past 4 years! As the winner of this year's 5th grade Bee, she went on to compete in her school district's competition. She won that one too! Everyone was extremely proud of her.

When she received the list to study for the countywide competition, she studied every day. She stayed up late and woke up early. Her parents encouraged her to rest, but she was nervous about not knowing how to spell the words. For the three weeks leading up to the competition, she did nothing but go to school, eat, and study. She rarely spent time with her family or rested.

She wore her good luck sweater on the day of the competition. Despite being one of the last three in the competition, Lailah did not win. Even though everyone seemed extremely proud of her, she was devastated. When they called her name to get her third-place trophy, she refused to smile for any pictures.



Bridge Scenarios for “Disappointment Doesn’t Define Me”



Read the given scenarios. Highlight the two actions the person did well and underline the area of improvement the person should consider. The two actions the person did well are considered their “stars” and the area of improvement is considered their “wish”.

Scenario	Star	Star	Wish
<p>Jessica rushed home from school and chose her favorite area in the house to concentrate so she could begin studying for her Algebra 1 exam. She grabbed a snack to make sure she wouldn't get hungry because she knew she had a long night ahead of her. As Jessica began to study, she noticed her phone buzzing. She couldn't just put it on silent because she could miss what was happening in her "Friends Forever" group chat. She decided to study and chat in between. Jessica continued to study, but found herself distracted. Hopefully, she thinks to herself, I will do well on this exam.</p>			
<p>Larry is preparing for the school's homecoming band performance. He is so excited because he has a drum solo during the halftime show. He is anxious, but he knows deep breaths and being prepared are the keys to his calm. Larry always packs his uniform the night before and makes sure he sets a reminder to put his band bag in the car in the morning. He noticed he didn't bring his sheet music home so he could practice before tomorrow's game. He could text his band director or another drummer to get it emailed or sent to his phone, but he also needed to finish his online game before he was kicked off the game chat. Larry decided he would just do it in the morning. After all, he had been practicing for a month!</p>			



Kesha received permission to go to the restroom during 3rd period and walked in on 2 girls speaking about wanting to fight another girl on the 8th grade team. She did not know the girls speaking, but she did know the girl they were speaking of. She quickly used the restroom and went to the sink. The girls asked her if she could take a picture of them with her phone so they could post it to someone, but she told them her phone was in the classroom where it should be at all times. They also asked her if she would deliver a message to a person and Kesha stated she did not feel comfortable relaying messages to people that are negative and in situations she is not involved in. The girls laughed and continued to say they are planning to fight. Kesha thought it was none of her business and hurried back to class. She thought it was messy and didn't want to be involved.

Desmond felt alone and on the outs. He didn't know why his friend wasn't speaking to him, and a girl he liked was moving to a new school. Desmond felt like nothing was going right. He took a few deep breaths and decided he would text his friend to figure out a time and place they could talk through things. He wanted to find out what school the girl was attending, but that would require him to create a fake profile or pretend to be one of her friends to get her information. He just wanted to find out where she was, so he thought it would just be one time and then he could possibly come clean if she wanted to keep in touch.



February—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.



Transitioning through your teen years can be challenging, and sometimes adults don't know exactly what to say. Have you noticed any of the following since leaving elementary school? How have the adults in your life responded?

- Spending more time with friends and less time with family.
- Spending more time in your room alone.
- Trying out different personal styles (clothing, hair, makeup, etc.).
- Trying out different hobbies or noticing interest shifts.

Being financially literate can have a positive impact on your overall wellness. How would you prioritize the following to lead a healthy life:

- Budgeting
- Saving
- Managing debt
- Investing
- Managing credit

Share what choices you can make that will benefit your overall health?

