

# Month at a Glance: September

Activity	Enduring Understanding	Vocabulary	Time Needed for Completion
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Finding Your Joy: What Makes You Tick?	Reflective opportunities	joy, emotions, portrait, demographic information	Three 45-minute sessions
Let's Talk About It!	Asking for help is okay.	scenario, role play, trusted adults	Two 45-minute sessions
Who Are You Choosing?	Having conversations with trusted adults can make life's challenges easier.	trusted adults	45 minutes
Be Joyfully Dramatic!	Life comes with many challenges. It is important to know how to find your joy.	coping	45 minutes
What would Ace Do?	Is listed as the EU.	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><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will be able to identify situations in their lives that bring them joy.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>electronic devices (laptops/cellphones)</li><li>sticky notes, pencils</li><li>chart paper</li><li>a ball (joy ball game)</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>joy</li><li>emotions</li><li>portrait</li></ul>	<p><b>Activity Overview:</b> Scholars will identify the keys to self-love and how to recognize and express it. They will conclude by creating a four-slide presentation showcasing three ways they celebrate themselves.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"><li><b>The facilitator will help guide scholars to recognize three or more areas of their lives that bring them joy and satisfaction.</b></li><li><b>Facilitator:</b> <i>What is joy, and how do people express it? I will give you a sticky note to write your response to the question I just asked. Again, what is joy and how do you express it? Allow scholars to write and then share their answers aloud. All answers will be placed on a sheet of chart paper to create a "joy chart."</i></li><li><b>Facilitator:</b> <i>You will use the responses we recorded to help you create a presentation about what brings you joy. Your presentation will include four slides. You may use PowerPoint, Google Slides, Canva, Prezi, or any digital presentation software you have access to.</i></li><li><b>The facilitator will model the expectations by using a personal example.</b><ul style="list-style-type: none"><li><i>Slide 1 - Personal portrait with general personal information: Name, age, nickname, grade, etc.</i></li><li><i>Slides 2-4 will include three different things that bring you joy. Provide a brief description for each. You may include clip art, images, and/or words that support each one.</i></li></ul></li><li><b>Scholars will share/present their PowerPoints with their peers.</b></li></ul>



<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li>• <b>The facilitator will encourage scholars to refer to things that make them happy when they're discouraged.</b></li> </ul>
<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>	<ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Scholars, we are going to play the "The Joy Ball Game." We will need two teams to play, so let's count off by saying 1 and 2 only. All of the 1's will be a team and all of the 2's will be a team. May I have a volunteer join me for a demonstration? <b>The facilitator should choose 1 volunteer.</b> One person from each team will come to the center of the room. I will bounce the ball and both team members will try to catch it. The team member that catches the ball will have to share something that brings them joy and explain why. <b>The Facilitator bounces the ball, catches it and says, "My family brings me joy because I love them, and we do fun stuff together."</b> The first team to reach 10 points wins the game.</i></li> <li>• <b>Facilitators, please note you can play this game sitting in chairs, standing, or seated on the floor.</b></li> </ul>

# Differentiation Station

Suggestions for Remediation

Suggestions for Acceleration

Special Education & English Learner Scaffolds



Pair with a peer.

The facilitator asks prompting questions.

Scholars will use their four slides to create a group PowerPoint presentation.

Another option could be to create a book of joy.

Select one area to highlight and create a slide for that area.

Choose events that celebrate specific cultures of scholars within the group. These should be events or celebrations that normally evoke joy or happiness.

Scholars will create a group PowerPoint with one slide per student.

**Activity Reflection:**

The facilitator will give scholars sticky notes to add responses to the original question posed: What is joy and how do people express it? Scholars will examine new ideas presented and discuss.

**Supplemental Resources:**

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



# What is Joy?



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# Activity Plan

Title: Let's Talk About It!

Suggested Time: Two 45-minute Sessions

Suggested Grade Level(s): 6th–8th

<p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be able to identify trusted adults within their communities.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>template or chart</li> <li>pencil</li> <li>paper</li> <li>scenarios</li> <li>journal</li> <li>notebooks</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>scenario</li> <li>role play</li> <li>trusted adults</li> </ul>	<p><b>Activity Overview:</b> Identify trusted adults and professionals in the community who can serve as resources to scholars. Example might include teachers, school nurses, counselors, resource officers, and family members. Scholars will take part in role-playing activities to practice having conversations about issues affecting their lives.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will work to normalize scholars and trusted adults engaging in healthy conversations. Engage in a brief discussion about what it means to trust someone.</b></li> <li><b>Facilitator:</b> <i>We have trusted adults in our school and community to assist us when needed. Today I would like for you to brainstorm situations where you (or someone you might know) think you might need assistance. We will create a role chart to identify individuals and organizations within the school community and beyond that might be able to provide assistance. By the time we are done with this activity, you will have the names and titles of several trusted adults.</i></li> <li><b>Use the provided chart example attached to this activity plan for additional guidance. Feel free to use examples of people within your organization.</b></li> <li><b>Facilitator:</b> <i>What would our school look/feel like if we did not have these adults as resources.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will use the generated scenarios included in this activity plan as conversation starters. Scholars may be given additional prompts as needed. The facilitator will play the adult in the first scenario, demonstrating how scholars should move the conversation to resolve the issue.</b></li> </ul>



	<p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• Scholars will generate a list of possible responses to continue the conversation. Facilitator will write the students' suggestions on the Smartboard or large tablet. Scholars will volunteer to play the role of the adult and scholar with the suggested responses.</li> <li>• After scholars have completed each scenario, they will evaluate the effectiveness of the conversation and discuss what the follow-up should be on the scholar's part and the adult's part.</li> </ul>
	<p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• The facilitator will divide scholars into groups of three or more.</li> <li>• <b>Facilitator:</b> <i>Each group will develop a role-playing scenario involving a student that needs help from a trusted adult. Your scenario must have an issue that needs to be addressed. The student needs to be named and identified. The adult's title needs to be listed based on the chart of adult roles and responsibilities. You should be prepared to act out the scenarios using the dialogue you create.</i></li> </ul>

# Differentiation Station

Suggestions for Remediation

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View role-playing scenarios in a digital format. Discuss the effectiveness of how the situation was addressed and/or resolved.

Revisit each scenario, job title, and role within the school and redo the roleplaying activities.

Invite 1–2 of the individuals listed on the role chart and have them explain their roles and responsibilities at the school. They might also give examples of how they have assisted scholars. Scholars can use this information to create a three-panel pamphlet on how to get help from this individual and what they can help scholars with at school. The pamphlet should have a cover with a slogan.

Reference graphics/pictures for support of the academic language.

Translate app or Word to Word dictionary.

## Activity Reflection:

Scholars can complete the reflection using individual or group journal sheets.

**Facilitator:** *Today, we will use our journals/notebooks and your responses to a few questions to determine your understanding of the resources available within your community. Did the scholar get the help they 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 to the adult?*

**Supplemental Resources:** Graphic organizers in digital forms; YouTube videos; School community adults





# Chart Example



Adults	Role	Responsibilities
Ms. Cartwright	Counselor	Supplies contact information for different organizations. Provides food. Assists with utility resources. Maintains the clothing closet. Supplies personal hygiene items.
Mr. George	School Resource Officer	Maintains a safe environment. Helps with de-escalation of physical and verbal conflicts.

# Trusted Adults Scenarios



**Scenario #1:** Two characters—Geno (scholar) and Mrs. Grayson. (Scholars will determine Mrs. Grayson’s title based on information from the chart.) Geno came to school upset because his electricity had been shut off at home. He lives in a single-parent home and his mother is currently unemployed. She has applied for help, but money is currently unavailable from the outreach centers. His friend Mark told him earlier in the year that his family received help from Mrs. Grayson and suggested Geno talk to her because, “She can get you the money you need to handle your family business.” Geno is reluctant to talk with her but is desperate for help.

Mrs. Grayson: Hi Geno, good to see you. How are things going with you?

Geno: Fine, I guess.

Mrs. Grayson: That’s good to hear. Is there anything you would like to discuss?

Geno: “Well...”

Scholars will generate a list of possible responses for Geno to use to continue the conversation and get the help he needs. The facilitator will write the scholars’ suggestions on the Smartboard or large tablet. Scholars will volunteer or be recruited to play the roles of Geno and Mrs. Grayson and continue the conversation with the suggested responses.

**Scenario #2:** Three characters—Lilly, Alycea, and Mr. Anderson. Alycea confided in Lilly that she is constantly being “bothered” by Mark, a student in her math class. Mark makes rude comments about her hair and clothes, and says she has body odor. He never does it in front of others. He just whispers it to her, saying stuff like, “Bro, you ripe today” or “The thrift store must’ve had a two for one sale this weekend because that outfit is lit—NOT!”

Alycea is developing anxiety about going to class. Lilly tells Alycea she needs to talk to an adult to help get Mark to stop. Alycea is scared it will make the situation worse if she talks to anyone.

Mr. Anderson: Hi girls, you’ve been standing outside in the lobby whispering and staring at me for fifteen minutes. I assume you need to talk to me. What’s up?



Lilly: Uh, Alycea needs to tell you something.

Question for the scholars: What is Mr. Anderson's title based on the chart we generated of adult roles and responsibilities?

Use this scenario as the start of the conversation with Mr. Anderson. Identify three volunteers or recruits to play the role of the scholars and Mr. Anderson. What would be the best way to continue the conversation?

**Scenario #3:** Two characters—Bently (scholar) and Mrs. Sealy (adult). Bently is an athlete who plays basketball and runs track. Three weeks ago, he was hanging with his friends at the movies. After the movie was over, they went to McDonald's to wait on their ride. As they were waiting, one of Bently's friends pulled out a vape pen, took a hit, and passed it around. Bently had never vaped before and didn't want to be talked about, so he smoked it several times. Bently liked the flavor and eventually bought his own pen. He has been vaping at least 2–3 days a week. He really wants to stop because, as mentioned earlier, he's an athlete. Bently has noticed that he's developed a slight cough and gets winded easily. He told his coach and parents it was his allergies. He's tried throwing away the pen, making promises to himself that he will not do it again, but he just buys another pen and starts the cycle again. Bently passes a poster outside Mrs. Sealy's room that says, "Vaping... The best way to blow your life away, one hit at a time." Bently has decided he needs to talk to Mrs. Sealy.

Questions for the scholars: Based on the chart of adult roles and responsibilities we generated, what is Mrs. Sealy's title at the school?

Prepare for the conversation by identifying two people to role play. Who speaks first and what do they say?

# Activity Plan

Title: Who Are You Choosing?

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 identify trusted adults.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>activity sheet</li> <li>pen or pencil</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>trusted adults</li> </ul>	<p><b>Activity Overview:</b> Scholars will discuss trusted adults who can support them with problems or issues.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Despite what we see on social media, we all face challenges and problems. Today I want to do an activity that will provide you with the opportunity to share some things about the person/people you choose to discuss your problems with and why.</i></li> <li><b>The facilitator will either distribute the activity sheet to scholars or project it. (See activity sheet items 1–10. Have scholars number paper 1–10.)</b></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will model for the class with the following example:</b></li> <li><b>Facilitator:</b> <i>I want to be on the volleyball team, but I don't have athletic skills like my friends. Who could I choose to speak to about my problem? Well, if I really wanted to improve my skills, I could speak to the volleyball coach about going to practices, getting some training, or getting advice.</i></li> <li><b>Have the scholars fill in the activity and let them discuss who they would choose and why. As scholars hear others' responses, they can either add if they would talk to them too or could consider that person as another trusted adult.</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 close out the activity by asking the scholars if they feel they have at least 3–5 trusted adults they or a peer could turn to if an issue or problem arises.</b></li> </ul>

# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Provide a list of trusted adults to choose from.**

**Allow students to partner up.**

**Modify the activity sheet for the group with customized situations.**

**Allow the use of Google Translate to support with the roles of trusted adults.**

**Research cultural differences of trusted adults.**

**Allow scholars to work with a partner.**

**Activity Reflection:**

Refer to the September WWAD questions. Choose a question focused on normalizing therapy to conclude the activity.

**Supplemental Resources:**

**Google Translate and computers.**



# Who Are You Choosing? Normalizing Going to a Trusted Adult

Read the prompts below and list the trusted adult(s) you would go to for support with the challenges listed. Feel free to name someone who is not listed.

### Possible Trusted Adults:

Parents, family member, teacher, counselor, coach, scout leader, principal, resource officer, bus driver, school nurse, family friend

Being left out of group activities in class	Being talked about on the bus	Being offered drugs between class	Dealing with sadness or grief	Feeling overweight or body shamed

Feeling like you are not smart enough	Not feeling physically fit	Negative self-talk	Feeling pressured to be in a gang	Cyber bullying



# Activity Plan

**Title:** Be Joyfully Dramatic!

**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 find creative ways through acting to share what brings them joy.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>white board or drawing paper</li> <li>markers</li> <li>timer</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>coping</li> </ul>	<p><b>Activity Overview:</b> Scholars will guess a dramatically displayed joyous situation.</p>	
	<p><b>Bridge (Connect &amp; Engage)</b></p>	<ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We often hear about diet and exercise when discussing wellness. When considering your overall health, however, you also want to identify what brings you joy. When you have a good understanding of the people and things that put you in a joyful state, it makes coping with life easier.</i></li> </ul>
	<p><b>Boost (Teach)</b></p>	<ul style="list-style-type: none"> <li><b>The facilitator will divide scholars into teams of two, three, or four, depending on the class size. Each team will think of seven acts of joy they can act out for the other teams to guess. Teams can't use words and the guessing team will have a two minute time limit. The winning team will be the one who has the most correct guesses.</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 keep score or appoint someone to keep score and declare the winner. The facilitator will follow up with questions.</b></li> <li><b>Facilitator:</b> <i>Scholars, did you find it easy or challenging to guess what brought others joy? Did you hear other ideas that could bring you joy?</i></li> </ul>



# Differentiation Station

**Suggestions for Remediation**

**Suggestions for Acceleration**

**Special Education & English Learner Scaffolds**



**Provide a list of joyful acts to choose from.**

**Allow students to work with a partner.**

**Give teams an extra point if they guess the act within 60 seconds.**

**Allow the use of Google Translate to support different acts of joy.**

**Allow the use of graphics to support understanding the concept of joy.**

**Allow scholars to work with a partner.**

**Activity Reflection:**

Refer to the September WWAD questions. Choose a question focused on finding joy to conclude the activity.

**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 things make you feel you would 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 you choose to seek help from?

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

How have you been feeling lately?

Are you generally a happy person? What would others say?

Name a person you consider to be a happy person. What makes you think the person is happy?

What is happiness for you? What color do you associate with happiness?

Do you think that happiness lies within you? Can money buy happiness?

Is happiness a state of mind? What makes you feel happy?

What three things do you need to have to be happy?

