





## Month at a Glance: May

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
			
Moving Forward	The talents you possess can lead you to be confident in what the future holds for success.	goals, confident, successful	45 minutes
Looking Ahead	It is important to have hopes and dreams for the future.	goals, confident, successful	45 minutes
Right Attitude Equals Overcomer	Disappointment is something everyone experiences. Having the right attitude helps to overcome it.	disappointment, overcome, positive attitude	45 minutes
Attitude Is Everything	Disappointment is something everyone experiences. Having the right attitude helps to overcome it.	disappointment, overcome, positive attitude	45 minutes
Am I Healthy?	Engaging in day-to-day activities with confidence improves your overall wellness.	physical health, mental health	45 minutes
Watch Me Be Healthy and Carefree	Engaging in day-to-day activities with confidence improves your overall wellness.	physical health, mental health	45 minutes
What Would Ace Do?	Reflective opportunities.		5-30 minutes

# May



# Activity Plan

Title: Moving Forward

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the significance of having hopes and dreams that align to their strengths.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>moving forward activity sheet</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>goals</li> <li>confident</li> <li>successful</li> </ul>	<p><b>Activity Overview:</b> Realizing the strengths and talents they possess can lead scholars to be confident in what the future holds for them.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator: Engage the scholars in a group discussion.</b> <i>Scholars, name a person you consider successful. What makes them successful? Are they talented? Gifted? Smart? Hard working? What are they doing to maintain their success?</i></li> <li><b>Facilitator:</b> <i>Today, we are going to work on setting goals for the future. I would like you to think of two things you would like to accomplish within the next ten years. I will start by sharing something I would like to accomplish. <b>The facilitator shares a goal of choice.</b></i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Sometimes we set goals based on what others are doing or what someone tells us we should do. Knowing your strengths can be a great start to setting goals. I am going to give you a sheet of paper. I want you to write one goal in each lens of the glasses at the top of the page. <b>Allow scholars to complete this step.</b></i></li> <li><b>Facilitator:</b> <i>At the bottom of the sheet is a table. <b>Read the headings aloud.</b> For the next ten minutes, I would like you to add as much as possible to the table.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Do the interests and strengths you added to the bottom of the page align to what you will need to achieve the goals you listed at the top of the page? Should your goals change to align to your strengths or should you set a goal to work on the things needed to meet your future goals. Which is more realistic for you? <b>Allow scholars to respond.</b></i></li> <li><b>Facilitator:</b> <i>As an example, if I set a goal to go to college to become a doctor because I think it is an admirable profession and doctors make a lot of money, but I hate science and cry at the sight of blood, is that a realistic goal for me? <b>Allow scholars to respond.</b></i></li> </ul>



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

- **Allow scholars to engage in a discussion with a small group and get feedback on their responses to the activity sheet. Close with a whole group sharing.**

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



The facilitator can help scholars make a list of things they are good at and help them make connections to how these skills could be used to set goals for the future.

Scholars can research an area of interest to determine if their goal is something they want to invest their time in.

Scholars can use pictures to depict their strengths.

Scholars can use Google Translate.

## **Activity Reflection:**

Share your goal with a relative. Have them write feedback that will help you accomplish your goal.

**Supplemental Resources: 7 Activities for setting goals with Middle School Scholars**

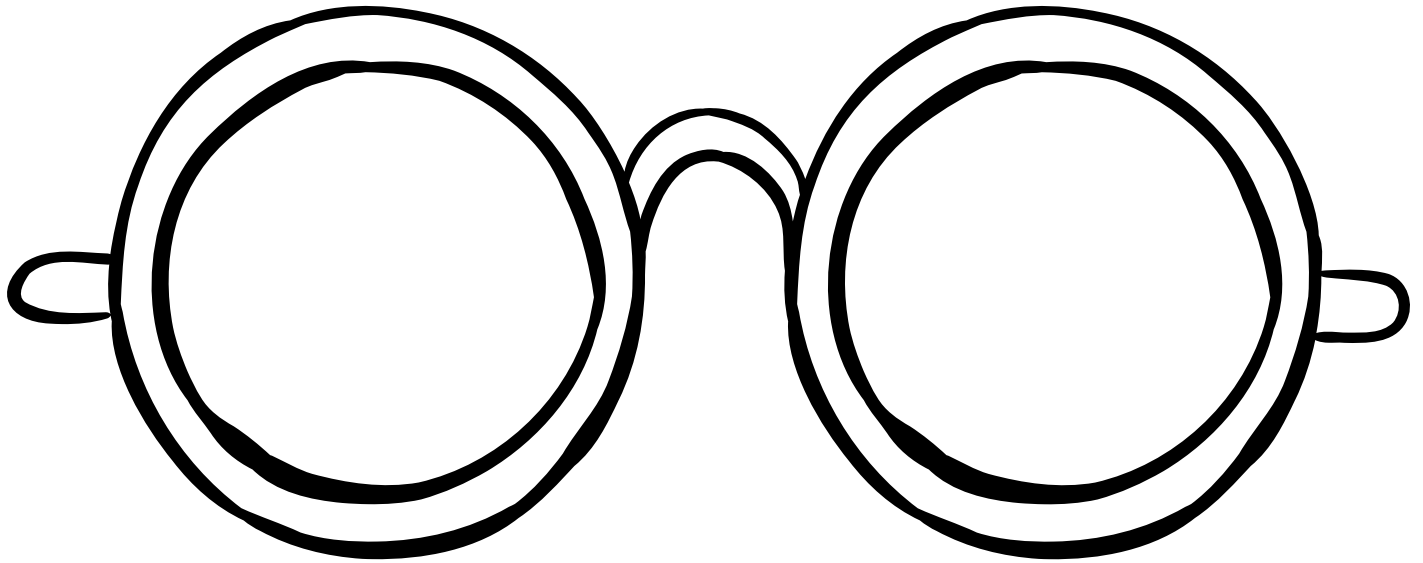


# Moving Forward



Goal #1

Goal #2



Things I am really good at/Things I really enjoy

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Things others have told me I am good at

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# Activity Plan

**Title: Looking Ahead**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 6th–8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the importance of having a plan to achieve their goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencil</li> <li>poster board</li> <li>glue</li> <li>magazines</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>goals</li> <li>confident</li> <li>successful</li> </ul>	<p><b>Activity Overview:</b> Scholars will create a vision board for their short-term goals.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, we have talked a lot about goal setting. Setting and reaching goals takes lots of work. Even as adults, we must create goals for things we want to achieve. For example, if I want to purchase a new home, I can't just wake up and purchase one, even if I am rich. I must decide on where I want to live. I need to find a realtor to help me. I must examine my budget to see what type of home I can afford. There is lots to do before I make such a purchase.</i></li> <li><b>Facilitator:</b> <i>Likewise, you should begin creating doable plans for things you want to achieve. Adjustments can always be made as you go along. Set aside time to review and reflect.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Distribute the "Looking Ahead" activity sheet. Have scholars recall and list the goals they shared during the "Moving Forward" activity.</b></li> <li><b>Facilitator:</b> <i>List the steps you will take to reach these goals. Consider what you can do as a middle schooler, in high school and beyond.</i></li> <li><b>Facilitator:</b> <i>A good way to hold yourself accountable is to identify an accountability partner to share with. Always make sure you have easy access to make any improvements to your plan. Most important, remain positive and never give up.</i></li> </ul>

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

- **Day 2 Extension – Create a vision board.**
- **Facilitator:** *We are going to create a vision board for the things we said we wanted to accomplish over the next three months. Using magazines or images from the computer, cut things out that reflect your goals. You can also add words if you would like. **Allow scholars to work on their vision boards.** At the end of the class period, say, Place your vision board in your room where it will always be visible to serve as a reminder of your goals.*

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Peer talk and individualized talk with scholar.**

**Scholars can research careers and what goals need to be reached to get a job in that area.**

**Scholars can use pictures and symbols of resources.**

**Scholars can use Google Translate.**

**Activity Reflection:**

Choose a family member to check in with you and your goals at least twice a year and sign off on them so that you can stay focused on your target.

**Supplemental Resources: 7 Activities for setting goals with Middle School Scholars**





# Looking Ahead Goal Sheet

K- What I Know	Goal 1 -	Goal 2 -
Over the next 3 months		
High School		
Beyond High School		



# Activity Plan

**Title: Right Attitude Equals Overcomer**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 6th–8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will have tools they can use to overcome adversity when disappointment arises.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>journal</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>disappointment</li> <li>overcome</li> <li>positive attitude</li> </ul>	<p><b>Activity Overview:</b> Scholars will participate in a Listening Circle to explore options for handling disappointment.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>The facilitator shares about a time when Ace experienced disappointment in his life, and how he dealt with it. The story should be a personal account of something they experienced but use Ace as the main character</li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Your attitude is so important when you are disappointed in the outcome of a situation that didn't work out the way you think it should have. Having a positive attitude can really make the difference in how you resolve a problem. Your mind is clearer, and when others observe your positive attitude, they are more likely to want to help you through your challenge.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer /Close)</b></p>	<ul style="list-style-type: none"> <li>The Listening Circle - The facilitator puts scholars into groups and has each person share a time when they had to deal with disappointment. They should also share how they responded to the issue. Group members should make connections by sharing how they responded in similar situations. They might also offer additional suggestions that could have improved the outcomes.</li> <li>The sharing and listening should continue until each person has had a chance to share or until time is up.</li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can engage in peer talk.**

**Scholars can revisit what it means to set goals.**

**The facilitator can offer Individualized support.**

**Scholars can write a skit and act it out.**

**Scholars can use Google Translate.**

**Scholars can be partnered with a peer for support.**

**Scholars can use sentence stems to complete their thoughts.**

## **Activity Reflection:**

Write about a time you turned a negative situation into a positive outcome.

**Supplemental Resources: Read the poem "Everybody Hates Me."**



# Activity Plan

**Title: Attitude Is Everything**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 6th–8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be able to overcome adversity when disappointment arises.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pencils</li> <li>paper</li> <li>index cards</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>disappointment</li> <li>overcome</li> <li>positive attitude</li> </ul>	<p><b>Activity Overview:</b> Scholars will identify their triggers and plan for appropriate responses.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator should have index cards with the words laughing, crying, and arguing on them. As many cards as needed to make groups of no more than 5 should be made in advance.</b></li> <li><b>Facilitator:</b> <i>Today we are going to talk about attitudes, things that can trigger negative behaviors, and what we can do to change those behaviors. If something triggers you, it causes a response.</i></li> <li><b>Facilitator:</b> <i>Lisa walks past the perfume counter at Macy's and immediately starts sneezing. What could have triggered her and why? <b>Allow scholars to respond.</b></i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Place one index card in the center of each group. Have scholars discuss things that trigger the action on the card. These can be things that happen at school, at home, or in the community.</b></li> <li><b>Facilitator:</b> <i>Unfortunately, things don't always go our way and we aren't always in a great mood. It's just not realistic. Turn to the next page in your journals. Create a T-chart. On one side, list 2-3 things (if possible) that put you in a bad mood or trigger you to have a bad attitude. On the other side, write things you can do to change those negative feelings. Is there something you can plan to say to the person triggering your feelings?</i></li> <li><b>The facilitator can talk about the benefits of knowing your triggers and having a planned response to them.</b></li> </ul>

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

- **Have scholars choose a trigger and positive attitude change they would like to share with the group. Ask scholars if they heard something they could relate to from one of their peers.**

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars can match pictures of triggers and negative responses. They can draw pictures of more appropriate responses.

Scholars can receive support from a peer.

Using one of the triggers noted in their journals, scholars can create a scenario that includes a negative response to a trigger and one that includes a planned response to the same trigger.

Scholars can match pictures of triggers and negative responses. They can draw pictures of more appropriate responses.

Scholars can receive support from a peer.

Google Translate can be used to ensure scholars understand the instructions.

## Activity Reflection:

Interview a family member about how they have taken a bad situation and turned it into a positive outcome.

## Supplemental Resources:



# Activity Plan

Title: Am I Healthy?

Suggested Time: 45 minutes

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the attributes of a healthy lifestyle.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>journal</li> <li>pencils</li> <li>chart paper</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>disappointment</li> <li>overcome</li> <li>positive attitude</li> </ul>	<p><b>Activity Overview:</b> Understanding overall health should reflect doing day-to-day activities with confidence, no matter what circumstances are presented.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Scholars, what does it mean to have a healthy lifestyle? Record the responses on chart paper or on the board.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Having a healthy lifestyle doesn't just mean you are physically fit. When we talk about health, we need to consider our mental health as well. Let's talk about the difference between physical and mental health and how it affects us.</i></li> <li><b>Facilitator shares the following statement with scholars to clear up any misconceptions.</b> <i>Mental health is a state of mind, while physical health is a state of being. Each one can affect the wellbeing of individuals if unbalanced.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer /Close)</b></p>	<ul style="list-style-type: none"> <li><b>Divide the class into two groups. Distribute copies of the scenarios, markers and a sheet of chart paper to both groups. Have one person from each group serve as the scribe and another serve as the facilitator.</b></li> <li><b>The chart paper should have one line drawn down the center, and the scribe should write negative on one side and positive on the other.</b></li> <li><b>The group facilitator should read each scenario (one at a time) aloud and have team members share which parts negatively impact the characters' health and which parts positively impact the characters' health as the scribe writes.</b></li> <li><b>After 15 minutes, the facilitator should bring the group together to compare their responses. Ask scholars which actions affect the mental wellbeing of the characters and which affect the physical wellbeing. What could they have done differently to ensure both a positive mental and physical wellbeing?</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Scholars can be assigned a peer helper.**

**Scholars can write a script to encourage a healthy lifestyle for the morning announcements.**

**Scholars can use pictures and symbols of resources.**

**Scholars can use Google Translate as needed.**

**Activity Reflection:**

Use your journal to make a list of things you will do to achieve an overall healthy lifestyle.

**Supplemental Resources: Seven Habits of Highly Effective Teens by Sean Covey**





# Mental and Physical Health Scenario



Gabby is a track athlete. She runs three miles a day to prepare for the state track meet. She has one month to prepare for the meet. She has decided she will not practice on the weekends. She eats a healthy and balanced breakfast and lunch daily. When she gets home, she is exhausted from practice and grabs a soda, bag of chips, and a power bar to refuel. Since it takes her around twenty-five minutes to run three miles, she has decided to skip her last period class so she can finish her training early on Tuesdays and Thursdays.

Julia borrowed Denise's laptop and she accidentally spilled her beverage on the keyboard. The laptop will not turn on and the light indicates it will not charge. Julia does not have the money to repair the laptop, so she has been avoiding Denise's messages and calls. She finally decides she will sell her brother's Air Jordan 11s on Ebay. The moment she sells the shoes, he announces he will be going into his collection to wear the shoes to a special outing with his friends. Julia is sick with worry and doesn't know what to do to make amends with Denise or her brother.



# Activity Plan

**Title: Watch Me Be Healthy and Carefree**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 6th–8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the importance of doing day-to-day activities with confidence.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>journal</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>physical health</li> <li>mental health</li> </ul>	<p><b>Activity Overview:</b> Scholars will research and create their own healthy meal plan and weekly exercise routine.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Do you know there are things you can do to manage your overall health? Getting enough rest, paying attention to what you eat, exercising regularly, and finding a hobby that makes you happy are all great options.</i></li> <li><b>Facilitator:</b> <i>On average, we should get at least eight hours of sleep each day. <b>Take a poll of the class to see how many scholars are getting enough sleep.</b> How do you think a lack of sleep can affect your health?</i> <ul style="list-style-type: none"> <li><i>What about a proper diet? Have you ever seen the food pyramid? <b>Discuss the food pyramid with scholars.</b> Being mindful of your nutrition and incorporating exercise will give you the energy you need to carry out your day-to-day activities.</i></li> </ul> </li> <li><b>Facilitator:</b> <i>Making changes to these two areas of your life can be a great start to improving your overall physical and mental health.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we are going to look on the Pinterest website and find three healthy recipes (Refer to your food pyramid if needed.) and three simple exercises we can incorporate into our daily lives. Try to find recipes that include foods you enjoy eating. You will have 20 minutes to choose your recipes and exercises to share with the class.</i></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>Allow volunteers to share their recipes and exercise activities with the class. Scholars can respond with a thumbs up if a recipe/exercise shared is something they would like as well. Scholars will share recipes with each other to create a weekly meal plan and exercise regimen.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Allow scholars to work with a partner or in a small group.**

**Allow scholars to review the meal plan template and daily exercise log.**

**Have scholars create a log to chart their sleep, eating, and exercise for a week.**

**Scholars can use pictures and symbols to help them chart their wellness progress.**

**Scholars can use Google Translate as needed.**

**Scholars can work with a partner or in a small group.**

**Activity Reflection:**

Write a text message to Ace using the phone template. Share what you have learned today.

**Supplemental Resources: The Book Every Teen Should Read by Nicole Gonzalez**

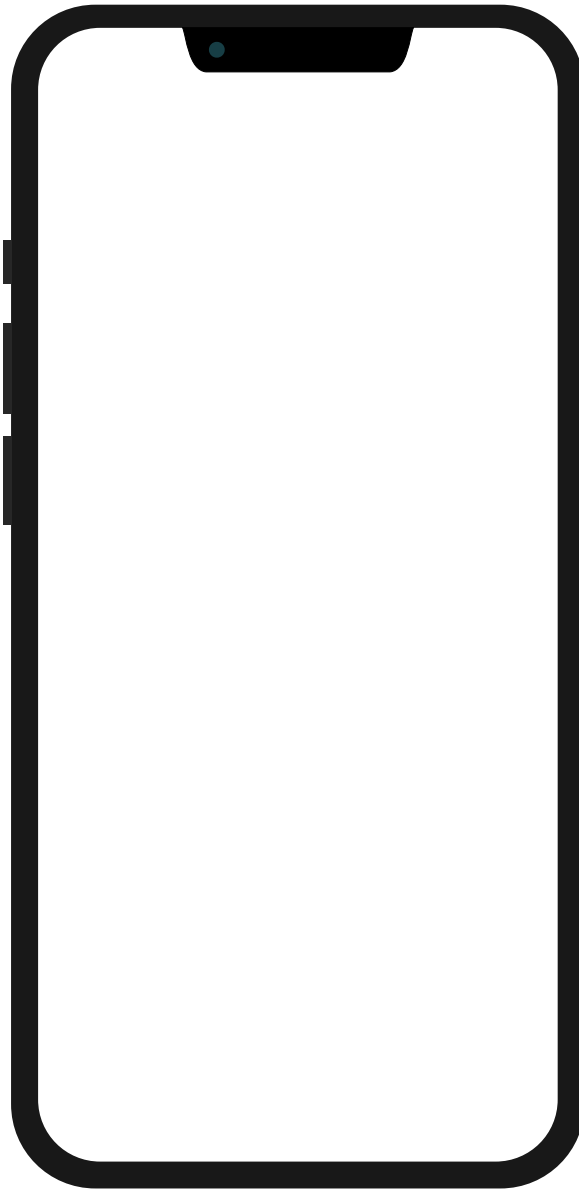




# Activity Reflection



Write a text message to Ace using the phone template. Share what you have learned today.



# Recipe Card

Title:

Ingredients:

Time:

Servings:

Source:

Instructions:

Notes:



# May—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.



Is confidence important when it comes to your overall health? Why or why not?

Which part of you would you consider the healthiest – your mind or body? What changes could you make to become healthier?

Why is accepting disappointment a part of healthy living?

How does physical health promote mental and emotional health?

