

## Month at a Glance: November

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Building a Healthy You from the Inside Out	Learning ways to positively influence yourself can be life changing.	self-esteem, positive self-talk, negative selftalk, self-image, behavior	Three 45-minute sessions
The Best Me I Can Be	There are simple things we can do to promote positive self-esteem.	character traits, responsibility, positive influencer	45 minutes
Teamwork Dreamwork Illustrated Charades	Teamwork can often make things work out better.	teamwork, charades, gestures	45 minutes
You've Got to Move It Move It	Building a healthy you from the inside out is worth it!	routine, fitness	60 minutes
What would Ace Do?	Reflective opportunities.		5-30 minutes

# November



# Activity Plan

**Title: Building a Healthy You from the Inside Out**

**Suggested Time: Three 45-minute Sessions**

**Suggested Grade Level(s): 6th–8th**

## Activity Objective:

- Scholars will identify and recognize the keys to healthy self-esteem.

## Materials:

- smartboard
- self-esteem powerpoint
- pencils
- self-esteem outline

## Vocabulary:

- self-esteem
- positive self-talk
- negative self-talk
- self-image
- behavior

**Activity Overview:** Understanding that self-esteem is related to how we think about, feel, and act toward ourselves. Scholars will examine their self-esteem by writing and thinking about how they behave, what type of self talk they use, and how they see themselves.

## Bridge (Connect & Engage)

- **Introduce scholars to the definition of healthy self-esteem.**
  - Self-esteem is your overall opinion of yourself, your beliefs about your abilities and limitations. It is shaped by your thoughts, relationships, and experiences, including those related to culture, religion, and societal status. People with healthy self-esteem have an accurate and balanced view of themselves. They recognize AND accept their abilities and shortcomings, their strengths and their weaknesses. Because of this, they hold realistic expectations for themselves and others.
- **Scholars will develop a personal outline of how they view themselves in each area that affects self-esteem. They will use the outline to describe their self-esteem traits.**
- **The facilitator will display two images (included in this activity plan.)** *Which image represents a person with positive self-esteem? Accept responses from scholars. Why did you choose this image? What words might you choose to describe how this person feels about him/herself just from looking at this picture?* **Accept responses from scholars.** *Look at the second image. What words might you choose to describe how this person feels about him/herself just from looking at this picture? Why?*



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Again, self-esteem is how you think, feel, and act towards yourself. It impacts your behavior, self-image, and self-talk. As we examine and discuss these areas, you will create a self-esteem outline to help you determine some of the characteristics you display. These characteristics may be a direct reflection of your self-esteem. How does your behavior fit with your self-esteem? What are some behaviors you display daily? Go ahead and list three of those behaviors on the "Behavior Planning" sheet. <b>Provide additional guidance or examples as needed.</b></li> <li>• <b>Facilitator:</b> Next we're going to talk about self-talk and how it affects our self-esteem. Self-talk includes the thoughts and ideas that run through your mind throughout the day. What do you say to yourself? Do you encourage yourself or do you say negative things to yourself? We are going to use the "Self Talk: Keep It Positive" enrichment sheet to write three words or statements that you say to encourage yourself. <b>Provide additional guidance or examples as needed.</b></li> <li>• <b>Facilitator:</b> Now let's discuss our last area, self-image. What words do you use to describe yourself? Would you say you are pretty, smart, ugly, skinny, fat? Using the "Self-Image" planning sheet, list three words or phrases that you would use to describe yourself. <b>Provide additional guidance or examples as needed. Let scholars know they will not have to share this with anyone if they prefer not to so they can be as honest as possible.</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> Scholars, we will use the enrichment sheet "Mirror, Mirror in My Hand" to write a positive message to ourselves. Consider the things you wrote on the Self-esteem, Self-talk, and Self-image sheets. You should write the message in a letter format.</li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Use the book *I Like Myself* by Karen Beaumont to generate a discussion on positive self talk and self images.

Guide scholars in developing a self-esteem inventory.

Create posters depicting what a scholar with high vs. low self-esteem would look like.

Scholars will use images to show 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 scholars say the word "go," the first student to the right of the facilitator should begin with the letter "A" and name an attribute of a positive trait starting with that letter. The game will end when scholars use all twenty-six letters of the alphabet. Example: 1-2-3-Go! A—amazing; 1-2-3 Go! B—beautiful; 1-2-3 Go! C-Cute

**Supplemental Resources:**

N/A

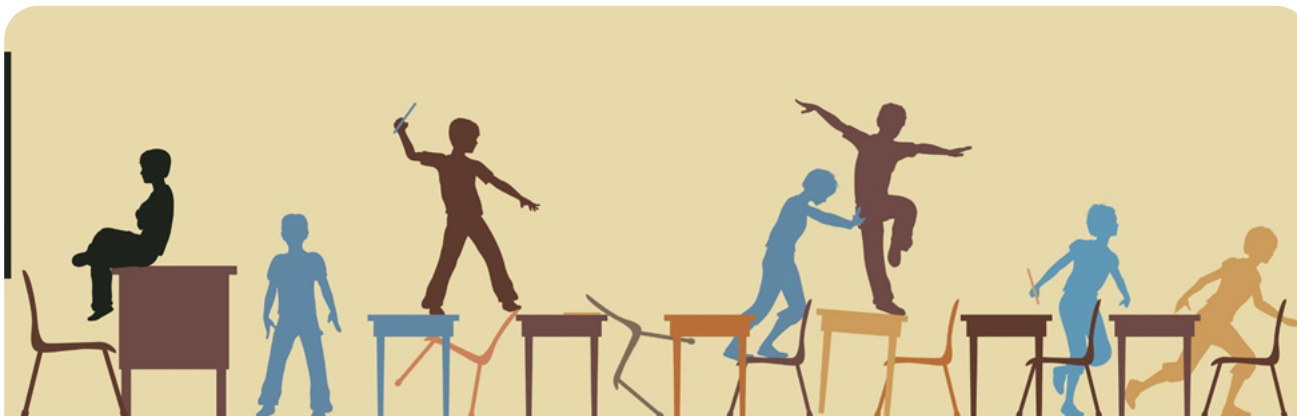






# Self-Esteem Outline/ Planning Sheet

## Behavior



List a minimum of three behaviors you display daily.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Self-Talk: Keep It Positive



List three words or phrases you say to yourself daily.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Photo Cards





# Self-Image



List three words that you would use to describe yourself.

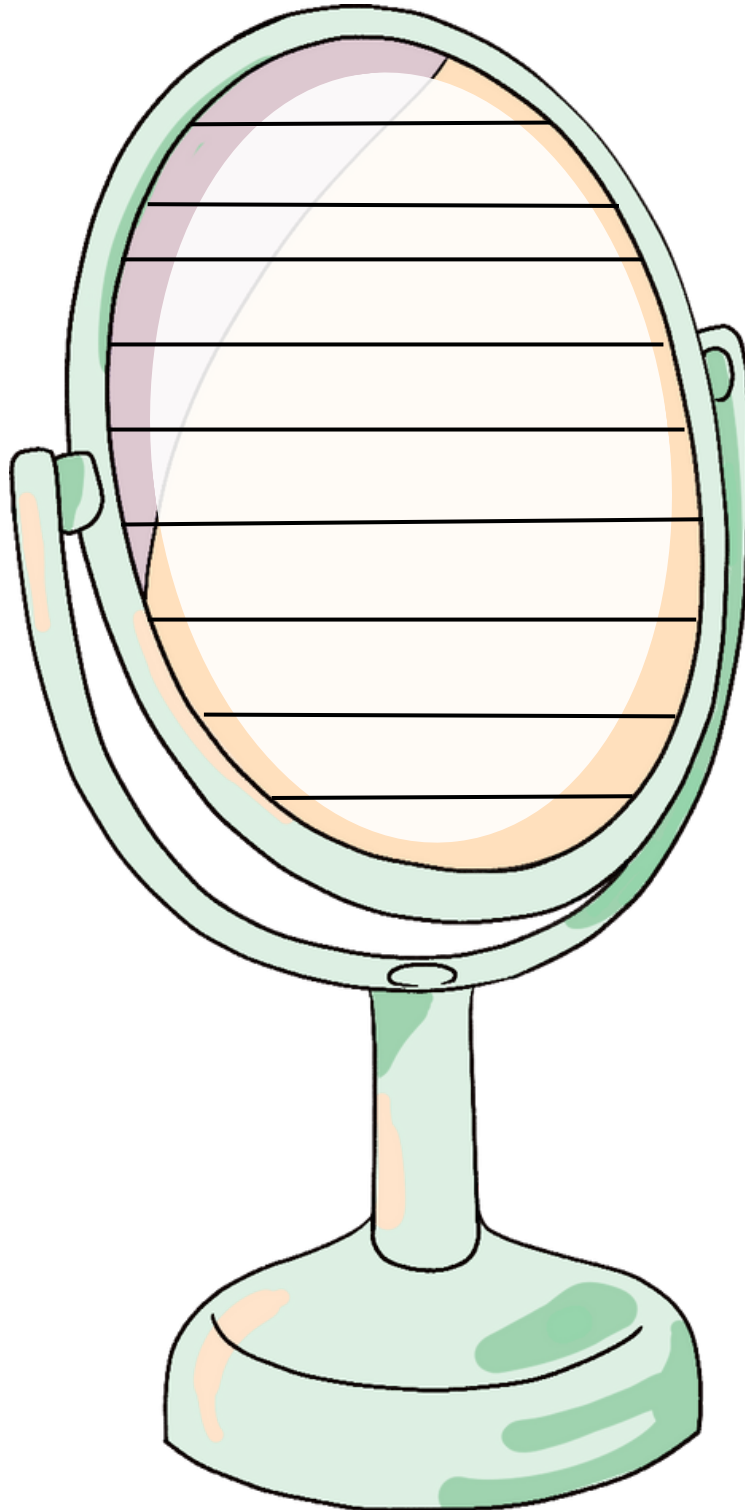
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



# Mirror, Mirror in My Hand!



# Activity Plan

**Title: The Best Me I Can Be!**

**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 how they can influence their environment positively.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>character trait enrichment sheet</li> <li>pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>character traits</li> <li>responsibility</li> <li>positive influencer</li> </ul>	<p><b>Activity Overview:</b> Scholars will recognize how they can use their knowledge, character traits, and abilities to help create a positive school community environment.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li>Use the “Be a Positive Influencer” enrichment sheet to help scholars recognize the knowledge, abilities, and character traits they possess and display within their peer groups.</li> <li>The facilitator will explain what information the scholars should write in each box.             <ul style="list-style-type: none"> <li>Box 1: List your top five character traits. Tell why you consider them to be your top.</li> <li>Box 2: Give 3–5 reasons others consider you responsible. Maybe others do not find you reasonable. Why?</li> <li>Box 3: Define what an influencer is to you. (Redirect scholars from focusing on clothes, shoes, hair, make-up, material things. As an example, focus on character traits and how the individual might show responsibility and kindness.)</li> <li>Box 4: How can you use your positive character traits to become an influencer?</li> </ul> </li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>Allow scholars to exchange papers at least twice to look at each other’s responses from the bridge activity and ask if they notice any trending similarities and differences. Discuss how the responses could affect the school environment.</li> <li>The facilitator will guide scholars in generating a list of ways to use their character traits and responsibility charts. The list will highlight their natural capabilities. Examples: be a lunch buddy; assist a teacher; start a study group, organize a self-esteem online booster club, create a wall of encouragement, etc.</li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>Scholars will report their findings on how they can positively influence their environment to the class.</li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Scholars will make a list of character traits they think a positive influencer possesses.

Scholars will design a poster with examples of positive character traits and responsibilities from an influencer of their choice.

Scholars will select three to five traits from the poster (Poster can be found behind this activity plan.) to describe and give examples of how others show these traits.

## Activity Reflection:

Scholars will complete a journal entry in response to the question, "How do you/can you influence your environment by being a positive and responsible influencer?"

## 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](http://www.edutopia.org); "Teach Students How to be a positive influence" [www.ascd.org](http://www.ascd.org)



# Be A Positive Influencer



My five best character traits (kind, good listener, loyal, punctual, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

I am responsible because...

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An influencer is...

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How can I be an influencer using my character traits and show how I am responsible?

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INTEGRITY

Honesty

Kindness

FAIRNESS

Humility

COMPASSION

Optimism

SELF  
DISCIPLINE

Reliability



# Activity Plan

**Title: Teamwork Dreamwork Illustrated Charades**

**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 identify the characteristics of effective teamwork through a game of illustrated charades.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>white board</li> <li>tablet paper</li> <li>markers</li> <li>space</li> <li>timer</li> <li>list of characteristics</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>charades</li> <li>gestures</li> <li>teamwork</li> </ul>	<p><b>Activity Overview:</b> Scholars will act out characteristics of effective teamwork during a game of charades.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>How many of you have ever heard of Charades? What about Gestures? Charades is a game that requires you to act out something using gestures only. You may not say anything or give verbal clues as your teammates try to guess what you are doing. Today we will practice working together in teams to guess the different characteristics of effective teamwork through a game of charades.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will divide the group into two teams and engage in a brief discussion about what it means to operate as a high functioning team.</b></li> </ul>
	<p><b>Build (Rehearse, &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will have the characteristics folded on slips of paper that team representatives can choose from. Since a lot of the characteristics are abstract, the facilitator might choose to allow the person acting out the words to tell their teams the number of words they are guessing and/or the first letters of the word(s). Teams will take turns selecting a member to act out the characteristics of effective teamwork. Teams may also draw clues for their selected characteristics. Each team will have up to three minutes to guess. I will keep track of and call time. If the guessing team does not guess the characteristic before time is called, the opposing team can guess.</b></li> <li><b>Characteristics list: leadership, communication, listening, working together, cooperation, hard work/workers, accountability, responsibility, respect, and commitment.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Allow students to work with partners if they are representing their team.**

**Allow scholars to help with the facilitator duties.**

**Suggest other characteristics of effective teamwork to act out.**

**Play a round without giving clues.**

**Allow for the facilitator to repeat any given prompts.**

**Allow EL students to have an assigned partner for support.**

**Activity Reflection:**

**Refer to the "What Would Ace Do?" November questions. Allow scholars to respond to one of the questions focused on "Being a Healthy You from the Inside Out."**

**Supplemental Resources: Google Translate and computers.**



# Activity Plan

**Title: You Got to Move It Move It**

**Suggested Time: 60 minutes**

**Suggested Grade Level(s): 6th-8th**

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will choreograph a dance that promotes overall health and fitness.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>computers</li> <li>music</li> <li>room/space</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>routines</li> <li>fitness</li> </ul>	<p><b>Activity Overview:</b> Scholars will choreograph a dance that can support health and fitness.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we will use teamwork and physical fitness skills to choreograph a 5- minute dance that can be repeated three times for a 15- minute dance rotation. Dances like what I am asking you to create have become very popular on social media and have gotten people moving. The videos are fun to watch, but activities like this can also be good for overall health. The purpose of this activity is to choreograph a dance with fun and easy-to follow steps that can be performed or modified for almost anyone</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will allow scholars to form groups with 3-5 scholars in each group, monitoring closely to ensure everyone is in a group. Scholars will need to choose music to go with their routine that is catchy, but not explicit. Scholars must describe the steps out loud so others can follow along. The steps may need to repeat or follow a pattern.</b></li> <li><b>If needed, the facilitator can show some popular videos to give scholars ideas. (Check out TikTok, YouTube, or Instagram for routines.)</b></li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will allow the scholars 30 minutes to work on the routines and prepare to show and teach their peers the dances. Once all groups have shared their routines, they may record and share them.</b></li> <li><b>The facilitator will follow-up by asking the class questions related to whether or not they enjoyed the activity, how they had to work as a team to be successful, and what challenges did they experience.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Write down steps and repeat them when needed.**

**Allow peers to support scholars.**

**Modify steps when needed.**

**Allow for more advanced moves to be substituted to increase the difficulty.**

**The facilitator may repeat any given steps.**

**Allow EL students to have steps translated.**

## **Activity Reflection:**

Refer to the "What Would Ace Do?" November questions. Have scholars respond to one of the questions focused on "Being a Healthy You from the Inside Out." An option might be to ask them if they think their mental health affects their physical health. Are activities like this good for your overall health? Why? Why not? \*\*Some students might say these are not good activities because they are embarrassing. This is great for the discussion.

**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 your guardians make these choices for you or do you have a voice?

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

Are you the type of person who consistently rushes to complete things or get to places? Do you feel pressured to be present everywhere or 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? Is there value in making mistakes?

How important is it to be around people that encourage you to think positively and make you feel good about yourself? Name three people who fill this space for you.

