



**Red Ribbon 365:  
Keeping Georgia's  
Scholars Healthy  
So They Can Thrive**



**High School Resource &  
Activity Book**

# **Red Ribbon 365: Keeping Georgia's Scholars Healthy So They Can Thrive**



**Department of Behavioral Health  
& Developmental Disabilities**



**D·B·H·D·D**

Georgia Department  
of Behavioral Health &  
Developmental Disabilities

**High School Resource &  
Activity Book**

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# A letter to our Families

**To our AMAZING Georgia Families,**

In response to the murder of DEA agent Enrique Camarena, angered parents and youth in communities across the country began wearing Red Ribbons as a symbol of their commitment to raise awareness of the killing and destruction caused by drugs in America. Enrique (Kiki) Camarena was a Drug Enforcement Administration agent who was tortured and killed in Mexico in 1985. In 1988, The National Family Partnership sponsored the first National Red Ribbon Celebration. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in drug prevention activities.

The Red Ribbon Campaign is a media and activity-driven strategy aimed at building general population (universal) awareness of the importance of a drug-free lifestyle. Each year during the month of October, schools and communities are encouraged to develop messages and activities to demonstrate their commitment to living drug-free lifestyles.

We are excited to present you with a great resource filled with activities to connect to your scholar! Red Ribbon 365 was birthed in response to startling statistics related to drug use and mental health concerns associated with our youth.

While we know that you want to be a part of the solution, we understand that you may not always know what to say and/or do to engage in tough conversations with your children or children you are connected to. We've taken the guesswork out of it for you! This book has lots of adult-guided activities to help deepen conversations around drug awareness and prevention, mental health awareness and building a healthy future. Additionally, we have also included self-guided activities for scholars to engage in. These are activities that scholars can choose to complete independently or with friends.

We hope you will find these activities to be fun and helpful! We'd love for you to share them on your social media pages with the hashtag #RedRibbon365 or #RR365.

**Respectfully,**

**The DBHDD Team**



# Guidance on Book Usage

This book includes activities that have been categorized into one of three strands. The strands - Building for a Healthy Future, Mental Health Awareness and Drug Awareness and Prevention – can be easily identified by the colors seen on the page borders and in the graphic used throughout the resource. Completion of activities will depend on your level of commitment to ensuring that enduring understandings are created for your scholars.

Because these are level specific (and not grade specific) resources, one suggestion is to begin with the Activity Chart, which can be found at the beginning of each month. You may find that a combination of activities is what would work for your family or group. You may also find that the Differentiation Station provides you with more than enough support to engage with children of all ages in one setting. It is completely up to you!

The Relaxation Station includes suggestions for self-guided activities that scholars can complete independently, with a friend or even a large group!

The contents of this activity book may contain sensitive topics for some communities and families. Please use your school district's or organization's guidance and discretion when engaging in these activities with scholars. When necessary, our suggestion is to send written and verbal notices prior to engaging scholars in the Red Ribbon 365 activities and/or discussions.

We hope you and your children will find these activities to be both relevant and worth your time!





# Month at a Glance: January

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|  |   |   |               |
|--|---|---|---------------|
| It's Just Alcohol                        | Alcohol negatively affects your body.   | alcohol abuse, peer pressure, substance abuse, alcohol dependence, alcohol poisoning, coping strategies | 45–60 minutes |
| Ace to the Rescue! Superpower Activated! | A drug-free lifestyle can be a heroic lift, but the fight to send the message of drug awareness to all will require superpower! | activate  | 30–45 minutes |
| How Well Can You Function?               | Being under the influence of drugs and alcohol severely impairs your judgment.  | drugs, side effects, alcohol  | 45 minutes    |
| What's the Alternative                   | Living sober is a lot more fun than joining those who are drinking or using drugs.  | alcohol abuse, drug overdose, healthy alternatives  | 45 minutes    |

# January



# Activity Plan

Title: It's Just Alcohol

Suggested Time: : 45–60 minutes

Suggested Grade Level(s): : 9th–12th

|   |  |   |
|---|--|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how alcohol affects the body.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>index cards</li> <li>sticky notes</li> <li>chart paper</li> <li>ball for "trashketball,"</li> <li>white erase board or true or false paddles</li> <li>sticky notes for pin the message on the body</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>alcohol abuse</li> <li>peer pressure</li> <li>substance abuse</li> <li>alcohol dependence</li> <li>alcohol poisoning</li> <li>coping strategies</li> </ul> | <p><b>Activity Overview:</b> Scholars will play classroom "trashketball" or message on the body to show the connection between health issues and drinking alcohol.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>In advance, the facilitator should create two charts. Label them: 1. What leads a teen to drink? 2. What could keep a teen from drinking?</b></li> <li><b>Facilitator:</b> <i>Statistics show that alcohol is the most widely used substance among America's youth. Every year, there are 4,000 alcohol-related deaths in individuals under the age of 21. This includes car accidents, homicides, alcohol poisoning, and suicides. Notice the two charts at the front of the room. What leads a teen to drink? and What could keep a teen from drinking? On a sticky note, write your answer or answers for each and place them on the chart paper.</i></li> <li><b>Read 3 notes from each poster.</b></li> <li><b>Facilitator:</b> <i>We will play a game. Let's see if your answers are right and if the effects of alcohol on the body are worth the risk.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Choose a game ("Classroom Trashketball" or "Message on the Body.") for the students to play. For each question, students will have to spin and then either try to shoot a ball into the trashcan or pin the message on the full body silhouette.</b></li> <li><b>Separate the large group into groups of five if possible.</b></li> <li><b>Read the statements included in this activity plan. Each group will reply with a response of true or false using a white erase board or true/false paddle. If the answer given is correct, they can shoot or try to pin a message. After their attempt, read a FACT.</b></li> </ul>  |





**Boost  
(Teach)**

- Write an individual number on an index card 1–10. Every time a student answers the question correctly, they come to pick out an index card. The number they choose represents a drink and how it impairs our body. If they can make the point or pin the message, they get that many points. Throw that index card away so scholars can pick it again.
- Alcohol use can change the way the brain works in youths ages 11–15.
  - **False the brain is still developing until the age of 20.**
- *FACT—Alcohol abuse can cause a stroke in your brain.*
  - **Alcohol causes over 100,000 emergency room visits in youth. True.**
- *FACT—Alcohol can cause acute respiratory distress syndrome.*
  - **Males who are drinking are less likely to be a perpetrator of violence with others. False. Everyone who drinks can cause and be victims of physical and sexual violence.**
- *FACT—Alcohol can cause your muscles to deteriorate.*
  - **Teens drink because they want to be more independent. True.**
- *FACT—When there's open communication with positive parents or role models, youth are less likely to indulge in alcohol. They see that a part of being independent is also being responsible.*
  - **Alcohol is not a gateway substance. False. Youth who drink are often mixing alcohol with drugs and increase chances of lifelong problems.**
- *FACT- Alcohol has been linked to rectal cancer, liver cancer, oral cavity cancer, esophageal cancer, and heart disease.*
  - **Youth drink less if they are stressed than when they are happy. False. Stress is a factor for under aged drinking.**

|  |  |
|--|--|
|  |  |
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <i>FACT—Youth with coping skills related to stress understand that drinking causes more problems. Dealing with the problem is better than forgetting about the problem in the moment of drinking.</i> <ul style="list-style-type: none"> <li>◦ <b>Teens of alcoholics don't drink because they see the effects on their parents. False. Teens of alcoholics are more likely to use alcohol or drugs.</b></li> </ul> </li> <li>• <i>FACT—There are support groups for teens of alcoholics and teens who need help with their addiction. Your school counselors have the local information if you need it.</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>Our winning group is_____.</i> Let's talk about it—What did you learn that you didn't know before? <b>Allow one person from each group to respond.</b></li> <li>• <b>Facilitator:</b> <i>Instead of alcohol, there are other ways to cope. Journaling, mindfulness breathing, exercising, meditating, drawing or painting, listening to an uplifting playlist, creating a gratitude list, volunteering, and asking for help are some options.</i></li> </ul>   |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Ninth and tenth graders can play "trashketball" with new facts used for true or false.

Eleventh and twelfth graders can play pin the message on the body with new facts used for true or false each year.

Scholars can be partnered with someone for additional support.

The facilitator can reread the statements as needed.

Scholars can research additional facts not discussed during the game.

**Activity Reflection: Facilitator:** Scholars will write a statement expressing the importance of refraining from underage drinking. They should include a coping strategy that can be used during stressful or overwhelming times.

### Supplemental Resources:

Statistics sheet Alcohol's Effects on Health | National Institute on Alcohol Abuse and Alcoholism (NIAAA) (nih.gov); Alcohol's effects on the body Alcohol's Effects on the Body | National Institute on Alcohol Abuse and Alcoholism (NIAAA) (nih.gov)





# Activity Plan

**Title: Ace to the Rescue! Superpower activated!**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |  |  |
|--|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover they have the power to live a drug-free lifestyle.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>white chart paper</li> <li>markers</li> <li>Superpower chart (at least five copies for each group)</li> <li>laptop/computer</li> <li>projector</li> <li>speakers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>activate</li> </ul> | <p><b>Activity Overview:</b> Scholars will discover that a drug-free lifestyle can be a heroic lift, but the fight to send the message of drug awareness to all will require a superpower!</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Prior to the session, the facilitator will use a random team generator to divide the large group into smaller groups.</b></li> <li><b>The facilitator will inform scholars that they will engage in an activity to discover how they can activate their superpower to live a drug-free lifestyle and send messages of drug awareness to all humankind.</b></li> </ul>  |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>The facilitator will distribute the Superpower chart while discussing how, in the movie <i>Avengers (2012)</i>, Loki took possession of Hawkeye and became an enemy of the Avengers (Avengers Scene.)</b></li> <li><b>Facilitator:</b> <i>In this scene, Hawkeye becomes an enemy as he was overtaken by Loki's sphere. This is how drugs can affect our lives. They can make us feel like we're someone else or behave in a way that's not kind to others. You have at least five minutes to complete each section on the chart provided. In column A, write a superpower you think would be great to have to help you win the war on drugs. In column B, write the name of a villain you think you would become if you did drugs. In column C, write the name of a superhero (existing or imaginary) you think you would want to be called to fight against drugs and peer pressure. In column D, describe what you will do to activate your power. An example would be pushing a button on your sleeve.</i></li> <li><b>Facilitator:</b> <i>In your groups, everyone will need to share the responses written in columns A - D. After everyone has shared, each group will select a name for their group based on the responses. Consider the Avengers for example. What was their combined/collective superpower and the message they spread all over the universe?</i></li> </ul> |



|  |  |
|--|--|
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Allow 6–7 minutes for each group to share amongst themselves and decide on a name. After 6–7 minutes, have one member share the name, the superpower they'll activate, and why.</b></li> <li>• <b>Facilitator:</b> <i>With this activity, I hope everyone sees that you have the power to be drug free and spread messages of drug awareness everywhere you go. You can join forces with friends and family members to help them activate their superpowers to defeat the villain known as drugs.</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>Similar to what happened to Hawkeye, drugs can affect your thoughts and brain functioning. He wasn't behaving like an Avenger. If you don't activate your power of resistance to drugs, you may behave like Hawkeye. Your mental state may be altered. Previously we discussed some ways drugs can affect the brain. Can anyone name some of the things we discussed? What part or parts of the brain are affected?</i></li> <li>• <b>Allow students 1–2 minutes to share responses and show their previous knowledge from earlier discussions. If there is additional time, have each group use white chart paper to draw their collective superhero with all the superpowers.</b></li> </ul> |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can show clips from The Avengers.

Scholars can be given additional time to answer the questions.

The facilitator can read the questions multiple times aloud as needed.

The facilitator can monitor the room to repeat directions as needed.

Ensure instructions are provided in multiple languages or allow translation devices when necessary.

Scholars can be paired with someone who speaks their native language.

Scholars can organize a contest to design a drug awareness superhero.

**Activity Reflection: Facilitator:** Ace wants to know what superpower you will activate to spread the message of drug awareness and the benefits of a drug-free lifestyle.

**Supplemental Resources:**



# Superpower Chart

| Superpower Descriptors  | Responses |
|---|-----------|
| A. Describe a superpower you think would be great to have to help you fight the war on drugs. |           |
| B. Name of a villain you think you would become if you did drugs and why.                     |           |
| C. Name your superhero.   |           |
| D. How will you activate your superpower?   |           |





# Activity Plan

**Title: How Well Can You Function?**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |   |   |
|--|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how drugs and alcohol impact their ability to function.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>glasses</li> <li>chromebooks</li> <li>vaseline</li> <li>q tips</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>drugs</li> <li>side effects</li> <li>alcohol</li> </ul> | <p><b>Activity Overview:</b> Using simulator equipment, scholars will see firsthand how difficult it is to function under the influence of alcohol and drugs.</p> |   |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The misuse of drugs and alcohol can severely compromise your cognitive abilities. Have you ever seen anyone under the influence of drugs and alcohol? Allow scholars an opportunity to respond. What did you see? Be specific. Allow scholars to share what they've witnessed. In 2021, 13,384 people died in alcohol impaired driving accidents. 1,848 of those accidents were because of teen drunk driving. Being under the influence is dangerous.</i></li> </ul>   |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today we're going to experience what it feels like to do normal everyday activities under the influence. Everyone please get a pair of eyeglasses and rub a small amount of Vaseline on the lenses.</i></li> <li><b>Once the scholars rub Vaseline on the lenses, have them put the glasses on. Ask scholars to get ready for class like they normally would. (Log in to their Chromebook, write their name on some paper, complete this assignment, read this passage, etc.)</b></li> <li><b>Facilitator:</b> <i>Are you able to do your normal daily activities? What side effects are you experiencing? Allow scholars an opportunity to respond.</i></li> </ul> |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>   | <ul style="list-style-type: none"> <li><b>Have scholars apply more Vaseline and ask the same questions. Are you able to do your normal daily activities? What side effects are you experiencing?</b></li> <li><b>Scholars, this is just an example of how drug and alcohol usage can impair our senses and ability to function as we normally would. Your experience was in a controlled environment. Imagine being behind the wheel of a car on the highway at night. How can you use this experience to share about the dangers of drug and alcohol use with others?</b></li> </ul>   |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Have ninth and tenth grade scholars try walking under the influence. Have them walk to the board and write a phrase you whisper in their ear. Allow them to share what they experienced with a classmate.

Have scholars in the eleventh and twelfth grade try to drive with their glasses on. They can log into a driving simulation game at <https://drivingskillsforlife.com/training/games>.

Share what they experienced trying to drive under the influence with a classmate.

**Activity Reflection: Facilitator:** Write a letter to Ace describing your experience. Describe how your judgment was impaired while simulating being under the influence of a controlled substance.

**Supplemental Resources:**

<https://drivingskillsforlife.com/training/games>.



# Activity Plan

**Title:** What's the Alternative

**Suggested Time:** 45 minutes

**Suggested Grade Level(s):** 9th–12th

|  |   |  |
|--|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will receive information that will influence them to remain drug and alcohol free.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>butcher paper</li> <li>markers</li> <li>construction paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>positive</li> <li>influencer</li> <li>character traits</li> </ul> | <p><b>Activity Overview:</b> Scholars will listen to the school resource officer or an officer from the local drug unit share what they've witnessed as it relates to drug and alcohol addiction. Scholars will brainstorm healthy alternatives to using drugs and alcohol.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Statistics show that alcohol is the most widely used substance among America's youth. Every year, there are 4,000 alcohol-related deaths in individuals under the age of 21. Additionally, 4,777 Americans aged 15–24 years old died of an overdose of illicit drugs in one year. These numbers are alarming. What do you all think we can do to decrease these numbers? <b>Allow scholars an opportunity to respond.</b></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 listen to a brief presentation from our SRO/Drug Unit Rep. They will share some of the devastating effects of drugs and alcohol. <b>Allow time for the presentation along with questions and answers.</b> Any further thoughts on the presentation?</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>You've heard a lot today. You've probably heard of a vision board. We are going to create something similar. We are going to create a collage of healthy alternatives instead of abusing drugs and alcohol. You may draw pictures, create slogans, or you can just write what is the alternative. <b>Show scholars an example of your alternative.</b></i></li> <li><b>Once scholars finish working on their alternatives, glue them on the butcher paper. You may place the butcher paper somewhere in your classroom or on your door as a constant reminder of what scholars can do instead of drugs.</b></li> </ul> |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Allow scholars to work in groups and provide them with a list of healthy alternatives.

Allow scholars to search the internet for additional alternatives that may interest them.

Allow scholars to create a PowerPoint, Canva presentation, or a newsletter summarizing the officer's presentation and the class discussion on healthy alternatives.

**Activity Reflection: Facilitator:** Ace wants to know how you think parents and educators can equip kids to say no to drugs?

**Supplemental Resources:**  
[https://drivingskillsforlife.com/training/games.](https://drivingskillsforlife.com/training/games)







# Healthy Alternatives to Drugs and Alcohol

- Do you love sports? There's leagues for bowling, softball, touch/flag football, soccer, hockey, basketball, volleyball, kickball, and dodgeball. Not into sports? A mind game like Tetris, or word puzzles, would work as well.
- Feeling adventurous? Go to the beach, go surfing, or bring a metal detector and look for treasure. Do yoga or go horseback riding.
- Pick up reading as a hobby. Go to the library and ask for reading lists for your grade level or areas of interest.
- Join a gym.
- Take an online course.
- Visit a zoo or aquarium.
- Volunteer at a homeless shelter.
- Write songs. Learn an instrument you've always wanted to play. There are plenty of free videos online to get you started.
- Study a language you've always wanted to learn. Every library has language training available.
- Find a series of podcasts that intrigue you.
- Plant a garden.



## Month at a Glance: February

| Activity  | Enduring Understanding   | Vocabulary  | Time Needed for Completion  |
|---|--|---|---|
|  |                                       |   |  |
| Money Matters:<br>Break the Bank  | A basic understanding of financial literacy empowers you to make smart financial decisions.                            | budgeting, money management, checking account, savings account, interest, credit cards, debt, spending plans, debt to income ratio, credit score, student loans, mortgage | 45 minutes  |
| Being Your Authentic Self:<br>Transitions   | Gaining a sense of your authentic self improves your overall wellbeing.  | transitions, selfdiscovery  | 45 minutes  |
| Coping with Disappointment  | Disappointment is a part of life. How we respond to it dictates the impact it has on us.                               | disappointment  | 45 minutes  |
| The Choice Is Yours   | If we fail to plan, then we are planning to fail. We must take advantage of the postsecondary options available to us. | transitions, postsecondary options  | 45 minutes  |

# February



# Activity Plan

**Title: Money Matters: Break the Bank**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|   |   |  |
|---|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be empowered to make smarter financial decisions after engaging in a financial literacy activity.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>one pinata filled with valentines' day candy, five envelopes for five groups containing the activity sheet for students</li> <li>a stick for the pinata</li> <li>money matters sheet</li> <li>five individual sheets with the extra income and credit scores</li> </ul> | <p><b>Activity Overview:</b> Scholars learn basic financial literacy as they prepare to leave high school. Teams will work together for the clues to break the bank. Each time a team completes an activity correctly, they get a chance to break the bank.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>The facilitator will group scholars prior to the lesson. Print a copy of the Money Matters activity sheets for each group. Hang a pinata somewhere in the room. If a pinata is not available, a prize punch board will work just as well. Display the following quote from author Orrin Woodward: "A person can either discipline their finances or their finances disciplines them."</b></li> <li><b>Facilitator:</b> <i>Scholars, let's take a look at the quote on the board. You have four minutes to write what it means to you. Allow scholars to provide a written response.</i></li> <li><b>Facilitator:</b> <i>For the next three minutes, you will share with your group. Choose a representative to share aloud.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>The facilitator should read the quote aloud and begin the discussion.</b></li> <li><b>Facilitator:</b> <i>Money matters. Today we will see how much money matters as you all work through four activities. Nothing in life is free, and planning for the life you want will include making financial decisions with the money you have now and the money you will have later.</i></li> <li><b>Model the quick budget for a new teacher in Georgia. The average salary is \$55,000 (\$4,637 pretaxes), the average for rent is \$1,404, and the average used car payment is \$520.</b></li> <li><b>Facilitator:</b> <i>What other bills would you have to pay throughout the month?</i></li> </ul>  |



|   |   |   |
|---|---|---|
| <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• budgeting</li> <li>• money management</li> <li>• checking account</li> <li>• savings account</li> <li>• interest</li> <li>• credit cards</li> <li>• debt</li> <li>• spending plans</li> <li>• debt to income ratio</li> <li>• credit score</li> <li>• student loans</li> <li>• mortgage</li> </ul> | <p><b>Boost (Teach)</b></p>                                   | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>With each of the four activities, you will work through a budget based on your group's income. After each activity, have one person bring your sheet to me. That person will have a chance to break the bank before I give them what your group needs for the next activity.</i> <ul style="list-style-type: none"> <li>◦ <i>The first group to finish activity 1 correctly gets a card awarding them \$4,000 extra monthly income with a credit score of 800.</i></li> <li>◦ <i>The second group gets \$3,000 extra monthly income, with a credit score of 750.</i></li> <li>◦ <i>The third group gets \$2,500 extra monthly income, with a credit score of 680.</i></li> <li>◦ <i>The fourth group gets \$1,500 extra monthly income, with a credit score of 630.</i></li> <li>◦ <i>The fifth group gets \$1,000 extra monthly income, with a credit score of 580.</i></li> </ul> </li> </ul> |
|   | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now, let's share your monthly income. What advantage or disadvantage did your income and credit score give you? As you think about your future, how can this activity help you with your financial goals?</i></li> </ul>  |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



For tenth graders, instead of a car budget, allow scholars to find an apartment or a house for their family.

For eleventh graders, instead of an apartment or house budget, allow them to budget the cost for paying for school after graduation.

Twelfth graders should use the income they'll earn annually based on their career choice. If it includes college, they should add student loans to the budget.

When trying to "break the bank" two scholars can try instead of one.

Use Google Translate as needed.

Scholars can create a 2–4-year plan to save for expenses for senior year and/or college, tech school, etc.

**Activity Reflection: Facilitator:** Take a look at the quote used in this activity: "A person can either discipline their finances or their finances disciplines them." How can you ensure your finances don't end up disciplining you?

**Supplemental Resources:**







# Money Matters



## Celebrity Status

-  Sports Illustrated conducted a study of athletes in 2009 which found that within two years of retirement, over three-quarters of former NFL players either filed for bankruptcy or were struggling financially.
-  National Basketball Association. Average yearly salary: \$5.15 million. Average career length: 4.8 years. Average career earnings: \$24.7 million.
-  Major League Baseball. Average yearly salary: \$3.2 million. Average career length: 5.6 years. Average career earnings: \$17.9 million.
-  National Hockey League. Average yearly salary: \$2.4 million. Average career length: 5.5 years. Average career earnings: \$13.2 million.
-  National Football League. Average yearly salary: \$1.9 million. Average career length: 3.5 years. Average career earnings: \$6.7 million.
-  Major League Soccer. Average yearly salary: \$160,000. Average career length: 3.2 years. Average career earnings: \$500,000.
-  NBA players who start playing at 20 and retire at 25 have much better prospects, with an average of approximately \$425,000 per year to last for life.
-  The Screen Actors Guild reports a minimum daily pay rate of \$842 for actors on a film. This doesn't include extras who receive a minimum of \$148 per day.
-  Stream Songs Online. Artists only make \$0.00029 every time a song is streamed. Successful singers can make more through touring, merchandizing, and endorsements. The average salary of a musician is \$52,736 per year in the United States.

## Everyday People



-  Managing day-to-day finances includes learning to manage your budget, understanding your credit score, and building short-term emergency savings so you can better handle life's day-to-day ups and downs. The average income in the US is \$75,000.
-  One in four (24%) Americans have fallen behind in paying their bills—including one in 10 (9%) who've missed a mortgage or rent payment.
-  One in five households (19%) has debt related to health care costs. (For those without emergency savings, that number rises to 26%.)
-  Six out of ten (61%) adults say it's getting harder to "keep up with my financial obligations, despite having a job."









# Money Matters



## Everyday People

-  Only 42% of millennials own a home by age 30 (compared with 48% of Gen Xers and 51% of Baby Boomers)—and nearly one in five (18%) think they never will.
-  Eight out of ten (80%) of parents ages 30–59 were not saving for their children's education as of 2017.

## What can you do?

-  1. Figure out how much money you have. Subtract your regular monthly fixed expenses, such as rent, utilities, car payments, groceries, phone, and internet, from your monthly income.
-  Create a budget. Track your spending for 30 days—every purchase, every dollar—to understand where your money goes.
-  Plan for fun. Once you have money allocated toward an emergency fund, savings, and fixed expenses, you can create a budget for the things you want to splurge on—eating out, shopping, concerts, electronics, etc.
-  Adjust as needed. Adjust your budget as needed and as expenses, income, or financial priorities shift.
-  Understand your credit score. If you haven't checked your credit recently or don't know what your credit score is, it's time to find out!
-  Start building credit responsibly. Your credit score might not be a huge concern now, but it can dictate your financial health for years to come.



# Terms you Need to Know

| Important Term to Know                | Meaning  |
|---------------------------------------|--|
| <p><b>Annual Fee</b></p>              | <ul style="list-style-type: none"> <li>• This amount of money must be paid for access to certain memberships, services, or objects. In the credit space, this often refers to the annual fee charged for credit cards with lucrative rewards.</li> </ul> |
| <p><b>Budget</b></p>                  | <ul style="list-style-type: none"> <li>• A tracker of how much you're bringing in and spending every month. This document helps rein in spending so you don't spend more than you make.</li> </ul>   |
| <p><b>Credit</b></p>                  | <ul style="list-style-type: none"> <li>• When you get goods or services before paying for them, based on the assumption that you will be able to pay for them later, you're using credit.</li> </ul>   |
| <p><b>Credit bureau</b></p>           | <ul style="list-style-type: none"> <li>• This is an organization that collects financial information, such as an individual's credit score. This information is made available to banks, other financial institutions, and individuals.</li> </ul>       |
| <p><b>Credit score/FICO score</b></p> | <ul style="list-style-type: none"> <li>• This number between 300 and 850 represents your ability to repay credit and loans. The higher your credit score, the better your credit.</li> </ul>   |
| <p><b>Credit report</b></p>           | <ul style="list-style-type: none"> <li>• This document conveys your current financial situation, including your debt, current credit score, and credit payment history.</li> </ul>   |
| <p><b>Debt</b></p>                    | <ul style="list-style-type: none"> <li>• Your debt is the amount of money you owe to another individual, bank, or state, or federal government.</li> </ul>   |



# Terms you Need to Know

| Important Term to Know | Meaning   |
|------------------------|---|
| <b>Expenses</b>        | <ul style="list-style-type: none"><li>• This is the amount of money you're paying out. Expenses include anything you spend money on, from necessities such as rent to splurges, such as dining out.</li></ul>   |
| <b>Income</b>          | <ul style="list-style-type: none"><li>• This is how much money you are bringing in. Income can be from a job, a business, or any other sources that give you money.</li></ul>   |
| <b>Loan</b>            | <ul style="list-style-type: none"><li>• A loan is a sum of money borrowed from a lender. The expectation is the borrower will pay back the amount and an agreed-upon interest rate.</li></ul>   |
| <b>Minimum payment</b> | <ul style="list-style-type: none"><li>• This is the smallest amount you can pay without the bank closing your credit account. If you don't pay this amount, which is usually 1%–5% of the total, you can get hit with fees and other penalties.</li></ul> |
| <b>Taxes</b>           | <ul style="list-style-type: none"><li>• This is the money you owe the government. If you're an employee, taxes are taken out of each paycheck. However, self-employed individuals must calculate and make these payments themselves.</li></ul>            |

# Activity 1

According to the most recent report from the US Census Bureau, the poverty threshold for a family of four is \$29,960 (yearly income). For an individual, the poverty threshold is \$14,891.

Calculate how much your group makes from your part-time jobs, allowances, etc. If you do not work or get an allowance for income, put \$250 on the chart.

1. What is your group's monthly income?

| Group members | Income |
|---------------|--------|
|               |        |
|               |        |
|               |        |
|               |        |
|               |        |
|               |        |

2. What is your group's yearly income? To get this amount, multiply each monthly income by 12 and add the sums together \_\_\_\_\_.

3. Only including what your group is currently making, is your group living above or below the poverty threshold? \_\_\_\_\_.

Take your sheet to your teacher

## Activity 2

Monthly income \_\_\_\_\_ + \_\_\_\_\_

teacher given income = \_\_\_\_\_

Teacher given credit score \_\_\_\_\_

**Use the amount above to find a suitable car for your group.**

Model \_\_\_\_\_ Make \_\_\_\_\_ Year \_\_\_\_\_ Mileage \_\_\_\_\_ Total

price of the car \_\_\_\_\_ Down payment of your car \_\_\_\_\_

Monthly payment estimator with perfect credit \_\_\_\_\_

**For the monthly payment, add the following based on your teacher's given credit score.**

- Add \$100 for a credit score under 730.
- Add \$200 for a credit score 700–729.
- Add \$275 for a credit score 650–699.
- Unfortunately, if your credit score is under 650, you need to find a cosigner from a person in a group with over a 700 credit score.
- Cosigners name \_\_\_\_\_
- Because you need a cosigner, add \$300.

**Car insurance is mandatory. It is \$275 for the whole family.**

Three-month maintenance for the car depends on the number of miles. If your car is under 100,000 miles, you can add \$150 for maintenance. Older cars may require more maintenance. If your car has over 100,000 miles, add \$250.

| Monthly income | Subtract the Car payment | Subtract the Car insurance | Subtract the maintenance | Remaining income |
|----------------|--------------------------|----------------------------|--------------------------|------------------|
|                |                          |                            |                          |                  |

If you cannot afford the car, research ways to earn more money for a car or find someone from another group that will allow you to pay them \$50 monthly to drive you places.

My group has enough to purchase the car \_\_\_\_\_ My group is paying group \_\_\_\_\_ \$50 a month.

*Take your sheet to your teacher*

# Activity 3

1. Annual income \_\_\_\_\_ + \_\_\_\_\_ (teacher given income) = \_\_\_\_\_.

2. Create a budget for your household. Don't forget to use your transportation costs from Activity 2. Your group is your household.

| Group Income/Expenses      | Subtotal Calculations | Total |
|----------------------------|-----------------------|-------|
| Monthly income             |                       |       |
| Rent/mortgage for the area |                       |       |
| Car/transportation         |                       |       |
| Utilities                  |                       |       |
| Cable/internet             |                       |       |
| Phone                      |                       |       |
| Groceries                  |                       |       |
| Clothes                    |                       |       |
| Water                      |                       |       |
| Dining                     |                       |       |
| Travel                     |                       |       |
| Entertainment              |                       |       |
| Savings                    |                       |       |

Take your sheet to your teacher



# Activity 4

## Party Budget Worksheet

You have savings from Activity 3. Whatever you've saved from Activity 3 will be the amount of money you can spend on a vacation or planning a party. If you haven't saved money with your group, look for part-time jobs you all can get to supplement your income for an extra \$500 a week. Use this sheet to plan.

| Group Member | Part-Time Job | Potential Wages Earned |
|--------------|---------------|------------------------|
|              |               |                        |
|              |               |                        |
|              |               |                        |
|              |               |                        |
|              |               |                        |
|              |               |                        |
|              |               |                        |

Total wages earned:

*Take your sheet to your teacher*

# Activity Plan

**Title: Being Your Authentic Self: Transitions**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |  |  |
|--|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will gain a sense of their authentic selves as a way to improve their overall wellbeing.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>notebook paper</li> <li>envelopes</li> <li>stamps</li> <li>pens</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>transitions</li> <li>self-discovery</li> </ul> | <p><b>Activity Overview:</b> Scholars will self-reflect on the past year by writing a letter to their future selves.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Can you believe there are only three months left in the school year? It's time for us to prepare for next year. For some of you, that may mean preparing to move on to the next grade. For others, that may mean moving on to postsecondary options. This is what we call transitions. You're about to transition into a new phase in life. Take some time to reflect on this year. Is there anything you've done well that you should continue to incorporate into your life? Is there anything you'd like to improve on? Are there any friend groups you'd like to change? Give scholars an opportunity to reflect and share.</i></li> </ul> |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Show scholars the YouTube video "Dear Future Me."</b></li> <li><b>Facilitator:</b> <i>Today, you are going to write a letter to your future self. Now we won't do six years. We are actually going to open our letters next year at this same time. What do you want to have accomplished by this time next year? Is there anything that you want to stop doing? Is there anything you want to start? No one else is going to read this letter, so I want you to be completely honest with yourself. Who can you be honest with if you cannot be honest with yourself?</i></li> </ul>  |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>  | <ul style="list-style-type: none"> <li><b>You may have to show scholars how to address an envelope. Once they write their letters, have them seal the envelopes and address them. Before this activity, have scholars bring in \$0.50 for a stamp. Find a place to secure these letters for a year. Make a note to yourself so that you don't forget to mail them.</b></li> </ul>  |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Allow scholars to view a letter template video.

Provide scholars with writing prompts to complete their letter.

Allow scholars to write their letters in their native language.

\*Prompts to help ninth- and tenth-grade scholars: Who are your friends? Do you think you'll still be friends next year? What was the hardest thing about starting high school? What do you want to do differently next year? What did you learn about yourself this year? What accomplishments are you proud of? Are you on track for graduation? If not, what can you do by this time next year? What are three goals you wish to have accomplished by this time next year?

Prompts to assist eleventh- and twelfth-grade scholars: Are you on track for graduation? If not, what can you do to meet this goal? What is your postsecondary plan? Are you applying to college? Are you enlisting in the military? Are you getting a job? What steps have you taken to make this a smooth transition? What is your definition of success? Are you proud of yourself? Why? Why not? What are three goals you wish to have accomplished by this time next year?

**Activity Reflection: Facilitator:** Ace wants you to know that honesty leads to true awareness. Ace wants you to think about whether you are truly honest with yourself about your friends, the things you enjoy doing the most, your postsecondary plans, and every aspect of your life.

**Supplemental Resources:** Dear Future Me | Episode 1: Class of 2020 | Garage by HP; Writing a Friendly Letter



# Activity Plan

**Title: Coping with Disappointment**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |   |  |
|--|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn that disappointment is a part of life. How we respond to it dictates the impact it has on us.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper</li> <li>different color markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>disappointment</li> </ul> | <p><b>Activity Overview:</b> Scholars will discuss disappointment and identify coping strategies to deal with it.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Being disappointed is no fun, but we are all bound to experience it. What comes to your mind when I say the word disappointment? <b>Allow scholars an opportunity to respond.</b> Can someone give me an example of a time you were disappointed? <b>Allow scholars to share their examples.</b> How did you overcome the disappointing situation? <b>Allow scholars an opportunity to respond.</b></i></li> </ul>   |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, we will discuss some disappointing scenarios and identify coping strategies to overcome the disappointment.</i></li> <li><b>Show the YouTube Video Disappointment is a Wave by Lauren Martin   Read Aloud Book for Kids</b></li> <li><b>Facilitator:</b> <i>Why did she feel disappointed? <b>Allow scholars an opportunity to respond.</b> Why is focusing on what we can and cannot control important? <b>Allow scholars an opportunity to respond.</b> What did she realize she could control? <b>Give scholars time to answer.</b> So, can we control the fact that we'll experience disappointment in life? <b>Allow scholars an opportunity to respond.</b> Correct, we will experience disappointment in this life, but is it the end of the world? <b>Allow scholars an opportunity to respond.</b> What can we control? The way we respond to it!</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>We're going to break up into groups of four. Each group will write a disappointing scenario on their chart paper. After everyone finishes, all groups will rotate around the room and write a coping strategy scholars can use to help overcome that disappointing scenario. Each group will share once all groups have rotated. <b>Each group should have a different color marker.</b></i></li> </ul>  |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can provide scholars with a list of coping skills to overcome disappointment.

Scholars can be placed in a group with strong scholars.

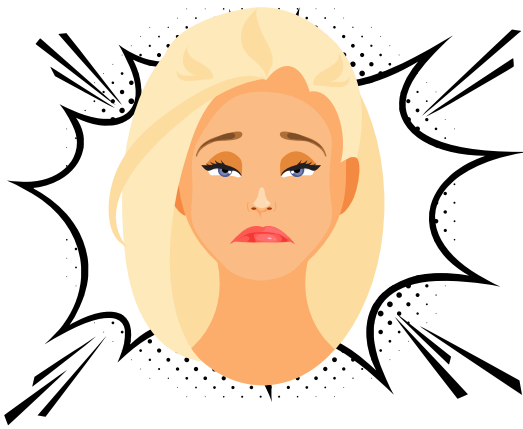
Scholars can role play one of the scenarios and the coping strategy that could be used to deal with the disappointment.

**Activity Reflection: Facilitator:** Ace wants to know why disappointment is described as a wave.

**Supplemental Resources:** Disappointment is a Wave by Lauren Martin | Read Aloud Book for Kids



# Strategies to Overcome Disappointment



|                                    |                                   |
|------------------------------------|-----------------------------------|
| Allow yourself to be disappointed  | Learn from your mistake           |
| Talk to someone about how you feel | Cry about it                      |
| Journal about it                   | Look at the bright side of things |
| Don't dwell on it                  | Make a plan for the next time     |
| Be kind to yourself                | Watch a funny movie               |



# Activity Plan

**Title: The Choice is Yours!**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will research college, career, and military postsecondary options.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chromebooks</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>transitions</li> <li>postsecondary options</li> </ul> | <p><b>Activity Overview:</b> Based on the three postsecondary options, scholars will present their college, career, and/or military research to the class.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Who can tell me what a postsecondary option is? <b>Allow scholars an opportunity to respond.</b> Yes! Post means after. Secondary is high school. Everyone needs to have a plan for after high school. Raise your hand if you already know what you'd like to do after high school. Allow scholars an opportunity to respond. Now, raise your hand if you don't. <b>Allow scholars to raise their hands.</b> If you don't know, no worries. That's what we will explore today. There are three options for you to choose from. You can enroll in a 2-year, 4-year, technical, or junior college. You can enlist in the military. The third option is to get a job with a reputable company or start a business of your own.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Today, I'm going to divide you into groups and you are going to research one of the three postsecondary options. You have the autonomy to present the information however your group decides.</i></li> <li><b>Divide the scholars into groups labeled college, career, and military.</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>Be sure to include any benefits, any pros/cons, expectations, requirements, skills needed, soft skills needed, qualities, and any pictures or graphics of your choice. You can select a specific school, branch or company.</i></li> </ul>   |

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Facilitators can direct scholars to the college search list of 4-year/2-year Georgia colleges in GA Futures. They will need to create an account if they haven't already done so.

Scholars can research Georgia's Career Clusters and Pathways as well as Military Careers in GA Futures.

Partner scholars with a person who speaks their native language.

Scholars can provide statistical information such as percentages of students who graduate from the college or university they selected.

Scholars can provide the job outlook for the next 5–10 years of the career selected.

Scholars can research the specific branch scholarship funding opportunities for the state of Georgia. This information is in GA Futures under Career Exploration. Scholars will need to create an account if they have not already done so.

**Activity Reflection: Facilitator:** Ace wants to know what your postsecondary plans are.

**Supplemental Resources:**  
[www.gafutures.org](http://www.gafutures.org)





# Month at a Glance: March

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|   |  |   |               |
|---|--|---|---------------|
| Healthy Me, Healthy You!                  | Your overall health includes being both mentally and physically fit.   |   | 30–45 minutes |
| Positive Self-Talk vs. Negative Self-Talk | By replacing negative thoughts with positive ones, you can gain confidence and develop a more optimistic outlook on life | positive self-talk, negative self-talk    | 30–45 minutes |
| Gratitude Practice                        | Practicing gratitude improves your overall wellbeing.  | gratitude, grateful, appreciation         | 30–45 minutes |
| Who Can I Run To?                         | Resources are available to assist when you are feeling stressed, depressed, or anxious                                   | trusted adult, mental health professional | 45 minutes    |

# March



# Activity Plan

Title: Healthy Me, Healthy You!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify signs of a physically and mentally healthy person who lives a drug-free lifestyle beyond high school.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>mentally strong document</li> <li>pencils/pen</li> <li>projector</li> <li>laptop</li> <li>posterboard</li> <li>markers</li> <li>color pencils</li> <li>crayons</li> <li>chart paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>secure</li> <li>unsafe</li> <li>anxiety</li> </ul> | <p><b>Activity Overview:</b> Scholars will identify the characteristics of a physically and mentally healthy person after high school.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>The facilitator will inform scholars that a drug-free lifestyle has a positive impact on your physical and mental health.</b></li> </ul>   |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> According to <i>Psychology Today</i>, a mentally healthy person has the following characteristics: <ul style="list-style-type: none"> <li>You can be happy for others, even when your own life is challenging.</li> <li>You are not envious of what others have.</li> <li>You have good boundaries in your relationships.</li> <li>You take care of yourself.</li> <li>You help others around you.</li> <li>You keep trying when the going gets tough.</li> <li>You enjoy the simple things in life.</li> <li>You let go of anger, and you don't hold grudges against others who have hurt you.</li> <li>You have something that you look forward to doing or experiencing.</li> <li>You wake up every day and feel grateful for something.</li> </ul> </li> <li><b>Distribute the Mentally Strong document.</b></li> <li><b>Facilitator:</b> Look at the heading labeled "Healthy Me" and write a description of what each characteristic looks like for you after high school or once you become an adult. Ask at least 3–4 scholars to share 1 to 2 of their characteristics and descriptions.</li> <li><b>Facilitator:</b> Now that you have identified and described your ideal state beyond high school as a mentally healthy person, let's discuss being physically healthy. Let's watch a video from <a href="http://health.gov">health.gov</a> on "Move Your Way, Move When You Can" and discuss what you can eat to be physically healthy.</li> </ul> |



|  |   |
|--|---|
|  |   |
|  |   |
| <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"> <li>• <b>Show scholars what they can eat for breakfast, lunch, and dinner to be healthy beyond high school.</b></li> <li>• <b>Facilitator:</b> <i>On the back of your Mentally Strong document, list some things you can do to remain physically healthy even beyond high school.</i></li> </ul> |
| <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that we've identified and discussed how your future self can be mentally and physically healthy. Let's commit to at least two mentally strong actions and two physically strong actions you will try within the next thirty days.</i></li> </ul>                |

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can read the ten characteristics aloud as scholars write their responses.

The facilitator can provide multiple examples of physically strong characteristics.

Scholars can be paired with another scholar for support.

Scholars can use translation apps or devices as needed.

Scholars can design a poster to share characteristics of mentally and physically strong people.

Scholars can create a podcast to discuss mental and physical health challenges faced by high school scholars.

**Activity Reflection:** Ace wants to know if you are healthy. He wants everyone to describe their current characteristics that align with what a healthy person should possess. What changes should you make?

### Supplemental Resources:



# Mentally Strong!

| Mentally Strong Characteristics  | Healthy Me—five years after high school! |
|--|--|
| 1. You can be happy for others, even when your own life is challenging.              |  |
| 2. You're not envious of what others have.   |  |
| 3. You have good boundaries in your relationships.                                   |  |
| 4. You take care of yourself.  |  |
| 5. You help others around you.   |  |
| 6. You keep trying when the going gets tough.  |  |
| 7. You enjoy the simple things in life.  |  |
| 8. You let go of anger, and you don't hold grudges against others who have hurt you. |  |
| 9. You have something you look forward to doing or experiencing.                     |  |
| 10. You wake up every day and feel grateful for something.                           |  |

# Mentally Strong!



# Activity Plan

Title: Positive Self-Talk vs. Negative Self-Talk

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|  |  |   |
|--|--|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will recognize the benefits of positive selftalk and consequences of negative self-talk.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> | <p><b>Activity Overview:</b> Positive self-talk is a powerful tool that can help scholars overcome challenges and build their self-esteem. Scholars will write positive self-talk statements meant to help them as they face their daily challenges.</p> |   |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Imagine you are about to take a test, but you feel overwhelmed. What would you say to yourself? Allow scholars an opportunity to respond.</i></li> <li><b>If scholars need help, some examples can include:</b> <ul style="list-style-type: none"> <li>Use the present tense and the first person (Examples include: "I am enough," "I am lovable," or "I am a good friend.")</li> <li>Frame what you say positively. Instead of saying "I am not weak," try saying "I am strong".</li> <li>Speak as if what you are saying is factual and true. Refrain from using words like might, should, or could.</li> <li>Repeat your thoughts to yourself confidently multiple times a day, especially before going to sleep or right before a tough conversation or test.</li> </ul> </li> </ul> |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>For this activity, I'll introduce a negative thought someone might have. Some negative thoughts might include:</i> <ul style="list-style-type: none"> <li>"I'm too far behind. I can't graduate on time, so I might as well drop out."</li> <li>"I'm just bad at math. It's not worth trying."</li> <li>"I'll never have a girlfriend. I'm too weird."</li> </ul> </li> <li><b>Facilitator:</b> <i>While these are negative self-talk statements, they're absolutely thoughts that might sneak into our brains. Ask scholars to think of alternative self-talk phrases they could say instead using "I am" statements.</i></li> </ul>   |

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

- **Facilitator:** *You can reinforce positive affirmations with physical touch. Tap the back of your hand, caress your arm, or apply pressure to your temples as you state your affirmation. Consider positive affirmations with four syllables (e.g., "I am calm now," "I can do this," "I am ready," etc.) so you can squeeze your thumb and fingers together one syllable at a time, from your index finger to your pinky.*
- **Ask students to practice using positive affirmations while including physical touch.**



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Provide scholars with a list of various positive self-talk statements. Have them read and choose their top three statements for the day. They can read, rewrite, and draw about why they're important for the day.

### Examples:

- I am strong and determined.
- Every day is a fresh start.
- Challenges help me grow.
- I am a work in progress.

**Fill in the Blank Activity.** This activity provides guidance for coming up with selftalk statements. Scholars can write their affirmations by completing the following statements:

- I feel \_\_\_\_\_
- I am learning \_\_\_\_\_
- I can \_\_\_\_\_
- Today \_\_\_\_\_

Scholars can develop a positive self-talk statement but develop a deeper understanding about what it means and why it matters.

- Ex. #1—I am unique. What does it mean to be unique?
- What are some ways you are unique?
- Ex. #2—I love myself for who I am. What does it mean to love yourself? What do you love about YOU?

**Activity Reflection:** Positive self-talk can have a big impact on how we think and feel. Over time, engaging in more positive self-talk can help reduce stress, improve self-esteem, increase motivation, inspire productivity, and improve overall mental and physical health.

### Supplemental Resources:



# Activity Plan

Title: Gratitude Practice

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand the importance of having and showing gratitude.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>laptop/projector to display video</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gratitude</li> <li>grateful</li> <li>appreciation</li> </ul> | <p><b>Activity Overview:</b> Practicing gratitude regularly has been associated with enhanced optimism, better sleep, fewer physical ailments, and lower levels of anxiety and depression. Scholars will write about a</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Share gratitude video.</b></li> <li><b>Facilitator:</b> <i>Think of something you are grateful for. It could be something large or something small. Consider, for instance, feeling grateful for waking up in a comfortable bed, having hot water for your morning shower, or a good friend. Whatever it is, direct your mind to go there. Consider how that makes you feel. Ask scholars to share until someone says "grateful" or "thankful."</i></li> </ul>   |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Please get in a circle. Randomly point to scholars and ask them to. Share something you are grateful for. If scholars need help, offer one of the following prompts:</i> <ul style="list-style-type: none"> <li>A person in their life.</li> <li>Things in their home.</li> <li>Things in the community.</li> <li>A physical ability.</li> <li>Something they can hear.</li> <li>Something they can see.</li> <li>Something they can touch/feel.</li> <li>Something they can smell.</li> <li>Something they can taste.</li> </ul> </li> </ul>                                    |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Show the video:</b><br/><a href="https://youtu.be/oHv6vTKD6lg?si=XCwLYVE9IKpnvkBX">https://youtu.be/oHv6vTKD6lg?si=XCwLYVE9IKpnvkBX.</a></li> <li><b>Facilitator:</b> <i>What are your thoughts and feelings about the video? How did the people in the video feel going through the experiment? Why? Who are you grateful for? What would you want to tell them?</i></li> <li><b>Facilitator:</b> <i>For the next ten minutes, I would like you to write a poem, letter, song, or rap about the person you are most thankful for. Record their response when you share it with them.</i></li> </ul> |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Using a list of positive affirmations, scholars can sing each to the tune of a favorite song or an instrumental background. Make it a challenge to see who can come up with the best song.

Scholars can create a visual display of the word "thank you" written in different languages.

Scholars can write a poem using only positive affirmations. As an extension, scholars can write out their poem on poster board or larger paper and then make designs around it.

**Activity Reflection:** The class could make a gratitude video using the recordings from scholars. Ask to have it displayed for the school community.

**Supplemental Resources:**



# Positive Affirmations for Scholars

- I have a sharp mind which makes me an excellent scholar.
- I have a winner's mindset, and I love accomplishing my goals.
- I am advancing to new levels by learning more each day.
- I feel thankful to be a scholar and it shows.
- I radiate positive energy.
- I am a gifted scholar, and I can achieve anything.
- I am a talented and prominent scholar.
- I have self-respect and dignity.
- I make a positive impact on other scholars' lives.
- I am kind to all people.
- I love my scholar life!
- I strive to do my best every day.
- I embrace life as a scholar.
- I am on the journey of becoming a very successful scholar.
- It's possible for me to achieve all my goals because my true potential is limitless.
- My mind absorbs and processes new information with greater speed.

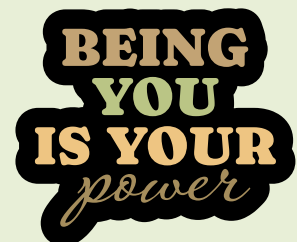


# Positive Affirmations for Scholars

- I love gaining knowledge, which helps me grow to my full potential.
- I am a very quick learner.
- I am very good at gaining knowledge and properly using it.
- My mind's ability to learn and remember is increasing every day.
- It's okay not to know everything.
- I can always learn.
- I start with a positive mindset.
- I am capable.
- I am in control of my progress.
- I create a healthy balance in my life.
- I can get through everything.
- I am building my future.
- I can change the world.
- I will win at what I put my mind to.
- I am excited to step into a new world.
- Anything is possible.
- I will continue to expand my mind.



I can do this



# Positive Affirmations for Scholars

- I am worthy to receive love.
- Nothing can stop me from living the life of my dreams.
- I am a beautiful person.
- I matter. I am strong.
- I am genuine.
- I can do anything I put my mind to.
- I've got this.
- I choose healthy ways to deal with stress.
- There's no reason for me to compare myself to others.
- I'm only human and we all make mistakes.
- Success isn't final, and failure isn't fatal. It's the courage to persevere that counts in the end.
- I am blessed to live this life that I've created.
- Every day, I improve myself in some way.
- I am worthy of deep connections.
- I love and approve of myself.

Positive  
Vibes  
Only

YOU DESERVE  
ALL THE  
GOOD  
THINGS

i am  
OWH SO  
awESome



# Activity Plan

Title: Who Can I Run To?

Suggested Time: 45 minutes

Suggested Grade Level(s) : 9th–12th

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will be more aware of the resources available to them when they're feeling stressed or anxious.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>sticky notes</li> <li>counselor</li> <li>therapist</li> <li>mental health support personnel</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>trusted adult</li> <li>mental health professional</li> </ul> | <p><b>Activity Overview:</b> Scholars will anonymously share issues or situations that have caused them to feel stressed, anxious, or depressed. Based on the situation, classmates will help to identify trusted individuals to get help from.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Before this activity, reach out to the mental health professionals in your building or in the community. Ask them to take part in your panel discussion to assist your scholars with who they can run to for help with their situation. Two should be sufficient, but having more would be great.</b></li> <li><b>Facilitator:</b> <i>Raise your hand if you've ever been depressed. Keep your hand up. Now raise your other hand if you've ever been anxious about something. Finally, stand up if you've ever been stressed out. Now, look around the room. As you can see, you're not alone. You can sit down now. We all have times in our lives when we feel like this. Who should we run to for help?</i></li> </ul>  |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Did you know there's help and support for any problem or situation you may face? Who can tell me someone that is available to help when you are feeling anxious, stressed, or depressed? <b>Allow scholars to respond.</b> Yes, there are parents, counselors, social workers, nurses, mental health professionals, teachers, and other trusted adults to help you. All problems have a solution. On your sticky note, please write about a situation that has you feeling stressed or anxious. Do not write your name on the sticky note. I will collect them and our mental health support staff will read your sticky notes and offer you a solution that begins with identifying trusted individuals who can help you.</i></li> <li><b>Once all sticky notes are collected, the panel of mental health professionals will read and respond to as many of them as possible.</b></li> </ul> |
|   | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p>   | <ul style="list-style-type: none"> <li><b>Scholars, I hope you really listened to the responses and understand there is always someone to turn to for help.</b></li> </ul>  |

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



**Facilitators can provide scholars with a list of mental health professionals. Include a description of how they can help be helpful.**

**Facilitators should seek mental health facilitators that represent the diversity of the scholars.**

**Have scholars write thank-you notes to the mental health professionals who visited your classroom.**

**Activity Reflection:** Ace wants to know why you think scholars hesitate to reach out for help when they are going through a difficult time. How can you help your peers when they are in need?

**Supplemental Resources:**

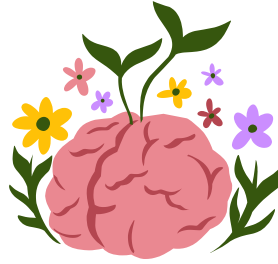




# Mental Health Professionals



# Mental Health Professionals



|                              |  |
|------------------------------|--|
| <b>School Counselors</b>     | School counselors help all students apply academic achievement strategies, manage emotions, and plan for postsecondary options. School counselors are not licensed to prescribe medicine.  |
| <b>School Social Workers</b> | School social workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents, and administrators, as well as provide individual and group counseling/therapy. |
| <b>School Psychologists</b>  | A psychologist is trained in psychology, a science that deals with thoughts, emotions, and behaviors. A psychologist can identify and treat many types of mental health conditions by using different talking therapy. Most psychologists aren't licensed to prescribe medicine.                                 |
| <b>Therapists</b>            | Therapists are mental health professionals trained to provide treatment and rehabilitation. They guide clients to help them overcome personal issues.  |
| <b>Psychiatrists</b>         | A psychiatrist is a Doctor of Medicine who specializes in mental health. Psychiatrists identify and treat mental health conditions and prescribe medicine.   |



# Month at a Glance: April

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|                                |   |   |               |
|--------------------------------|---|---|---------------|
| Becoming a Positive Influencer | You are an influencer, and what you have to say matters to those around you.                              | influencer, addiction, prescription vs. illegal drugs | 45 minutes    |
| The Power of Social Media      | Social media is neutral. The way in which we use it determines its influence.                             | social media  | 30–45 minutes |
| The Dangers of Fentanyl        | The United States of America is facing a national fentanyl epidemic. Here's what you can do to stay safe. | fentanyl, morphine, heroine, potent                   | 45 minutes    |
| Social Media and Mental Health | Comparison is the thief of joy.   | social media  | 45 minutes    |

# April



# Activity Plan

**Title: Becoming a Positive Influencer**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |   |   |
|--|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will demonstrate their ability to be influencers by engaging in conversations and modeling healthy habits.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>pencils</li> <li>markers</li> <li>anchor chart</li> <li>positive influence sheet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>influencer</li> <li>addiction</li> <li>prescription vs. illegal drugs</li> </ul> | <p><b>Activity Overview:</b> Scholars will work through the activity to identify the signs in peers or loved ones who may be dealing with issues of addiction. They will determine ways to encourage them to deal with struggles of life in more positive ways.</p> |   |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Before the class starts, the facilitator should arrange the room so that scholars can work in groups of 4 or 6. Even groups are necessary for the conversations.</b></li> <li><b>Facilitator:</b> <i>When you think of an “Influencer,” who and what comes to mind? What makes them appealing and/or what characteristics do they have? You have five minutes to write your ideas before you share. Allow each group to share.</i></li> <li><b>Facilitator:</b> <i>We have talked about famous influencers, but we have influencers in our families and friend groups. You are an influencer and what you have to say and do matters to those around you, especially for those who might struggle with prescription or illegal drug addictions.</i></li> </ul>  |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator: Let’s make a circle. If you think the statement is a minor issue, take one step inside the circle. If you think the statement is a major issue, take three steps inside the circle, then move back.</b> <ul style="list-style-type: none"> <li><i>Neglecting roles and responsibilities, such as work, school, or home obligations.</i></li> <li><i>Changing social patterns, withdrawing from family, friends, and activities to use a substance.</i></li> <li><i>Facing risky situations to become intoxicated or maintain a supply of drug.</i></li> <li><i>Using a substance despite knowing it causes physical or psychological harm to oneself.</i></li> <li><i>Being secretive about activities and relationships as well as private space, to conceal drug use.</i></li> <li><i>Sudden changes in activity patterns or refusing participation in activities once enjoyed.</i></li> </ul> </li> </ul> |



|   |   |
|---|---|
|   |   |
|   | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>◦ <i>Lying about whereabouts, absences, consumption habits or making excuses for unusual behavior.</i></li> <li>◦ <i>Losing energy or motivation.</i></li> <li>◦ <i>Neglecting their appearance.</i></li> </ul> <p>• <b>Facilitator:</b> <i>All these statements, whether minor or major, are signs of addiction. When you get back to your seat for each item, brainstorm what positive habits you can replace those negative habits with on your positive influence sheet.</i></p> |
| <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <p>• <b>Facilitator:</b> <i>As we close, you may add some of these items to your sheet when looking to influence others positively. Look for opportunities to do something with that person, such as:</i></p> <ul style="list-style-type: none"> <li>◦ Nature walks.</li> <li>◦ Animal-assisted therapy.</li> <li>◦ Nutrition classes.</li> <li>◦ Exercise.</li> <li>◦ Positive affirmations.</li> <li>◦ Discussion of triggers and coping mechanisms.</li> <li>◦ Stream of consciousness exercises.</li> <li>◦ Music therapy.</li> <li>◦ Mutual help organizations such as Alcoholics Anonymous (AA), Narcotics Anonymous (NA), SMART Recovery, All Recovery groups, and online forums.</li> </ul> |   |

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Ninth and tenth grade scholars can create a poster about how to help a friend or loved one with addiction.

Eleventh and twelfth graders can review and create a video or PSA about how to be a positive force to be reckoned with.

Scholars can use Google Translate to complete the Positive influence sheet.

Scholars can research groups in the area for teens and family members who may need help with addiction.

**Activity Reflection: Facilitator:** If someone comes to mind when you think of addiction, write a letter to that person telling them why you are worried about them and how you plan to support them in their journey. Either read the letter to them or record yourself reading the letter and send them the recording.

**Supplemental Resources:**



# Activity Plan

**Title:** The Power of Social Media

**Suggested Time:** 30–45 minutes

**Suggested Grade Level(s):** 9th–12th

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn they have the power to influence their peers positively through social media.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>social media</li> </ul> | <p><b>Activity Overview:</b> Scholars will create a seven-day social media campaign to positively influence their peers.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Is there anyone who does not know what social media is? When I say the term social media, what comes to mind? <b>Allow scholars to respond.</b> Yes, social media are the platforms that we use to connect with others, to share, create content or entertain ourselves.</i></li> </ul>  |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Is social media good or bad? <b>Allow scholars to respond.</b> Social media can be good or bad. It depends on how we use it. Who can give me an example of how we use social media negatively? <b>Allow scholars to respond.</b> Who can give me an example of how we use social media positively? <b>Allow scholars to respond.</b> Today, we are going to use our social media influence positively. We are going to create a positive seven-day social media campaign.</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>You will create an activity or two for each day of the campaign. It must be something positive, something kind, something that will help others be a better version of themselves. You will also create a hashtag to go along with each day. Encourage your family and friends to participate and post pictures to show their adventures. Have fun and be creative. For example, day one could be "Spend time with your family and friends playing a board game #FamilyOverEverything."</i></li> <li><b>Allow scholars to work in groups or with a partner.</b></li> </ul> |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work with a partner.

The facilitator can give scholars examples of ideas they can use in their seven-day campaign.

Scholars can create culture specific activities and posts

Scholars can create a theme filled seven-day campaign.

Scholars may choose to extend their campaign to thirty days.

**Activity Reflection: Facilitator:** Ace wants to know what you believe the benefits of social media are. What do you believe the pitfalls of social media are?

**Supplemental Resources:**





# Activity Plan

**Title: The Dangers of Fentanyl**

**Suggested Time: 45 minute**

**Suggested Grade Level(s): 9th–12th**

|   |   |  |
|---|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn of the dangers of fentanyl.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>color pencils</li> <li>poster board</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>fentanyl</li> <li>morphine</li> <li>heroin</li> <li>potent</li> </ul> | <p><b>Activity Overview:</b> Scholars will discuss the synthetic drug fentanyl and start a fentanyl awareness campaign.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> Drug dealers are mass producing fake pills and selling them as real prescription pills. They make the pills look like oxycodone, hydrocodone, Xanax, and Adderall. Fake prescription pills can contain deadly doses of fentanyl and are often sold on social media, making them available to anyone with a smartphone, including teens. To keep everyone safe and alive, you should only take medications prescribed by medical professionals.</li> <li><b>The facilitator will show FENTANYL POISONING: Joshua Gillihan's Story.</b></li> <li><b>Facilitator:</b> Roughly 150 people die every day from fentanyl. Approximately how many days are in a month? <b>Allow scholars to respond.</b> How many people is that per year? <b>Allow scholars to respond.</b> That is alarming.</li> </ul>   |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> What is fentanyl? <b>Allow scholars to respond.</b> Fentanyl is a potent synthetic drug that is 100 times more potent than morphine and 50 times more potent than heroin. What does potent mean? <b>Allow scholars to respond.</b> What does synthetic mean? <b>Allow scholars to respond.</b> If so many people are dying from taking fentanyl, why do you think people keep taking it? <b>Allow scholars to respond.</b> Exactly! They don't know they are taking it. How can you make sure you are never tricked into taking medicine laced with fentanyl? <b>Allow scholars to respond.</b> Correct! By not taking any medication that does not come from a doctor! It is a matter of life and death. Think about your family. Do you want your parents to be the next set of parents making a "Fentanyl Killed My Child" interview?</li> </ul> |



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

- **Facilitator:** *Today, we will research fentanyl and start a fentanyl awareness campaign. You can create fentanyl awareness posters, banners, or social media public service announcements. We must get the word out about fentanyl and stop people from getting tricked with this deadly drug.*



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work in groups or with a partner.

The facilitator can provide scholars with a graphic organizer to organize their thoughts for the campaign.

Scholars can design a brochure on the dangers of fentanyl. Scholars can place the brochures in the counseling office or the front office if approved.

**Activity Reflection: Facilitator:** Ace wants to know how you can make sure you and your family or friends are never tricked into taking medicine laced with fentanyl.

**Supplemental Resources:**

[https://youtu.be/04q51CjTIXA?si=-rS7pJzwTDRpj5aO;](https://youtu.be/04q51CjTIXA?si=-rS7pJzwTDRpj5aO)



# Main Idea

| Supporting Details | Supporting Details | Supporting Details |
|--------------------|--------------------|--------------------|
|                    |                    |                    |



# Activity Plan

**Title: Social Media and Mental Health**

**Suggested Time: 45 minute**

**Suggested Grade Level(s): 9th–12th**

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how taking breaks from social media can affect their mental and physical health.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>social media</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>social media</li> </ul> | <p><b>Activity Overview:</b> Scholars will take a 3 – 5 day break from social media and document their overall health before, during and after the break.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> Raise your hand if you believe social media can cause anxiety, depression, or other health challenges. <b>Take notice of the raised hands.</b> Now, raise your hand if you believe that is false. <b>Take notice of the raised hands.</b> Who would like to share why they believe social media can cause anxiety, depression, or other health challenges? <b>Allow scholars to defend their opinion.</b> Now for those who felt the statement was false. Would you like to share why? <b>Allow scholars to defend their opinion.</b></li> </ul>   |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> The truth of the matter is that social media can cause anxiety, depression, and other health challenges, and 81% of teens in the US use social media. The platforms are designed to be addictive. We like when people like our pictures and our posts. Our brains crave that reward. Getting “likes” keeps us going back for more and when we don’t get that reward, it’s upsetting. We look at other people’s pictures/videos and compare our lives to theirs.</li> <li>What does “comparison is the thief of joy” mean? <b>Allow scholars to respond.</b> Instead of being grateful for what we have, it makes us feel bad about what we do not have or what we think we should have.</li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> Today, we will commit to taking a break from social media. I know. It doesn’t sound fun, but I encourage you to try, especially if you spend most of your day scrolling. Start small and work your way up. You will commit to three days or five days of no social media and then brainstorm activities you can do instead. You will document how you feel before the social media break, during the social media break, and afterward.</li> <li><b>Allow scholars to work in groups or with a partner.</b></li> </ul>   |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work with a partner. Give scholars an example of ideas they can do during the break.

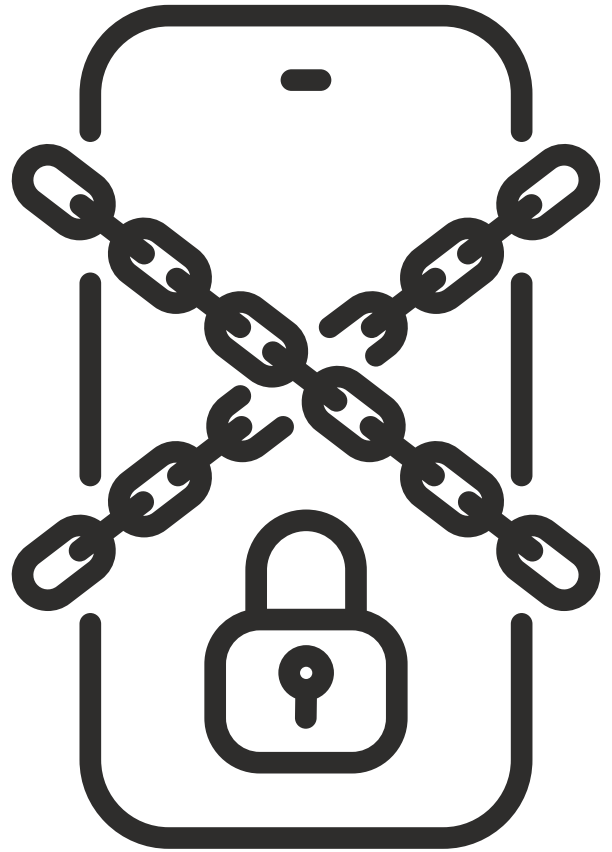
Scholars can research the negative effects of too much screen time and present their findings.

**Activity Reflection: Facilitator:** After one week, engage in a follow-up conversation with scholars. Ace wants to know if you believe social media can contribute to low self-esteem. Why or why not? Were you able to take a social media break for 3-5 days? For those who did not make it 3-5 days, how long did you last?

**Supplemental Resources:**



# Social Media Break



# Social Media Break

How many days did you power off?

How did your stress levels feel before the break?

How did your stress levels feel during the break?

How did your stress levels feel after the break?

How did you sleep before the break?

How did you sleep during the break?

How did you sleep after the break?

How were your eating habits before the break?

How were your eating habits during the break?

How were your eating habits after the break?





## Month at a Glance: May

| Activity                   | Enduring Understanding  | Vocabulary                  | Time Needed for Completion |
|----------------------------|---|-----------------------------|----------------------------|
|                            |   |                             |                            |
| Mindfulness                | Mindfulness teaches us how to practice health-enhancing behaviors to support better management of stress and reduce the chances of exploring substance use as an alternative. | mindfulness                 | 30 minutes                 |
| Wonder Years               | Drugs can have a negative impact on college or career aspirations.  | drugs, NCAA, anti-drug laws | 30–45 minutes              |
| Better Together            | When we work together as a team, we can achieve more.   | teamwork                    | 45–60 minutes              |
| Overcoming Procrastination | There are several things you can do to fight procrastination and start getting things done in a timely manner   | procrastination             | 45 minutes                 |

# May



# Activity Plan

Title: Mindfulness

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn the importance of engaging in activities that are mentally and emotionally healthy for them.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>mindfulness</li> </ul> | <p><b>Activity Overview:</b> Scholars will learn what mindfulness means and how to practice health-enhancing behaviors to support a better</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Researchers have linked stress to substance use. If someone has a hard time coping with stress, it may play a role in their use of drugs or alcohol. Scholars, you can learn to use healthy coping strategies to help build resilience in response to challenging circumstances and events. For example, mindfulness—slowing down to pay attention to what’s going on around you—can help teens create mental breathing space for dealing with distressing emotions. Let’s take a moment to practice mindful breathing.</i> <ul style="list-style-type: none"> <li>Take a slow breath in through the nose, breathing into your lower belly for about 4 seconds.</li> <li>Hold your breath for 1–2 seconds.</li> <li>Exhale slowly through the mouth for about 4 seconds.</li> <li>Hold your exhale for 1–2 seconds before taking another breath.</li> </ul> </li> <li>You can practice mindful breathing virtually anywhere, anytime. Where are some places that you will practice mindful breathing? <b>Allow scholars time to answer.</b></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Choose one of the three mindfulness activities. You have ten minutes to practice what this could look like for you.</i> <ul style="list-style-type: none"> <li>Journaling—Writing your thoughts, worries, and emotions down can help you process difficult feelings. Some people choose to journal first thing in the morning to clear their minds.</li> <li>STOP method - The STOP method is a grounding exercise that helps you reconnect with yourself.</li> <li>Here is how it works:           <ul style="list-style-type: none"> <li>(S) tand up and breathe.</li> <li>(T) une into your body. Notice how it feels.</li> <li>(O) bserve. What is your body telling you?</li> </ul> </li> </ul> </li> </ul>   |

|   |   |
|---|---|
|   |   |
| <p><b>Boost (Teach)</b></p>                                   | <ul style="list-style-type: none"> <li>▪ <i>(P)ossible. What new possibilities might emerge if you connect with yourself at this moment? How might this be a turning point for the rest of the day?</i></li> <li>◦ <i>Soothing music—Focus on the sounds and vibration of music, the feelings the music elicits, and the sensations you experience as you listen.</i></li> <li>• <b>After ten minutes, the facilitator should ask:</b><br/><i>Will someone share how you felt before the mindfulness activity compared to how you feel now?</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>Our final activity is choosing a personal motto. Develop a phrase that helps you focus and keep perspective. This is a phrase you can easily remember and repeat often when you are having a tough day and also when things are going well. Some examples are:</i> <ul style="list-style-type: none"> <li>◦ <i>o Sometimes you win, sometimes you learn.</i></li> <li>◦ <i>o Practice makes progress.</i></li> <li>◦ <i>o I am capable.</i></li> <li>◦ <i>o I don't quit.</i></li> </ul> </li> <li>• <b>Allow scholars time to share their mottos with the class after 5-10 minutes.</b></li> </ul> |

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can draw a picture of their favorite place or memory.

Scholars can spend quiet time walking or sitting in nature. They can reflect on what they see, touch, smell, feel and/or hear.

There are several apps for guided meditations such as Calm and Headspace. There are also free apps such as Insight Timer that offer an array of meditations to start the day, end the day, reduce anxiety flares, and more. Scholars can create a list of mindfulness apps for others to try.

**Activity Reflection: Facilitator:** It's important to find activities that support your mental health. If what you tried today didn't help you feel less stressed, try another option from the list. It may take a few tries to find what works best for you. What works for your family members or friends might not work for you. What mindfulness technique will you try this week?

**Supplemental Resources:**



# Activity Plan

Title: Wonder Years

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how using drugs can have a negative impact on their future.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>two basketballs</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>drugs</li> <li>NCAA</li> <li>anti-drug laws</li> </ul> | <p><b>Activity Overview:</b> Scholars will learn how using substances can impact their future at work and/or college after high school. Scholars will also learn and understand anti-drug policies.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>There are anti-drug laws and policies in the workplace and on college campuses aimed at creating a drug free environment. Let's discover policies and/or laws prohibiting drug usage and discover careers that require frequent drug tests, such as Olympic athletes.</i></li> </ul>  |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>The facilitator will divide scholars into 4 teams. Team 1 focuses on companies/businesses/careers. Team 2 focuses on 4-year colleges/universities. Team 3 focuses on 2-year colleges/universities. Team 4 focuses on NCAA, NBA, Military, and NFL.</b></li> <li><b>Facilitator:</b> <i>Each team will use their focus area to locate three Drug-Free Policies. For example, team 1's focus areas are companies; therefore, they will select three companies such as Apple and list their Drug-Free Policy on a sheet of paper. It is possible some companies will not have a policy.</i></li> <li><b>Scholars will have fifteen minutes for the discovery process. Each group will then select a representative to share at least one policy and the group's thoughts about the policy.</b></li> <li><b>Facilitator:</b> <i>Some of your discoveries show that if one engages in substance use, they may lose their job/career, pay fines, miss the Olympics, fail their team's chances of winning, etc.</i></li> </ul> |

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

- **Facilitator:** *Now that we have discovered that most companies/careers, colleges want their employees and scholars to be drug free, can anyone discuss why it matters in sports if a player uses illegal/banned substances?*
- **Ask for four volunteers to show the impact of using illegal or banned substances as an athlete. Have two scholars run in place for sixty seconds (tell one scholar, when I tap you, you stop running). After sixty seconds, inform the scholars that the athlete who stopped had smoked marijuana for six months prior to running. Ask scholars what they thought the impact was on their body? Have the remaining two scholars dribble a basketball five times, then attempt to shoot it in a circular object or box (if a basket is not available.) Have them do that for five cycles. Inform one of the two remaining scholars they will miss all shots and then stumble when dribbling.**
- **Facilitator:** *Research shows drugs impair coordination and abilities. For example, a basketball player may miss a game winning free throw and a football receiver using marijuana is less likely to outrun a defender. I know some of you aspire to be professional athletes or just professionals in general. Consider the effects of your actions on your career.*

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



The facilitator can search for videos of athletes who attempted to perform while impaired.

The facilitator can display drug-free policies in English and include cations in the languages of their scholars.

After discovering the policies, scholars can write a two-page analysis of the policies and design a student friendly policy. The student friendly policy will be shared with the class, revised, and then shared with the school administrative team in an effort to revise the current system policy.

**Activity Reflection:** Ace's future is bright! He wants to attend college or the military. What does Ace need to consider when pressured to do drugs?

**Supplemental Resources:**



# Activity Plan

Title: Better Together

Suggested Time: 45–60 minutes

Suggested Grade Level(s): 9th–12th

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will discover the advantages of working collaboratively on a team.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>four to five 100-piece puzzles, phone or timekeeper</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>teamwork</li></ul> | <p><b>Activity Overview:</b> Scholars will work in teams to complete a 100-piece puzzle in the allotted time frame.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>What do the following quotes have in common?</i><ul style="list-style-type: none"><li><i>Alone, we can do so little, together we can do so much.</i></li><li><i>None of us are as smart as all of us.</i></li><li><i>Together, ordinary people can achieve extraordinary results.</i></li><li><i>A single arrow is easily broken, but not ten in a bundle.</i></li></ul></li><li><i>What are they referencing? <b>Allow scholars an opportunity to respond.</b></i></li><li><b>Facilitator:</b> <i>More than likely, you work with other scholars every day. In most professions, you will work with others as part of a team. Some of you may enjoy working on teams, and some of you may not. Either way, there are tools that will help you work effectively on a team.</i></li></ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"><li><b>Facilitator: Here are some teamwork tools to keep in mind:</b><ul style="list-style-type: none"><li><i>Communicate with each other. Listen to others. This allows others to feel heard. It also allows opportunities to consider different perspectives.</i></li><li><i>Follow through on your commitments and encourage other team members to do the same. Being part of a team means being accountable to yourself and to others on your team.</i></li><li><i>Ask questions! You and your team have to be on the same page or you will not be successful.</i></li><li><i>Encourage your teammates. Be there for them when they don't feel confident. Always show your support.</i></li></ul></li></ul>   |



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

- **Divide scholars into 4 or 5 teams.**
- **Facilitator:** *You will work as a team to complete a 100-piece puzzle. Each team member will get three minutes to work on the puzzle. Use your teamwork tools to get as much of the puzzle completed as possible. When the timer goes off, switch to the next team member.*
- **Once all team members have worked on the puzzle, call time. Evaluate who has completed the most. Did anyone complete the entire puzzle? Allow each group to discuss how and what happened.**
- **Allow the team to work collectively for 3 minutes. Have them discuss any observed differences when they worked together. What went well? What did not? What did they discover about working as a team?**
- **When time permits, scholars could work to complete the puzzle until it is complete.**

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can create a teamwork quote and reflection based on the group experience.

Scholars can use Google Translate as needed.

Scholars can be placed in a group with another scholar who speaks their native language.

Scholars can plan another team building activity to implement with the class.

**Activity Reflection:** Ace wants to know which of the teamwork tools is your strongest attribute? Which one is your weakest? **These may need to be repeated or placed on the board for all to see.**

**Supplemental Resources:**

# Teamwork Tools

- Communicate with each other. Listen to others. This allows others to feel heard. It also allows opportunities to consider different perspectives.
- Follow through on your commitments and encourage other team members to do the same. Being part of a team means being accountable to yourself and to others on your team.
- Ask questions! You and your team have to be on the same page or you will not be successful.
- Encourage your teammates. Be there for them when they don't feel confident. Always show your support.



# Activity Plan

**Title: Overcoming Procrastination**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|   |   |  |
|---|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how to overcome procrastination to achieve optimal success.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>slips of paper with "make a to do list,"</li> <li>"take baby steps,"</li> <li>"recognize the warning signs,"</li> <li>"eliminate distractions,"</li> <li>"congratulate yourself" written on them</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>procrastination</li> </ul> | <p><b>Activity Overview:</b> Scholars will discuss procrastination and learn strategies to overcome it.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What is procrastination? <b>Allow scholars to respond.</b> Procrastination is the habit of delaying or avoiding important tasks, even when we know it will have negative consequences. Has anyone ever experienced this? Allow scholars to provide a verbal response or raise their hands. I think we have all experienced procrastination in our lives. How did you feel once you started working on the task? <b>Allow scholars to respond.</b> Were you stressed because you had less time to complete it? <b>Allow scholars to respond.</b> After you completed the task, did you regret not starting sooner?</i></li> </ul>   |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Why do you think we procrastinate? <b>Allow scholars to respond.</b> Sometimes we don't think the project will take as long as it will. That falls under time management. There are times when we don't feel motivated or inspired to do the task. Guess what? If it is something you are dreading, you may never feel motivated or inspired to do it! Sometimes, we are enjoying what we are doing at the moment so much that we continue to put off the task. Finally, we could just have a bad habit of waiting until the last minute. Whatever the reason is that we procrastinate, procrastination can have a negative impact on our mental and physical health.</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>Today, we are going to brainstorm and discuss ways to overcome procrastination.</i></li> <li><b>Break the class into five groups. Each group will pull a slip of paper and come up with ways to do what is on the slip. For example, the "To Do List" group will come up with creative ways on how to make your to do list. Each group will present their strategy to the class. The groups can go in this order but do not have to: Make a To Do List, Take Baby Steps, Recognize The Warning Signs, Eliminate Distractions, and Congratulate Yourself.</b></li> </ul>  |

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can give scholars an example of strategies.

- *Pick a good study location.*
- *Eliminate distractions.*
- *Set goals you can reach.*
- *Work with a study group.*
- *Reward yourself.*
- *Take a break.*
- *Hold yourself accountable.*

The facilitator can have scholars research the 80-20 Rule and discuss their opinion on it. What are the pros and cons of the rule?

**Activity Reflection:** Ace wants to know why it is important to recognize the signs of procrastination. Does knowing the signs make a difference or not?

**Supplemental Resources:**



| Month | Topic/Focus              | Description   |
|-------|--------------------------|---|
| June  | Oh The Places You'll Go! | <p>Oh the places scholars can go if they develop good habits that continue through adulthood! Throughout the month, we will take a trip to an identified location outside our great state of Georgia! In preparation, we will do lots of fun things. This will help ensure we know exactly what to expect once we arrive!</p> <p>The facilitator can either choose one location for everyone to research or allow scholars to decide on a location of their choice.</p>   |
| July  | It's An Annual Affair!   | <p>Each year schools celebrate Red Ribbon Week during the week of October 23 – 31st. Educators, scholars and members of the community sign pledges, dress in special clothing and stand together to rid their communities of drugs. The mission of Red Ribbon 365 is to promote overall wellness, which includes saying no to drugs and many other things associated with unhealthy living. During the month of July, educators and scholars will work together to plan an annual event of your choice to be held at the end of Red Ribbon Week or on a date of your choice!</p> <p>The activities in the choice board should be completed in preparation for the annual event.</p> |

# Oh The Places You'll Go!

| Decide Where to Go   | Obtain a Passport/Identification  | Book Flights, Hotels, Transportation   |
|--|---|--|
| <p>Think about what might interest you... a beach, snowy mountains, interesting buildings, etc.</p> <p>Conduct an internet search or consult with a travel agent.</p> <p><b>Find the location on a map. How far away is it from Georgia?</b></p> | <p>Conduct an internet search of the process for obtaining a passport/ID. Find out how long it will take to obtain one.</p> <p><b>Use art supplies to create a passport or identification card.</b></p> <p style="text-align: center;">Or</p> <p><b>Find an online passport or identification card template and add your information.</b></p> | <p>Conduct an internet search of hotels, flights, rental cars, etc.</p> <p>Consider prices &amp; location as it relates to the distance to and from tourist attractions.</p> <p><b>Create a budget for all expenses.</b></p> |
| Safety Tips When Traveling   | Language Needed to Communicate  | Explore Tourist Attractions  |
| <p>Research ways to be safe when traveling.</p> <p><b>Create a list of safety tips.</b></p> <p><b>Create a list of safety tips.</b></p>  | <p>What tools can you use to communicate if you are exploring a place that does not speak English?</p> <p><b>Research websites that translate languages.</b></p> <p><b>Research websites that translate languages.</b></p>  | <p>Research tourist attractions, the days &amp; times of operation, cost to enjoy the attraction etc.</p> <p><b>Create an itinerary of things to do.</b></p>   |

| Explore Foods to Eat   | Select a Souvenir to Bring Back   | Keep a Journal of Your Trip   |
|--|---|---|
| <p>Research restaurants known for serving delicious foods, their hours of operation, costs, etc.</p> <p><b>Create a menu of foods you might like to eat. Find a recipe of a food item that would be served at one of the restaurants. Make the meal.</b></p> | <p>Determine what would be a great souvenir to bring back to a friend or family member to represent the place you visited.</p> <p><b>Create a model souvenir that you would bring back from the trip.</b></p> | <p>Reflection on your experience.</p> <p><b>Journal: Write about your trip. How was the flight, hotel, food, and tourist attractions? Was it difficult to communicate with people? How was the weather?</b></p> <p style="text-align: center;"><b>Or</b></p> <p><b>Create a postcard to represent the location. Write a message on the postcard to a family member or friend telling them about the trip.</b></p> |



# It's An Annual Affair

| <b>Logics and Technology Committee</b>   | <b>Community Engagement Committee (Scholar Focus)</b>  | <b>Community Engagement Committee (Adult Focus)</b>  |
|--|--|--|
| <p>Determine a date, time, and location.<br/>Determine a budget (Will there be a fee to enter?)</p> <p>Ensure needs such as electricity, water, etc. are considered.</p> <p>Obtain security.</p> | <p>Plan activities such as face painting, cake walks, sack race, arts and crafts, and bouncy houses.</p> | <p>Identify institutions and resources such as public libraries, health departments (mental and physical health), banks, and employment agencies. Encourage their participation.</p> |
| <b>Social Media Committee</b>  | <b>Food Committee</b>  | <b>Family Fitness Committee</b>  |
| <p>Get the word out about the event before, during, and after.</p> <p>Take still pictures and "go live" on social media.</p> <p>Create a hashtag.</p>  | <p>Solicit participation from food trucks, local restaurants, and caterers.</p>                          | <p>Seek a fitness instructor to lead workouts such as Zumba and yoga.</p>  |

| Local School Connection Committee  | Outreach Committee  | Red Ribbon Week Pledge Committee   |
|--|---|--|
| <p>Encourage participation from the school board and local elementary, middle, and high schools.</p> | <p>Grassroot advertisement (newspaper, flyers, schools etc.)</p> <p>Create a survey and administer it to obtain feedback from the fair.</p> <p>Determine demographics of participants (ex. age group, how did they find out about the event etc.)</p> | <p>Determine a creative way to capture signatures of participants as they pledge to be drug free. (Ex. Display large banners, paint a mural, write drug free message on balloons and release etc.)</p> |

# Month at a Glance: August

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|  |  |   |  |
|--|--|---|--|
| Who's in the Room                                | Improving your social skills can increase your overall happiness and give you the ability to have more meaningful relationships.                               | bilingual, strategies, empathy  | 45 minutes   |
| Are Your Goals SMART? Turning Dreams into Goals! | A dream is a wish or desire you hope will happen. A goal is simply a dream with a deadline.  | specific, measurable, attainable, relevant, time based                                      | 45 minutes   |
| Goal Digger— Building a Dream You Can Follow     | When you set a goal and achieve it, it makes you feel proud and accomplished. It's a domino effect. The more goals you achieve, the more goals you aim to set. | aspiration, initiative, intentional, specific, measurable, attainable, relevant, time bound | 45 minutes   |
| Are You a Good Friend?                           | To have a good friend, you have to be a good friend.   | characteristics, friendship   | 45 minutes   |
| What Would Ace Do?                               | Reflective opportunities   |   | Time varies but should take approximately 15 minutes |

# August



# Activity Plan

**Title: Who's in the room?**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |  |  |
|--|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will develop a sense of belonging as they practice using social skills.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>index cards</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>bilingual</li> <li>strategies</li> <li>empathy</li> </ul> | <p><b>Activity Overview:</b> Scholars will use questions and answers to learn more about their classmates.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Hello everyone! Let's find out who's in the room. I'm going to give you an index card. You will have 7–8 minutes to write a question. Your question should be something you'd like to know about your classmates. For example: Do you have a job after school? Are you bilingual? Once you have written your question, give me your index card and stand in the back of the classroom. Please don't ask questions considered too private. This includes questions related to religion, sexuality, or political affiliations.</i></li> </ul>  |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Once all scholars have given you their index cards, the activity should begin.</b></li> <li><b>Facilitator:</b> <i>I'm going to read four questions from your index cards. If the first question pertains to you, please move to the right of the room. If the second question pertains to you, please move to the left of the room. If the third question pertains to you, please move to the front of the room. If the fourth question pertains to you, stay where you are. You may only move to one group so listen carefully.</i></li> <li><b>Read questions until all scholars are in four groups. Once scholars are in four groups, pause. If multiple scholars submit the same question, it should only be read once.</b></li> <li><b>Facilitator:</b> <i>You will have ten minutes to get to know the classmates in your group. First, introduce yourselves. Next, find out if you have anything else in common. This could include birth order, siblings, hobbies, favorite sports teams, etc. You may also want to follow each other on social media.</i></li> </ul> |

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|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Okay everyone, I am going to read more questions. The directions are the same as before. If the first question pertains to you, please move to the right of the room. If the second question pertains to you, please move to the left of the room. If the third question pertains to you, please move to the front of the room. If the fourth question pertains to you, stay where you are. Only move to one group.</i></li> <li>• <b>Read questions until you have scholars in four groups. Once you have scholars in four groups, pause. If multiple scholars submit the same question, it should only be read once.</b></li> <li>• <b>Facilitator:</b> <i>You will have an additional ten minutes to get to know the classmates in your second group. First introduce yourselves. Next, find out if you have anything else in common. This could include birth order, siblings, etc. You may also want to follow each other on Instagram if you have accounts.</i></li> </ul>  |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>After ten minutes, allow two scholars from each group an opportunity to introduce or share information about a classmate.</b></li> <li>• <b>Facilitator:</b> <i>I need two scholars from each group to introduce someone from one of your groups. This should be someone you were not already friends with. <b>Allow scholars time to share with the class.</b></i></li> <li>• <b>Facilitator:</b> <i>This activity gave you the opportunity to introduce yourself and meet some of your classmates. You can take what you learned today and use it in other situations in your everyday life. Whenever you want to meet new people, here are strategies you can use: First, smile at them. A smile really goes a long way. It says you're friendly and open to meeting them. Compliment them. It could be their hair, their clothes, shoes, or their overall vibe. Introduce yourself and find out what you have in common. You don't have to do all of these at once, but it's that simple to meet new people.</i></li> </ul> |

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



There may be some scholars who are too shy to share with the group. Allow them to write about their new "friend" and have a partner share aloud for them.

Use Google Translate

Encourage scholars to use the strategies they learned in another class. Encourage them to join a club, sport, or organization. Scholars could also create a club for making new friends or welcoming new students to the school.

**Activity Reflection:**

Ace would like to know why you think it's important to have friends.

**Supplemental Resources:**



# Activity Plan

**Title: Are Your Goals SMART? Turning Dreams into Goals!**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |  |  |
|--|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will use the SMART goal acronym to write steps to help them achieve their goals.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>markers</li> <li>crayons</li> <li>SMART acronym graphic</li> <li>dreams to goals activity sheet</li> <li>how smart are your goals activity sheet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>SMART</li> <li>goals</li> <li>specific</li> <li>measurable</li> <li>attainable</li> <li>relevant</li> <li>time based</li> </ul> | <p><b>Activity Overview:</b> Scholars will discuss the difference between goals and dreams. They will write SMART goals related to their dreams.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What is a goal? Provide an opportunity for scholars to respond. A goal is an objective you work to achieve within a time frame. Do you have any family members or friends who have accomplished a goal? Provide an opportunity for scholars to respond.</i></li> <li><b>Facilitator:</b> <i>Have you ever accomplished a goal? If scholars answer yes, allow them to share what goal they achieved.</i></li> <li><b>Facilitator:</b> <i>So, what is a dream? Provide an opportunity for scholars to respond. A dream is a wish or desire you hope will happen. What's the difference between a goal and a dream? Provide an opportunity for scholars to respond.</i></li> <li><b>Facilitator:</b> <i>A goal is simply a dream with a deadline. Speaking of deadlines, that brings us to the SMART acronym. SMART stands for Specific, Measurable, Attainable, Realistic, and Time Bound. It is a good idea to set goals that are SMART.</i></li> </ul> |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Why do you think some people have difficulty reaching their goals? Provide an opportunity for scholars to respond.</i></li> <li><b>Each scholar will receive the Dreams to Goals activity sheet. The activity sheet will help scholars to brainstorm their dreams and address each letter of the SMART acronym, making their dream a goal. Scholars should also receive a SMART goal acronym sheet.</b></li> </ul>   |

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| <p><b>Boost (Teach)</b></p>                                   | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>I am passing out the “Dreams to Goals” activity sheets. In the space provided, write something you dream of accomplishing. Next, draw a picture of that dream to the best of your ability. It could be getting a summer job, graduating from high school, or anything you dream of accomplishing. Under the picture, you’ll see the acronym SMART. Looking at your SMART goal acronym sheet, complete each letter as it relates to your dream. This is your plan for how you will turn your dream into a goal.</i></li> </ul>   |
| <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> | <ul style="list-style-type: none"> <li>• <b>Allow scholars to work on their Dreams to Goals activity sheet for 20–25 minutes. Monitor the room to make sure no one is experiencing challenges. Allow scholars to share their goal and the steps to get there with the class.</b></li> <li>• <b>Use the information below if scholars are having trouble with developing any part of their goal:</b> <ul style="list-style-type: none"> <li>◦ <b>Specific.</b> <i>Answer the questions who, what, when, and why to help you pinpoint exactly what you want and the steps you should take to get there.</i></li> <li>◦ <b>Measurable.</b> <i>Set criteria to help you measure your progress. Ask yourself some key questions. How much/many? How often? How will I know I’ve reached my goal?</i></li> <li>◦ <b>Attainable.</b> <i>Goals should stretch and challenge you, but they shouldn’t break you. Recognize what is and isn’t in your control and set your goal(s) accordingly.</i></li> <li>◦ <b>Relevant.</b> <i>Is your goal relevant to your life? Relevant goals impact your present and shape your future. Identify all the positive ways reaching your goal will affect your current situation and future circumstances.</i></li> <li>◦ <b>Time-Based.</b> <i>Every goal needs a timeline; without one, it’s more difficult to keep making progress. If your goal is long term, set short-term, or smaller goals to help you measure the progress of your ultimate goal.</i></li> </ul> </li> </ul> |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can work in small collaborative groups to complete their Dreams to Goals activity sheet.

If possible, scholars can be partnered with someone who speaks their native language.

Have scholars journal their thoughts on what can keep you motivated to reach your goals.

## Activity Reflection:

Ace wants to know what you should do if you don't reach your SMART goal?

## Supplemental Resources:

[https://docs.google.com/document/d/1V6Urdo\\_qJsotnT2sxxRzWC6ZtgmHf7k7q2MdxkZ3klg/edit](https://docs.google.com/document/d/1V6Urdo_qJsotnT2sxxRzWC6ZtgmHf7k7q2MdxkZ3klg/edit)



# SMART

S

SPECIFIC

Your goal is direct, detailed, and meaningful.

M

MEASURABLE

Your goal is quantifiable to track progress or success.

A

ATTAINABLE

Your goal is realistic and you have the tools and/or resources to attain it.

R

RELEVANT

Your goal aligns with your company mission.

T

TIME-BASED

Your goal has a deadline.



# Dreams to Goals



My Dream: \_\_\_\_\_

|          | SMART  | Your Dream | Steps to Take |
|----------|--|------------|---------------|
| <b>S</b> | Specific<br>What exactly do you want to accomplish?        |            |               |
| <b>M</b> | Measurable<br>How will you measure your progress?          |            |               |
| <b>A</b> | Attainable<br>Could be challenging but not impossible.     |            |               |
| <b>R</b> | Relevant/Realistic<br>How will this goal affect your life? |            |               |
| <b>T</b> | Time Bound<br>What is the deadline?                        |            |               |





# SMART Goal.

How Smart are Your Goals?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Overall Goal : \_\_\_\_\_

|   |  |
|---|--|
| <b>S</b><br><b>Specific:</b> Clearly state your goal!                                 |  |
| <b>M</b><br><b>Measurable:</b> Make sure you can measure your success!                |  |
| <b>A</b><br><b>Achievable:</b> Set goals you know you can achieve!                    |  |
| <b>R</b><br><b>Relevant:</b> Set goals relevant to your overall health and wellbeing! |  |
| <b>T</b><br><b>Time-bound:</b> Set a deadline for completion!                         |  |

# Activity Plan

**Title: Goal Digger—Building a Dream You Can Follow**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

## Activity Objective:

- Scholars will visualize their future and create a collection of images and words that inspire and motivate them to reach their goals.

## Materials:

- paper
- pencil
- silhouette sheet
- podcaster goal sheet
- green, red, yellow crayons
- makers
- color pencils
- highlighters

## Vocabulary:

- aspiration
- initiative
- intentional
- specific
- measurable
- attainable
- relevant
- time bound

**Activity Overview:** Scholars will create an interactive podcast and Goal Board to discuss their future goals.

## Bridge (Connect & Engage)

- **Scholars should either receive their activity sheets as they enter, or they should be placed on their desks in advance. Scholars should work in groups of 4–5. The facilitator can display one of the suggested podcasts found in the supplemental materials of this activity plan.**
- **Facilitator:** *Goals are thoughts that are written with included action steps. We will focus on identifying and creating goals around ideas and interests that are important to us. I will ask a series of questions and you will write brief answers in or around your silhouette.*
  - *What motivates you?*
  - *What brings you joy?*
  - *What are your values?*
  - *What are your personal commandments?*
  - *What are your favorite activities?*
  - *What is your favorite space to enjoy peace and quiet?*
  - *Where do you want to travel?*
  - *What is something you want to accomplish?*
  - *What is something you have done that makes you proud?*
- **Allow scholars to share in their groups.**
- **Allow 3–4 scholars to share what they would like to accomplish or one thing they are proud of themselves for. Be sure to affirm what was shared.**



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|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>You have listed your joys, values, activities, and accomplishments. Keep those things in mind as you discuss and complete your podcaster goal sheet and make your dreams into actionable steps. You will create an interactive podcast by asking and answering questions in your group. Example:</i> <ul style="list-style-type: none"> <li>◦ <i>Podcaster 1 asks: Where are you now? (Ninth grade, just starting high school.)</i></li> <li>◦ <i>Podcaster 2 asks: Where do you see yourself? Be specific. (I want to be an HVAC technician.)</i></li> <li>◦ <i>Podcaster 3 asks: How do you get there? Relevant/ time bound. (In the next seven days, I will look into an Academy of Advanced Studies, talk to my counselor, and research if any community partners are into HVAC.)</i></li> <li>◦ <i>Podcaster 4 asks: What do I do when I get stuck? Attainable. (Talk to my counselor about how to stay on track and qualifications for trade school.)</i></li> <li>◦ <i>Podcaster 5 asks: How do I know when I'm there? Attainable/time bound. (I've worked all my steps and gotten a job as an HVAC tech a year after high school.)</i></li> </ul> </li> </ul> |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Now that you know your goals, what will you focus on and how you will get there? Use this information to dream in color. Color code your goals and action steps. Red means stop, I need to work on a plan. Yellow means I got it started, but I still have work to do. I got derailed but I can make a new plan to reach my goal. Green means I did it and it's time to reflect so I can continue to stay in the green zone.</i></li> <li>• <b>Guide scholars to use this information to create a vision board that represents their goals.</b></li> </ul>  |

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Have a word bank scholars can use to answer the questions for the silhouette. The word bank can be an anchor chart, slides, or graphic organizer.

Have a prefilled graphic organizer that allows scholars to fill blanks.

Allow scholars to record their answers and have someone transcribe their information.

Scholars can record their podcasts and submit them for use on school social media pages or in the middle and elementary school as part of their counseling sessions.

Scholars can connect with community partners for opportunities to shadow or co-present for career day.

### Activity Reflection:

Choose one to complete. Take an item that is still red because you haven't accomplished it yet.

1. Set reminders in your phone to remember to reflect on your goal and action steps.
2. Take a picture and email your counselor your plan with the question – "Can you help me with this?"
3. Take a picture of your plan. Text it to a trusted "adult" with the question - "Can you help me with this?"
4. Write a statement (and/or mail it) to your future self about how proud you are of your accomplishments. Make sure you name your accomplishment!

**Supplemental Resources: Podcast links; Goal Digger; 90 Day Wins; Field Day Goals for the Focused Driven Athlete; Achieve your goals with Hal Elrod**



# Silhouette Sheet





# Podcaster Goal Sheet



My goal:

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How will I Know I Reached my goal?

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Next Best Step:

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# Activity Plan

**Title: Are You a Good Friend?**

**Suggested Time: 45 minutes**

**Suggested Grade Level(s): 9th–12th**

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| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify the characteristics of a good friend.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chromebooks</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>characteristics</li> <li>friendship</li> </ul> | <p><b>Activity Overview:</b> Scholars will listen to friendship scenarios and determine if the hypothetical scholar exhibited characteristics of a good friend. They will then create and role play their own scenarios as classmates determine if good friendship characteristics were displayed.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>The facilitator will need to create a free Mentimeter account before this activity. The facilitator will lead the scholars in creating a friendship word cloud using the Mentimeter website.</b></li> <li><b>Facilitator:</b> <i>Please log into your Chromebooks and go to menti.com. I have written the code on the board for you. Once you get logged in, you will see the question "What do you believe are the characteristics of a good friend?" You will have eight minutes to brainstorm.</i></li> <li><b>Give scholars the opportunity to log in and enter their characteristics. After approximately 7–8 minutes, select scholars to read aloud the characteristics they added to the word cloud. Look to see if a characteristic showed up more than once.</b></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>The facilitator can discuss these characteristics if they were not included in the word cloud. If they were included, continue to the scenarios.</b> <ul style="list-style-type: none"> <li><i>Good friends show up for you.</i></li> <li><i>Good friends let you be yourself.</i></li> <li><i>Good friends are empathetic.</i></li> <li><i>Good friends are trustworthy.</i></li> <li><i>Good friends introduce you to new experiences or opportunities.</i></li> <li><i>Good friends help build your confidence and encourage you to be better.</i></li> </ul> </li> <li><b>The facilitator will select a scholar to read scenario 1 aloud. Scholars will discuss if the friend exhibited good friendship characteristics or not. Repeat for scenario 2.</b></li> </ul>            |

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| <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"><li>• <b>Divide the scholars into four groups. Allow them to come up with their own scenario to role play for the class. Scholars will discuss whether the friend exhibited good friendship characteristics or not.</b></li></ul>  |
| <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"><li>• <b>Facilitator:</b> <i>We just looked at several characteristics of a good friend. Now close your eyes and think about a time when you were a good friend. If you cannot think of a scenario, no worries. You now know what you can work on. To have a good friend, you must be a good friend.</i></li></ul> |

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



Have scholars work in small groups to discuss fictional TV friendships. Scholars can share the characteristics that determine whether the friendships are good.

Scholars can identify if there are any cultural differences as it relates to friendships.

Have scholars think of a friendship that has gone through a rough patch. Have them evaluate if the friendship is worth saving. Scholars can create a letter, text message, reel, or any message of their choice to reach out to that friend.

## **Activity Reflection:**

Ace wants you to complete these sentences:

- A good friend is...
- I am a good friend because...

## **Supplemental Resources:**

**Good friendship characteristics or not scenarios or Friendship scenarios**



# Are You a Good Friend?

## Scenario 1

Jayla and Janae have been friends since the 5th grade. They like the same things and enjoy hanging out together. They were very nervous and excited about starting high school in the Fall. They both decided to try out for the 9th grade football cheer squad. Jayla made the cheer squad and Janae did not. Janae was very upset with Jayla and asked her not to join the team. Jayla joined the cheer squad and told Janae she would help her with tryouts next year. Janae stopped speaking to Jayla. What are your thoughts? Who was a good friend? Why?

## Scenario 2

Trey and John are seniors in high school. They have been best friends since the 8th grade. They both play in the marching band and hope to get band scholarships at the same university. John has noticed that Trey has started spending more and more time with Chloe. Chloe is John's ex-girlfriend. John and Chloe dated in the 10th grade, but John still has feelings for Chloe. Trey asked John if he was cool with him hanging out with Chloe, but John lied and said he was cool with it. Actually, John is very angry with Trey for spending so much time with Chloe. Trey, recognizing that his friend is not happy about the situation, decided to end things with Chloe. What are your thoughts? Who was a good friend? Why?

# August—What Would Ace Do?



Reflective open-ended questions for activity openers, closers, or check-ins throughout the month.

## Goal Setting

## Healthy Relationships



Why is it important to set goals?

Think of a goal you set and met. How does it make you feel?

What advice would you give someone who is trying to reach a goal?

Do you enjoy working on one goal at a time or multiple goals at a time? Why?

What should you do if you don't reach your SMART goal?

What are your biggest fears about meeting new people?

Why do you think it's important to have friends?

Do you consider yourself a good friend? Why?

What do you think a healthy relationship should provide for the people in it?

What's the one relationship rule you have for yourself that you'll never break?

When do you feel most vulnerable in a relationship?

How do you like people to show they like or love you?



# Month at a Glance: September

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|  |  |  |               |
|--|--|--|---------------|
| Suicide Awareness and Prevention                 | Suicide is preventable. We all play a role in preventing it.                             | suicidal ideation, warning signs, depression, trusted adult, coping skills | 30 minutes    |
| The Inner Monologue: Negative Self-Talk Eviction | What we tell ourselves is more important than what others say about us.                  | self-talk, reframe, affirm, affirmations, tupac shakur                     | 45 minutes    |
| Finding Your Joy                                 | Joy is a feeling of great pleasure and happiness. It can be limitless and life defining. | joy, contentment, gratitude, journaling                                    | 30–45 minutes |
| Self-Care Is a Necessity                         | Self-care is not selfish. It is necessary for our overall well-being.                    | self-care, empty cup, relax, recharge                                      | 30–45 minutes |

# September



# Activity Plan

Title: Suicide Awareness and Prevention

Suggested Time: 30 minutes

Suggested Grade Level(s): 9th–12th

## Activity Objective:

- Scholars will understand the key concepts of suicide prevention, warning signs, and what to do if they or a friend have thoughts of suicide.

## Materials:

- fact/myth statement sheets
- paper
- cups
- suicide prevention lifeline

## Vocabulary:

- suicidal ideation
- warning signs
- depression
- trusted adult
- coping skills

**Activity Overview:** Scholars will participate in a FACT/MYTH activity to determine their knowledge of suicide awareness/prevention. They will create a positive promotional announcement to demonstrate their understanding.

## Bridge (Connect & Engage)

- **Facilitator:** *Today, we will discuss an important topic that will require maturity to ensure everyone in the room feels safe and respected. We will discuss suicide awareness and prevention. If at any time you become uncomfortable during the lesson and need to be excused, please let me know. Today, I will equip you with tools that will be useful for yourself and others.*
- **Facilitator:** *Suicide occurs when someone intentionally causes their own death. Suicide is the second leading cause of death in youth between ages 11–17 in Georgia, and it is preventable. Today, we will discuss suicide awareness and prevention techniques. We will begin by seeing what you know about this serious topic. Tear a sheet of paper in half. Write FACT on one half and MYTH on the other. I will read statements about suicide. If you believe that the statement is true, raise your FACT card. If you believe that the statement is false, raise your MYTH card.*
- **The facilitator should refer to the FACT/MYTH sheet for statements.**
- **The facilitator may pause and discuss or get scholars' reactions to select statements.**



### Boost (Teach)

- **Facilitator:** *A suicidal ideation is when someone has thoughts of wanting to die. Warning signs of suicide are indicators that a person may be in danger of harming themselves and may need help. A warning sign is a red flag that can be a sign of suicidal thoughts or a symptom of depression. Sadness is a normal human emotion that is typically temporary and does not cause significant changes in our day-to-day lives. Depression causes significant distress in our day-to-day lives and can be constant for at least two weeks. When a person is depressed, they're not thinking, feeling, or acting the way they normally do. Ask a volunteer to come to the front.*
- **Facilitator:** *Let's brainstorm reasons someone may experience sadness. **For each example, the facilitator will give the volunteer one cup.***
- **Facilitator:** *You must hold the cups in your arms. Do not stack them. **The facilitator should keep asking for ideas from the class until the volunteer can no longer hold all the cups and they fall.***
- **Facilitator:** *Sadness is being able to hold a few cups, but depression occurs when someone is overwhelmed. It is not the same as sadness because it will not just pass or go away. Examples of warning signs include changes in eating and sleeping patterns, withdrawal from friends and family members, neglect of personal appearance, sadness or crying spells, and talking about or posting plans of self-harm or suicide. Can you think of any other warning signs that may cause you to be concerned about someone? Ways to support someone who may have suicidal thoughts include not minimizing their feelings or ignoring them. Express concern about the warning signs you have noticed. Ask them directly if they are thinking about suicide. Do not promise to keep your concerns a secret. Encourage them to seek professional help from the school counselor immediately and accompany them if necessary. Share your concerns with a trusted adult as soon as possible. A trusted adult is a responsible adult that will ensure you or your friend gets the care and support needed.*



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| <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"> <li>• The facilitator should ask for volunteers to name three trusted adults at school and three trusted adults in their community.</li> </ul>  |
| <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Simple acts of connection are powerful and reduce the risk of suicide. Sometimes a scholar may feel helpless and hopeless and need to be reminded that someone cares. Today we will show we care by completing our final activity.</i></li> <li>• The facilitator should place scholars in groups of 3–4 to create a 30 second school announcement that discusses the importance of promoting positive mental health and to encourage those who may struggle with suicidal ideations to reach out to a trusted adult or to seek help.</li> </ul> |

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



Scholars may opt out of participating in the group activity and create a positive poster message/artwork with caring words/phrases.

If possible, scholars can be partnered with a person who speaks their native language.

Scholars can brainstorm ways to make the school environment more caring.

Scholars can create a list of recommendations that may be featured on the school counseling department's website.

**Activity Reflection:**

"Before this activity, I used to think \_\_\_\_ and now I think \_\_\_\_."

**Supplemental Resources:**



# FACT/MYTH Statements

- Suicide is the second leading cause of death among youth ages 11–17 in Georgia. (FACT)
- Once a person has suicidal thoughts, there's no way to stop them. (MYTH)
- Males commit suicide more often than females. (MYTH)
- Talking about suicide will cause a student to think about considering suicide. (MYTH)
- Warning signs are when a student has sudden changes in personality or attitude, gives away personal belongings, or posts a goodbye message on social media. (FACT)
- Depression is the same as sadness. (MYTH)
- Talking about feeling hopeless or having no reason to live is a warning sign. (FACT)
- Students who are experiencing stressful life events are at a higher risk of having suicidal thoughts. (FACT)
- You shouldn't take someone seriously if they talk about suicide but seem ok. (MYTH)
- If a person's mind is made up about suicide, they cannot be stopped (MYTH)
- If you are worried about yourself or someone else's suicidal thoughts or comments, it's best to just tell another friend who is responsible. (MYTH)
- If a friend has asked you to keep their suicidal thoughts a secret, you should seek out help from a trusted adult. (FACT)
- If a friend who is having suicidal thoughts doesn't ask for help, they don't want to be helped. (MYTH)

# Activity Plan

**Title:** The Inner Monologue: Negative Self-Talk Eviction

**Suggested Time:** 30–45 minutes

**Suggested Grade Level(s):** 9th–12th

|  |   |  |
|--|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will identify negative self-talk.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>"bad thoughts" poem</li> <li>projector or access to project the poem</li> <li>glass/mirror</li> <li>mirror template</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>self-talk</li> <li>reframe</li> <li>affirmations</li> </ul> | <p><b>Activity Overview:</b> Using poetry, scholars will understand the impact of positive self-talk and how to create positive thoughts by dismantling negative thoughts. Scholars will learn how to evict negative thoughts about themselves while making decisions and dreaming big!</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Sometimes people write to convey their feelings or the feelings of others. Just as we can often relate to videos seen on social media, it is also possible to relate to what we read in poems.</i></li> <li><b>The facilitator will lead scholars in a discussion to help them understand self-talk and what it means to use reframing to shift their thoughts.</b></li> </ul>   |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Project the poem below: Bad Thoughts</b><br/> <i>I close my eyes and there I see,<br/> dreams and thoughts in front of me.<br/> They race by like bugs on the ground,<br/> and hit me in the head without a sound.<br/> They tell me what to do and what to say,<br/> they tell me how to live throughout each day.<br/> Stop they won't, for they come in leagues,<br/> all at once in one big siege.<br/> I never know what they will bring,<br/> what pain they carry what song they sing.<br/> Thoughts of hurt and wrongs in my life,<br/> thoughts of failures, pain, and strife.<br/> Running wild I cannot sleep,<br/> for their cut runs so very deep.<br/> What am I to do to block such hurt?<br/> A pain that won't cease until I'm planted in dirt.<br/> So I close my eyes and hope I see,<br/> one happy thought that may finally save me.<br/> ~Afan Bapacker</i></li> </ul> |



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|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>How do you think the writer feels? What is the writer attempting to convey to the reader about bad thoughts?</i></li> <li>• <b>The facilitator will use the random name generator to create groups that have no more than 5 scholars in each group.</b></li> <li>• <b>Scholars will work collaboratively for 15 minutes to reframe the message in the poem by drafting a poem entitled "Good Thoughts." For everything said about bad thoughts, let's counter it with something about good thoughts. Scholars will work together to identify and reframe the message shared throughout the poem.</b></li> <li>• <b>After 15 minutes, allow scholars to share.</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, now that we have read the original poem from the author and our reframing of the poem, what are your thoughts? How did you feel when you read the author's poem compared to how you felt when you listened to your poems? How did you feel when you created your poems once you were encouraged to think positively?</i></li> </ul>  |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



The facilitator can ask a volunteer to read the poem to everyone in the small group. Another volunteer can read each question. Each group can have a "scribe" to write and synthesize the group's thoughts and someone to read the synopsis to everyone.

Use Google Translate as needed

The facilitator can provide scholars with a poem with more depth. Ask if there are decisions the author/artist can make to change the trajectory of the life discussed in the poem? Scholars can design at least two daily affirmations the author/artist can use to promote positive self-talk.

### Activity Reflection:

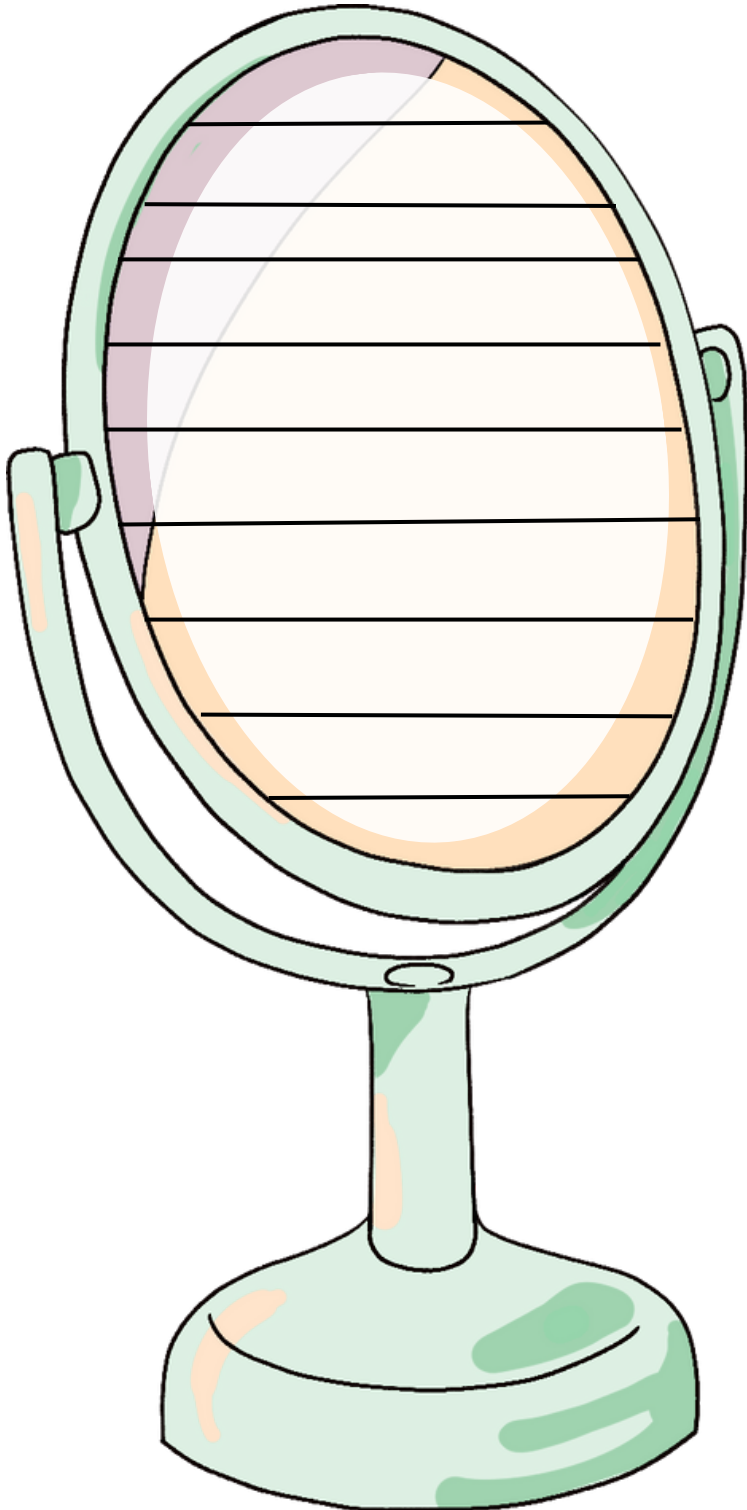
Using the mirror template provided, write three positive affirmations for yourself.

### Supplemental Resources:

Additional poems or songs for engagement



# Mirror Template





# The Inner Monologue



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# Activity Plan

Title: Finding Your Joy

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

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|---|--|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will experience gratitude for the things and people that bring them joy.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>an item or picture that brings the facilitator joy</li> <li>computer or phone to play music.</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>joy</li> <li>contentment</li> <li>gratitude</li> <li>journaling</li> </ul> | <p><b>Activity Overview:</b> Scholars will share a person, place, event, or song that brings them joy.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Before the activity starts, the facilitator will play “Can’t Stop the Feeling” by Justin Timberlake. If comfortable, the facilitator should clap and move to the beat.</b></li> <li><b>Facilitator:</b> <i>What are your thoughts about this song? How does it make you feel? Do you feel happy? Sad? Angry? Joyful? Give scholars an opportunity to express how this song makes them feel.</i></li> <li><b>Facilitator:</b> <i>When I hear this song, it makes me feel joyful, happy, and light. It puts me in an overall good mood. There are songs and artists out there that can evoke joy in your life. What’s a song or an artist that brings you joy? Allow scholars to share what songs or artists bring them joy.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Guess what? Not only can music bring us joy, there are people, places, events and things that bring us joy as well. The facilitator shares the item they brought in that brings them joy.</i></li> <li><b>Facilitator:</b> <i>Now, close your eyes. Think about a time when you felt an abundance of joy. Where were you? Who were you with? What was happening? Why was this such a joyful occasion? How do you use this memory when you are feeling sad? Now, open your eyes.</i></li> </ul>  |

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

- **Facilitator:** *Turn to your elbow partner. Share the event that came to mind while your eyes were closed. Allow 2- 3 minutes for scholars to share.*
- **Facilitator:** *Do we have anyone who would like to share with the rest of the class? Allow scholars the opportunity to share with the class.*
- **Facilitator:** *This is not the only joyful event in your life. I encourage you to do this exercise once a week and start journaling about the events. On those days when you're feeling down, read your gratitude journal entries and experience those joyful memories over and over.*

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



Scholars can show pictures of a person, place, or event that brought them joy if they have access to it on their phones.

Scholars can have someone scribe about something that brought them joy.

Scholars can start their gratitude journal as a way to engage in ongoing positive thinking.

Scholars can write a letter or craft a text to send to a person who brings them joy.

## **Activity Reflection:**

Ace wants you to close your eyes and imagine an event in your life you know will bring you great joy. Where are you? Who's with you? What is going on? Why will this be such a joyful occasion?

## **Supplemental Resources:**



# Activity Plan

Title: Self-Care Is a Necessity

Suggested Time: 45 minutes

Suggested Grade Level(s): 9th–12th

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|---|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand that self-care isn't selfish.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>class set of paint palettes, paper towels</li> <li>paint brushes, class set of 8x10 canvases</li> <li>adult coloring pages</li> <li>water</li> <li>juice</li> <li>cups</li> <li>markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>self-care</li> <li>empty cup</li> <li>relax</li> <li>recharge</li> </ul> | <p><b>Activity Overview:</b> Scholars will participate in a Create and Sip Activity</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>The first thing I would like everyone to do is to put your cell phone on silent. Now, please close your eyes. Take a deep breath, hold it for 5 seconds, and let it out slowly. Take another deep breath, hold it for 5 seconds, and let it out slowly. Do it again. Do it one more time. Now, while you still have your eyes closed, rotate your head slowly in a circle. Do it again. Now, rotate your shoulders slowly in a circle. Completely relax. <b>While scholars have their eyes closed, play relaxing music for stress relief.</b></i></li> </ul> <p><a href="https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk">https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk</a></p> <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>You may open your eyes. Self-care has become such a buzzword, but it really is vital to your overall well-being. Self-care is the intentional act of caring for ourselves physically, mentally, and emotionally. The bottom line is self-care is designed for us to pause, relax, and recharge.</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 pause, relax, and recharge. Raise your hand if you've ever heard the phrase Sip and Paint? Allow scholars to raise hands.</i></li> <li><b>Facilitator:</b> <i>Today, we're going to sip and create. You will have the opportunity to paint a picture or use markers to color a coloring page. Self-care brings balance to your life. Have you ever heard the saying that you cannot pour from an empty cup? It means we cannot be any good to anyone else if we are not taking care of ourselves first.</i></li> </ul>   |

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|--|---|
|  |   |
|  |   |
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>While scholars are painting/coloring, play relaxing music for stress relief and pass out juice or water.</b><br/> <a href="https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk">https://www.youtube.com/live/zKZrZj71qiE?si=sO9XYNHpvscUNhpk</a></li> </ul>  |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Once scholars finish, call for their attention.</b></li> <li>• <b>Facilitator:</b> <i>This is just one strategy you can do for selfcare. Listening to your favorite music, taking a nap, listening to a positive podcast, playing with your pet, or doing something nice for someone else are other examples. There are hundreds more out there. I hope you will incorporate some of them into your daily routine.</i></li> </ul> |

# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



Provide scholars with a canvas with a picture already sketched on it or a paint by number color sheet.

Allow scholars to create a calendar of self-care activities to share with their school communities.

**Activity Reflection:**

Ace wants to know which self-care strategies you already do for yourself.

**Supplemental Resources:**

<https://www.youtube.com/live/zKZrZj71qiE?si=e84G0EkCKElwZrtT>; Relaxing music for stress relief



# Self-Care Ideas for Students

1. Listen to music.
2. Take a break from social media.
3. Get a plant. Not only are plants good for your mental health and physical space, but taking care of a plant can be a simple way to add more fulfillment to your life.
4. Sleep well. Getting enough sleep is essential to your cognitive function and mental health (and your physical health, too).
5. Give yourself a bedtime and a wake-up time, even if you don't have anything to do, to get yourself into a healthy routine.
6. Color in an adult coloring book (or even a kids' coloring book).
7. Meditate.
8. Read some uplifting news.
9. Get outside. Fresh air does amazing things for your mental health.
10. Binge watch your favorite Netflix show.
11. Practice daily positive affirmations.
12. Reorganize your room.
13. Pet your dog or cat. Studies have shown that petting an animal releases serotonin (the chemical in your body responsible for happiness).
14. Journal.



# Self-Care Ideas for Students

15. Put your phone away (or on silent) at least an hour before you go to bed.
16. Open your blinds and curtains and let the sun in.
17. Light a scented candle or diffuse essential oils.
18. Open a window and let some fresh air in.
19. Create a Pinterest board and fill it with motivational quotes and inspiring pictures.
20. Stargaze. Stare into the stars and feel the power of the universe.
21. Buy yourself some flowers.
22. Give yourself a manicure or pedicure.
23. Wear an outfit that makes you feel great about yourself, even if you aren't going anywhere.
24. When you catch yourself thinking negatively, come up with a way to spin it positively.
25. Give yourself a mental health day when you feel overwhelmed or burnt out.
26. Make your bed.
27. Embrace your emotions. If you need to cry, let yourself cry.
28. Make a vision board.
29. Unfollow negative people on social media. You don't need that in your life.
30. Laugh—laughter is good for your mental wellbeing and your happiness. Watch some comedies, tell some jokes, watch a stand-up comedians, or listen to a funny podcast.

# Self-Care Ideas for Students

31. Find a new game to play on your phone.
32. Get some window markers and decorate your windows.
33. Use sticky notes or window writers to write love notes to yourself on your bathroom mirror.
34. Go for a drive. It doesn't matter where you go.
35. Take one photo a day and turn them into a photo journal of your life.
36. Sit down and do absolutely nothing for a little while. Let yourself be in the moment.
37. Go Marie Kondo on your home and declutter. Get rid of everything that no longer brings you joy.
38. Organize your space. Clutter and mess can cause stress and anxiety.
39. Check in with yourself daily and ask yourself what you need.
40. Practice gratitude. Make a list of everything you're grateful for.
41. Use a shower bomb to turn your shower into an aromatherapy haven.
42. If you feel stressed out, stop and do a grounding exercise. Make note of three things you see, hear, smell, and feel around you.
43. Eat mindfully. While you eat, focus on chewing every bite and eat slowly. Don't turn the TV on or do anything else while you're eating.
44. Practice self-compassion. Be kind to yourself and try to stop being so hard on yourself.
45. Collect motivational quotes on a Pinterest board, your wall, a vision board.

# Self-Care Ideas for Students

46. Make a list of twenty things you love about yourself. If you can come up with more, that's even better.

47. Write positive things to say to yourself or little self-love notes and put them in a jar. On days when you feel stressed or not well mentally, pick one and read it to yourself.

48. Find a nice, peaceful spot and watch the sun set. If you're an early riser, do this for sunrise.

49. Make yourself a self-care kit filled with things that make you feel happy and relaxed. These are fun to curate, and you can keep it on hand when you need a mental break.

50. Create a cozy space you can lie down and relax in, whether it's a pile of pillows or just a corner of the couch where you can spread out.



# Self-care is the Best Care!

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|--------|---------|-----------|----------|--------|----------|
|        | 1      | 2       | 3         | 4        | 5      | 6        |
| 7      | 8      | 9       | 10        | 11       | 12     | 13       |
| 14     | 15     | 16      | 17        | 18       | 19     | 20       |
| 21     | 22     | 23      | 24        | 25       | 26     | 27       |
| 28     | 29     | 30      | 31        |          |        |          |



Notes:

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Important:

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Self Care



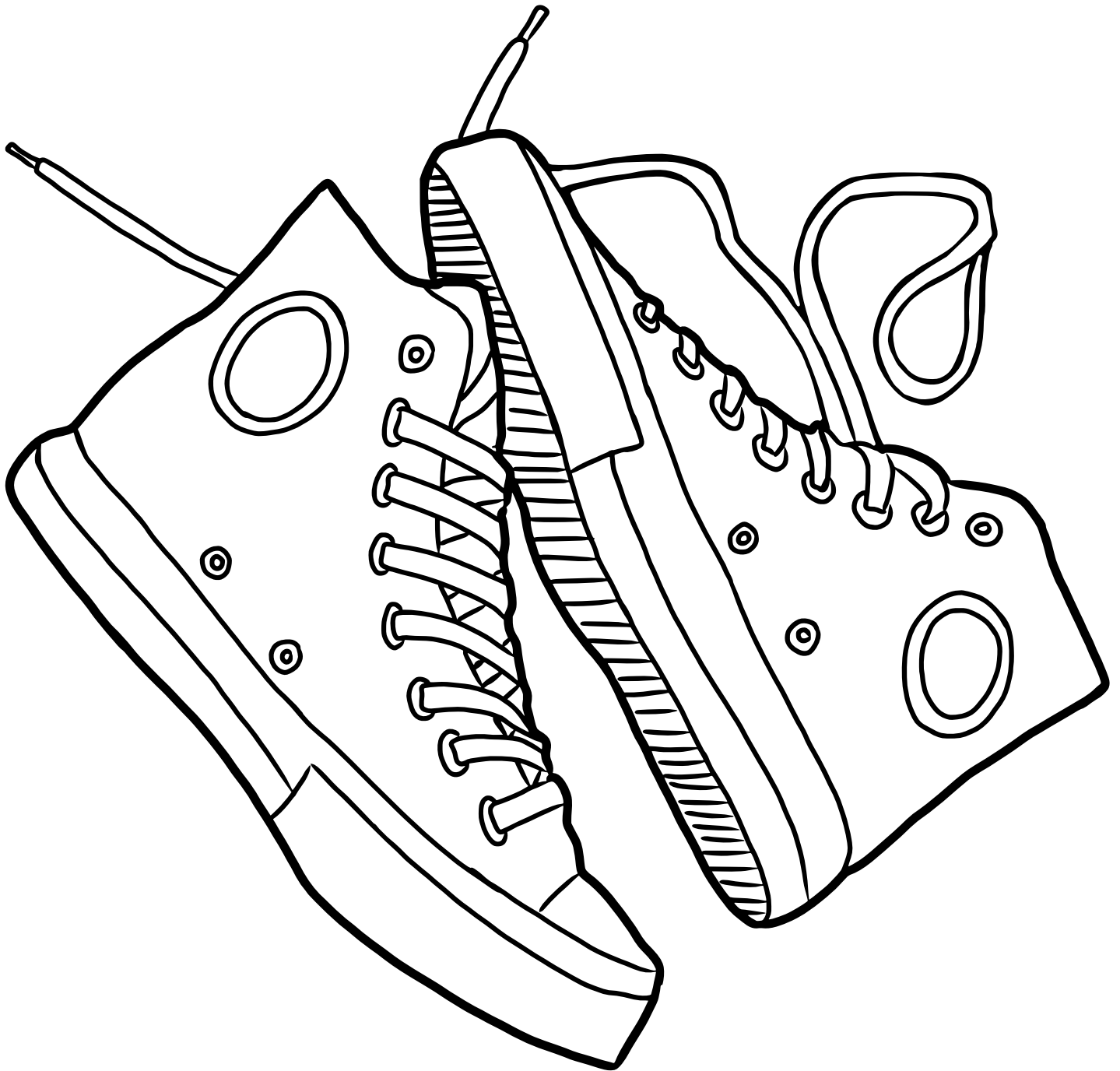
# Color By Number



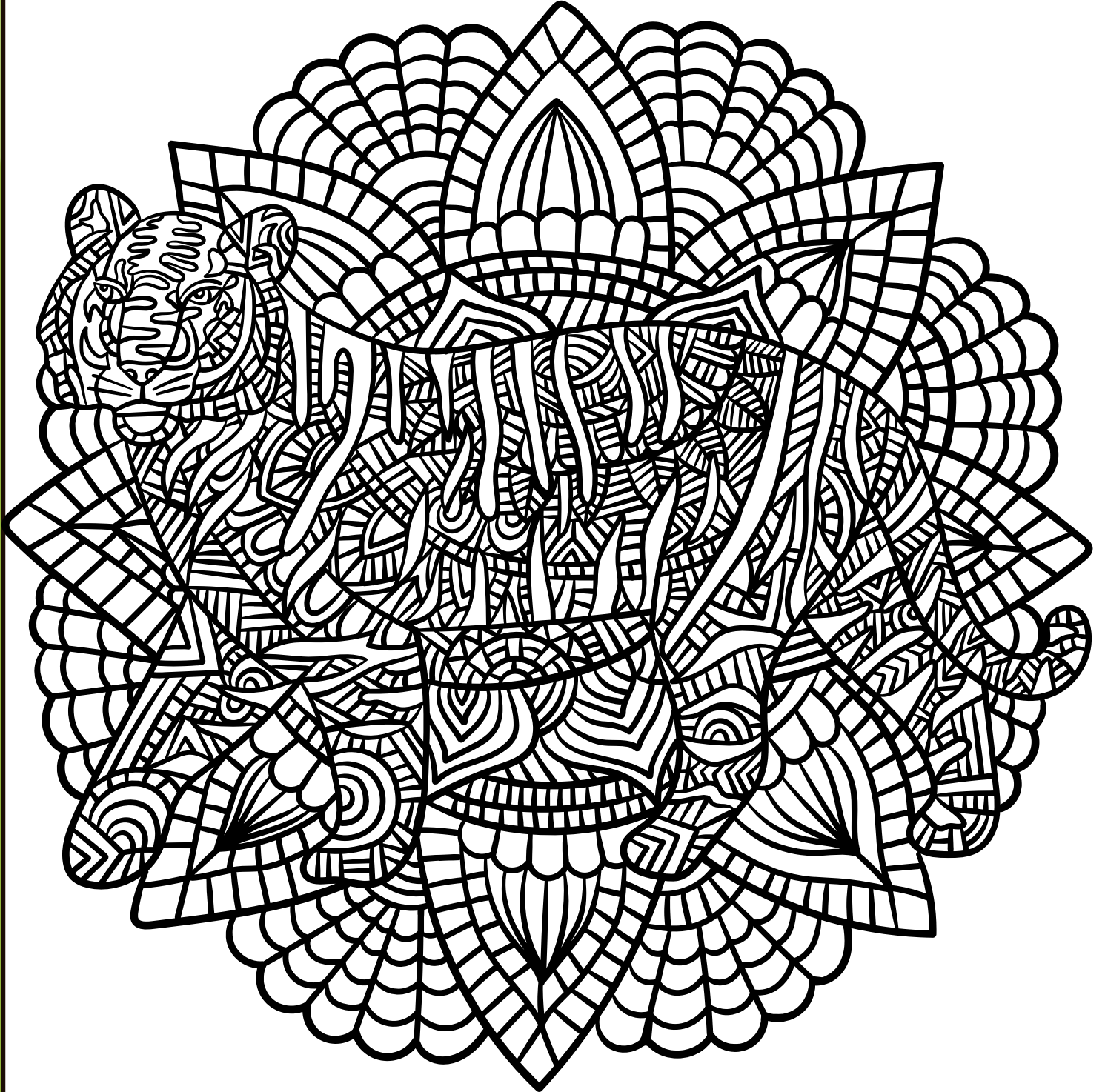
# Affirmations



# Sneakers



# Tiger Coloring Fun!





## Month at a Glance: October

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|                             |   |  |               |
|-----------------------------|---|--|---------------|
| Understanding Peer Pressure | Peer pressure is neutral. It can be positive or negative.   | peer pressure, neutral, belonging, influence, positive peer pressure, negative peer pressure, accepted | 45 minutes    |
| Drug Free, Healthy Me       | Drug use can change your brain in ways that make quitting hard.   | addiction  | 30–45 minutes |
| Peer Pressure Overcomers    | Peer pressure can have a positive or negative impact based on the response.                             | peer pressure, positive peer pressure, negative peer pressure  | 30–45 minutes |
| Just Say Yes                | Your grades, your future, your families and your opportunities are all valid reasons to say yes to you! | peer pressure, tragedy, healthy lifestyle  | 30–45 minutes |

# October



# Activity Plan

**Title: Understanding Peer Pressure**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand how peer pressure can be viewed as neutral. It doesn't have to influence others negatively.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>butcher paper</li> <li>red markers</li> <li>green markers</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peer pressure, neutral</li> <li>positive peer pressure</li> <li>negative peer pressure</li> <li>influence</li> <li>accepted</li> </ul> | <p><b>Activity Overview:</b> Scholars will compare positive and negative peer pressure.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>The facilitator will project a picture of raw ground beef.</b></li> <li><b>Facilitator:</b> <i>This is ground beef. It can be used to create several dishes depending on what you add to it.</i></li> <li><b>Next, the facilitator will show a picture of spaghetti and meat sauce.</b></li> <li><b>Facilitator:</b> <i>It can be spaghetti sauce or it can become taco meat.</i></li> <li><b>The last picture the facilitator will show will be tacos or nachos.</b></li> <li><b>Facilitator:</b> <i>Peer pressure is just like ground beef. It's neutral. It takes on the flavor that you add to it. It can be positive or negative.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What is peer pressure? Give scholars an opportunity to answer the question.</i></li> <li><b>Facilitator:</b> <i>Peer pressure is influence from members of your peer group. Can peer pressure be positive? Allow scholars an opportunity to answer. Give me an example. Allow 2 scholars to share examples.</i></li> <li><b>Facilitator:</b> <i>When peer pressure is positive, it pushes you to be your best or to do something that positively affects your wellbeing. Can peer pressure be negative? Allow scholars an opportunity to answer. Give me an example. Allow 2 scholars to share examples.</i></li> </ul>           |



|  |  |
|--|--|
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Negative peer pressure is when a friend or peer group pressures you into doing something to be accepted or a part of that group. Usually, the term peer pressure is associated with negative peer pressure.</i></li> <li>• <b>Divide the class into groups of five. Each group will have a piece of white butcher paper along with a black, red, and green marker.</b></li> <li>• <b>Facilitator:</b> <i>In your group, discuss and write five examples of peer pressure. They can be positive or negative. Group members should not write positive or negative on your paper. You will have 15 minutes. After you have written five examples, you will exchange your butcher paper with another group. If the example is positive, circle it in green and explain why it is positive. If the example is negative, circle it in red and explain why it is negative.</i></li> </ul> |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• <b>Scholars will select a representative from each group to report to share aloud. They will share their group's reasons for labeling the examples as positive or negative.</b></li> </ul>  |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Provide scholars with examples of negative peer pressure. Have them discuss ways to resist it.

- **Cheating on a test.** *I'd rather not do something that could get me in trouble at school.*
- **Letting others copy your work.** *I'd rather not do something that could get me in trouble at school. I'll help tutor you, but I'm not comfortable letting you copy my work.*
- **Skipping class or school.** *Blame it on your parents. My parents don't play about me skipping school or class.*
- **Using drugs or alcohol.** *I'm an athlete. I can't put that stuff in my body. Only the healthy stuff for me.*
- **Shoplifting or stealing.** *No thank you, I'm good. I don't want to take a chance of having that on my record.*
- **Engaging in sexual activity.** *Blame it on your parents or your faith. I don't believe in having sex before marriage. I'm waiting until I become an adult.*
- **Engaging in bullying or cyberbullying.** *I don't want to be involved in this. I know how it feels to be a victim.*

Scholars can brainstorm and role play ways to resist negative peer pressure while still maintaining their friendship/relationship with their peer group.

### Activity Reflection:

Ace wants to know how you define peer pressure. Is negative peer pressure enough to end a friendship/relationship? Add your thoughts in your journal.

### Supplemental Resources:

Picture of ground beef, spaghetti, tacos





# Activity Plan

Title: Drug Free, Healthy Me

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>• Drug awareness and prevention.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• two lists of 20 words</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• addiction</li> </ul> | <p><b>Activity Overview:</b> Scholars will learn facts about the effects of drugs on the brain and body and the impact of drug use on their future.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li>• <b>The facilitator will display an image of a brain.</b></li> <li>• <b>Facilitator:</b> <i>Drug use can change your brain in ways that make quitting hard. What is it called when someone cannot stop using drugs even though they may want to?</i></li> <li>• <b>The facilitator will lead a discussion on addiction and read a list of 20 words aloud to the class. Afterwards, ask scholars to write as many words as they can remember. (A list of 20 words is included in this guide.) The facilitator will then have several scholars stand in pairs at various points in the room and engage in loud conversations while a list of 20 new words is read to the rest of the class. Ask scholars to write as many words as they can remember.</b></li> <li>• <b>Ask scholars to compare the two trials.</b></li> <li>• <b>Facilitator:</b> <i>Like the disruptive pairs of scholars, drug use can interfere with normal information transfer and memory. If time permits, do a third rotation for scholars where loud music or flickering lights are used as they share and try to remember words.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Drug use can lead to serious changes in the brain that affect how a person thinks and acts. It can also lead to other medical problems. Can you name any other medical issues that can happen as a result of drug use? Examples include:</i> <ul style="list-style-type: none"> <li>◦ <i>Increased likelihood of developing a substance use disorder (i.e., addiction).</i></li> <li>◦ <i>Increased risk of other mental health conditions like anxiety and depression.</i></li> <li>◦ <i>Lasting impairment of cognitive functions.</i></li> <li>◦ <i>Difficulty controlling emotions and exhibiting selfcontrol.</i></li> <li>◦ <i>Paranoia, lack of coordination, heart problems, seizures, respiratory depression, trouble sleeping, high body temperature, and hallucinations.</i></li> </ul> </li> </ul>  |



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|  |   |
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>Did you know that one of the shortest words in the English language is also the hardest to say? Many scholars just don't know what to say when offered drugs and alcohol. Let's brainstorm some ways to say "no" to alcohol, tobacco, and drugs.</i></li> </ul>   |
|  | <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> <ul style="list-style-type: none"> <li>• The facilitator will lead a discussion on how drug and alcohol abuse could interfere with scholars' goals. The facilitator will share how drugs could harm scholars' chances of a productive and successful future.</li> <li>• Scholars will write letters to their future selves about their goals and how they didn't allow unhealthy behaviors to impede their progress.</li> </ul> |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can create a school drug free slogan poster to be displayed throughout the school.

The facilitator can guide the scholars in creating a class flag that displays a positive drug free message. As a class, scholars can also create a drug free pledge that aligns with the message of the flag.

The facilitator can share the Drug Enforcement Administration (DEA) website and have scholars research the effects of drugs and alcohol. Scholars can create a brochure or infographic that displays what they learned.

### Activity Reflection:

Scholars will sign a poster with an agreed upon drug free slogan in the middle. The poster should be displayed and remain visible in the classroom the entire school year.

### Supplemental Resources:





# Word Lists

## Word List 1

Dream  
Antarctica  
Fascinating  
Mystery  
Onomatopoeia  
Cell phone  
Broccoli casserole  
Fantasy  
Quadratic equation  
Sky dive  
Beach  
Oranges  
Disney  
Cauliflower  
Engineer  
Beets  
Marshmallow  
Atlantic  
Parsley  
House

## Word List 2

Visionary  
Enlighten  
Holiday  
Farm  
Dream  
Africa  
Believe  
Social media  
Promise  
Laugh  
Bacon  
Market  
Appreciate  
Conquer  
Pythagorean theorem  
Disect  
Biology  
Create  
Asia  
Apricot



# Activity Plan

**Title: Peer Pressure Overcomers**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will understand peer pressure can have a positive or negative impact based on the response.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>scissors</li> <li>paper/plastic bag</li> <li>paper</li> <li>white chart paper</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>peer pressure</li> <li>positive peer pressure</li> <li>negative peer pressure</li> </ul> | <p><b>Activity Overview:</b> Scholars will identify how to overcome and navigate negative peer pressure.</p>  |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p> <ul style="list-style-type: none"> <li><b>The facilitator will define peer pressure and explain that it can have a positive or negative impact. The response, however, can have a lasting impact. The facilitator will enlist scholars to provide examples of positive peer pressure (i.e., joining a sports team, getting a driver’s license, taking a challenging class, applying to college). The following statistics regarding negative peer pressure will then be discussed:</b> <ul style="list-style-type: none"> <li>19% of teens report they’d give up using a cell phone while driving if their friends did the same—<i>Teen Driver Source</i>.</li> <li>23% of teen girls feel pressured to have sex—<i>The Body: The Complete HIV/AIDS Resource</i>.</li> <li>33% of teen boys ages 15–17 feel pressured to have sex—<i>The Body: The Complete HIV/AIDS Resource</i>.</li> <li>55% of teens tried drugs for the first time because they felt pressured by their friends—<i>Foundation for Drug Free World</i>.</li> <li>70% of teens who smoke say they started smoking because their friends smoke or they felt peer pressure to try smoking—<i>Canadian Lung Association</i>.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li><b>The facilitator will present the following scenario to the students:</b> Zion was in class and the drug dog entered the classroom. Zion’s friend Ahmed turned to him and said, “Bro, hold my vape for me. If I get one more referral, I’ll go to the alternative school. If you hold it, this will be your first offense. You’ll only get a warning.”</li> <li><b>The facilitator will engage scholars and ask them what they would do. Ask scholars to state the decision they would make.</b></li> <li><b>Facilitator:</b> <i>Why that decision? Tell me more?</i></li> </ul> |



|   |   |
|---|---|
|   |   |
| <p><b>Boost (Teach)</b></p>                                   | <ul style="list-style-type: none"> <li>• <b>After five minutes, ask scholars to think about the following when trying to overcome peer pressure:</b></li> <li>• <b>Facilitator:</b> <i>Is it safe? Is it legal? Will it harm someone? Will it harm me? What legacy will I leave if I make this decision?</i></li> <li>• <b>In advance, the facilitator should prepare a bag to hold an even number of strips that read either positive or negative. Divide scholars into groups of 4–5.</b></li> <li>• <b>Facilitator:</b> <i>Scholars, I need one member from each group to select a strip from the bag. Don't tell anyone outside of your group what your strip says. If your strip says positive, create a skit that models an example of positive peer pressure. If your strip says negative, your group should create a skit that models an example of negative peer pressure.</i></li> <li>• <b>Each group will take seven minutes to prepare their skit and two minutes to act it out. The remaining scholars will decide if the peer pressure was positive or negative. Also, if the peer pressure was negative, scholars can share how they would support the friend struggling with peer pressure?</b></li> </ul> |
| <p><b>Build (Rehearse &amp; Build for Transfer/Close)</b></p> | <ul style="list-style-type: none"> <li>• <b>Have scholars develop a verse for a rap or song on how to overcome peer pressure and be true to themselves. Allow ten minutes for them to write the rap/song verse.</b></li> <li>• <b>Allow scholars to share if they would like. Have them discuss their influence or their thought process in writing the verse/lyrics.</b></li> </ul>  |



# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can watch a video that includes a negative example of peer pressure.

Scholars can receive written instructions to reference throughout the session.

Additional time can be given for groups if needed.

Scholars can use Google Translate as needed.

After completing a skit or commercial, scholars can design a survey for other scholars to complete. The survey will provide them with feedback on their skit or commercial and determine if other scholars could identify the level of negative or positive peer pressure depicted in the skit.

**Activity Reflection:** What would Ace do in a situation when posed with negative peer pressure? Would Ace make a decision that was safe, legal, and leaves a positive legacy? What would you do?

**Supplemental Resources:**



# Activity Plan

Title: Just Say Yes!

Suggested Time: 30-45 minutes

Suggested Grade Level(s): 9th-12th

|  |   |   |
|--|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"><li>Scholars will understand why they should say no to drugs.</li></ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"><li>chart paper</li><li>markers</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>peer pressure</li><li>tragedy</li><li>healthy lifestyle</li></ul> | <b>Activity Overview:</b> Scholars will learn and discuss reasons to say no to drugs. |   |
|  | <b>Bridge (Connect &amp; Engage)</b>  | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>Far too many times we're told to say no to drugs. While no is a complete sentence and it doesn't need an explanation, sometimes it's okay to give the reasons you're saying no. Who can share an example of why scholars say yes to drugs? Provide scholars with an opportunity to share their thoughts.</i></li><li><b>Facilitator:</b> <i>Generally, peer pressure is a major reason scholars experiment with drugs, but did you know you can put a positive spin on peer pressure? You can persuade your friends to say yes to living a healthy lifestyle, yes to focusing clearly, and yes to not putting yourselves in dangerous situations. When you're under the influence, wisdom is low, you don't think clearly, and this is when tragedy can strike. Your grades, your future, your families, and your opportunities are all valid reasons to say yes to you!</i></li></ul> |
|  | <b>Boost (Teach)</b>  | <ul style="list-style-type: none"><li><b>Facilitator:</b> <i>In a group, you are going to read different scenarios. Based on the scenarios, what should the student say yes to? Why? Someone from the group will need to write on the chart paper. Another member of your group will share details from your discussion. Divide students into groups and allow them to read the scenarios during a group discussion.</i></li></ul>  |
|  | <b>Build (Rehearse &amp; Build for Transfer/Close)</b>                                | <ul style="list-style-type: none"><li><b>Allow each group to share aloud. Instruct all groups to circle common themes among the groups.</b></li></ul>   |



# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can have the scenarios read to them.

Scholars can use Google Translate if needed.

Scholars can role play one of the scenarios as a visual of how it could play out.

**Activity Reflection:** Ace wants you to know there may be times you will be caught off guard and offered drugs. How can you prepare ahead of time?

**Supplemental Resources:**



# Just Say Yes Scenarios

## Scenario 1

Layla and Naomi are juniors on the volleyball team. One of their teammates, Kristen, has invited them to a party. Kristen is a senior in high school but isn't throwing the party. Her older cousin, a college student, is throwing it. When Layla and Naomi get to the party, they see Kristen and other people partaking in illegal drugs. Kristen says, "Give it a try. One time won't hurt." What can Layla and Naomi say?

## Scenario 2

Joshua, a ninth grader, walks into the locker room at school and sees a group of upperclassmen smoking marijuana. One student asks Joshua if he'd like to join them. What can Joshua say?

## Scenario 3

Rebecca and Antonio started dating a couple of weeks ago. Rebecca's parents are going out of town this weekend and she is throwing a party. When Antonio gets to the party, he sees Rebecca and other students taking pills. Rebecca sees him and tries to put a pill in his mouth. What can Antonio say?

## Just Say Yes Options

Ways to just say yes to your family, your future, your health, and your opportunities.

- I'm having dinner with my family after this. Besides, my parents would be livid.
- I'm on medication from the doctor right now.
- I'm driving.
- I'm an athlete and must watch what I put into my body.
- The coach randomly tests us.
- I get randomly tested at work.
- I don't want to do anything stupid.
- I don't drink.
- I don't do drugs.



## Month at a Glance: November

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|   |   |   |               |
|---|---|---|---------------|
| Giving Back to the Community and Serving/Helping Others | Giving back, serving, and helping others can make us feel good about ourselves while also positively affecting the lives of others. | giving, serving, helping, community, volunteering   | 30–45 minutes |
| Building a Healthy You from the Inside Out              | The foods we eat and drink can contaminate or replenish our body.   | contamination, nutrients, nourishing, anti-inflammatory, pescatarian, vegetarian, vegan, diabetes | 30 minutes    |
| Gratitude Is the Best Attitude                          | Having an attitude of gratitude is a powerful catalyst for happiness.   | gratitude, less fortunate   | 30–45 minutes |
| What Do You Do with a Chance?                           | It takes courage to take chances and say yes to new opportunities. Taking chances can lead to incredible experiences.               | growth mindset, fixed mindset   | 30–45 minutes |

# November





# Activity Plan

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

**Suggested Time: 30 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |   |  |
|--|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn how sugars and processed foods contaminate the body.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>clear glass of water</li> <li>spoon</li> <li>dirt</li> <li>plastic cups</li> <li>dessert mini spoons</li> <li>a bowl of dirt for each group</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>contamination</li> <li>nutrients</li> <li>nourishing</li> <li>antiinflammatory</li> <li>pescatarian</li> <li>vegetarian</li> <li>vegan</li> <li>diabetes</li> </ul> | <p><b>Activity Overview:</b> This activity allows scholars to see how the foods they eat and drink can contaminate or replenish their bodies.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>The facilitator should distribute all resources.</b></li> <li><b>Facilitator:</b> <i>The male body is 60% water. The female body is 55% water. Teenagers between 12 and 18 years old are up to 66% water. What we eat can muddy our water or it can add nutrients that make sure everything flourishes and grows. When we build houses, we build them using clay, brick, and mud. In the case of our bodies, dirt, mud, and clay clog our arteries.</i></li> </ul>   |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>As humans, we need food and drinks for energy to work, play and sleep. There are foods that make our sinuses worse, foods we can eat for lean bodies, and foods that build muscle. Food is life and we can make sure our life is long by eating the correct foods. Quickly jot down everything you ate yesterday. This includes breakfast, lunch, dinner, snacks, and drinks.</i></li> <li><b>After scholars have written their meals from yesterday, the following should be displayed:</b> <ul style="list-style-type: none"> <li>French toast—2–3 spoons</li> <li>Pancakes—3 spoons</li> <li>Coffee—2–3 spoons</li> <li>Candy—1 spoon</li> <li>Donut—2 spoons</li> <li>Fast food meal—5 spoons</li> <li>Pizza—6 spoons</li> <li>Chips—2–3 spoons</li> <li>Soda—3 spoons</li> <li>Juice—1 ½ spoons</li> <li>Ice cream—3–4 spoons</li> <li>Peanut butter and jelly sandwich—2–3 spoons</li> <li>Vaping, cigarettes, or alcohol—10 spoons</li> </ul> </li> <li><b>Facilitator:</b> <i>For each item you ate yesterday, take the listed number of spoons full of dirt and pour them into your cup.</i></li> </ul> |



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

- **Facilitator:** *If your water is now mud, think about the contamination we put in our bodies. That contamination can lead to diabetes and heart disease, and if our water is only cloudy, the body has time to flush out these toxins to nourish our bodies.*
- **Distribute the Healthy Eating Plate from Harvard.**
- **Facilitator:** *Use the healthy eating plate to identify and exchange items for choices that won't muddy your water. Start with one snack and then move on to a meal. If your water isn't muddy, add a workout plan to your healthy eating or create an accountability system for those who might not be making the healthiest food choices.*

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Ninth graders can use dirt as suggested. Tenth graders can alter the topic to how much sugar they're consuming and use sugar cubes.

Eleventh and twelfth graders can use the dirt as suggested, but they can use a plastic glove. The fingers of the glove can represent getting the mud through the veins or heart valves.

Scholars can make a schedule for healthy eating or download an app that helps them reach their goals.

The facilitator can guide the scholars in creating a class flag that displays a positive drug free message. As a class, scholars can also create a drug free pledge that aligns with the message of the flag.

Scholars can create a healthy food key. For each of the healthy foods, add water to the cups instead of dirt.

Scholars can then create a more balanced meal plan that includes more water and healthy snacks. They can research healthy foods/recipes to make their favorite snacks and meals healthier.

**Activity Reflection: Facilitator:** *Think about your values. Are they reflected in your food choices? If so, how? If not, how would your choices need to shift to reflect your values?*

### Supplemental Resources:

Image was adapted using the recommended plate portion from [myplate.gov](http://myplate.gov)



# Building a Healthy You From the Inside Out



■ Whole Grain ■ Protein ■ Vegetables ■ Fruit



# Activity Plan

**Title: Giving Back to the Community and Serving/Helping Others**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9 th–12th**

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn the impact raising funds has on improving the school community.</li> </ul> <p><b>Materials:</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>fundraising</li> <li>giving</li> <li>serving</li> <li>helping</li> <li>community</li> <li>others</li> <li>volunteering</li> </ul> | <p><b>Activity Overview:</b> Scholars will identify a cause and organize a fundraising activity to donate the money to.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Have you ever raised or donated money for a good cause? Provide scholars with an opportunity to answer. What made you donate to that cause? How did it make you feel afterwards? Provide scholars with an opportunity to answer.</i></li> <li><b>Facilitator:</b> <i>What impact does fundraising have on improving your school community? Provide scholars with an opportunity to answer. Have you or someone you know ever benefited from a cause or organization resources? Provide scholars with an opportunity to answer.</i></li> <li><b>Facilitator:</b> <i>Today, we're going to brainstorm a list of potential causes and select one to create a fundraising opportunity for.</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Divide scholars into groups of five. Give them twenty minutes to brainstorm ideas on the cause or need for the fundraising and the activity they'd like to take part in to raise the funds.</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>Let's come back together in 5...4...3... 2...1. Each group will have an opportunity to read your list of needs and activities to raise funds. As each group is reading, please pay close attention. If you hear something on your list, place a circle around it. We'll vote on the ideas we have in common to select our need and the specific activity to raise the funds.</i></li> <li><b>If there are no needs or activities in common, help the students select a need and a cause from one of their lists.</b></li> </ul>   |

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Provide scholars with examples of fundraising activities such as penny drives, color fun run/walks, yard sales, movie nights, etc.

Scholars can determine how much money they must raise to reach the goal and also who they should enlist to assist with the agreed upon fundraiser? They can write a detailed proposal to submit to the school principal for approval. The approval should include the purpose of fundraiser and any additional details.

**Activity Reflection: Facilitator:** Ace wants to know how you feel about your ability to make positive contributions to your school community.

**Supplemental Resources:**



# Activity Plan

**Title: Gratitude Is the Best Attitude**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

|   |   |  |
|---|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn that having an attitude of gratitude is a powerful catalyst for happiness.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>grateful quotes</li> <li>different color index cards/sticky notes</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>gratitude</li> <li>less fortunate</li> </ul> | <p><b>Activity Overview:</b> Scholars will brainstorm and share what they are most grateful for. Scholars will create a gratitude corner.</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What does it mean to be less fortunate than someone else? Provide scholars with an opportunity to answer. Raise your hand if you can tell me what gratitude is? Provide scholars with an opportunity to answer.</i></li> <li><b>Facilitator:</b> <i>Gratitude is the ability to be thankful for the good things that you have in your life. Why do you think it is important for us to be grateful for what we have? Provide scholars with an opportunity to answer.</i></li> <li><b>Facilitator:</b> <i>Did you know studies have shown that feeling grateful can improve your sleep and attitude? It can also decrease depression, anxiety, difficulties with chronic pain, and risk of disease. Wow!</i></li> </ul> |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Play the Oprah Winfrey YouTube video on gratitude</b><br/><a href="https://youtu.be/V5sSB2bVCsEsi=WrisDmcViFyQBZrU">https://youtu.be/V5sSB2bVCsEsi=WrisDmcViFyQBZrU</a></li> <li><b>Facilitator:</b> <i>Who would like to share their thoughts on the video we just watched? Allow scholars an opportunity to share their thoughts on the video. If scholars do not respond, the facilitator should share.</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>Today, we're going to create a gratitude corner. Each week, for the rest of the school year, we're going to add something we're grateful for. You're welcome to add to it whenever you choose, but we are going to add to it intentionally each week. On days when you're feeling low, you can come over and look at all the great things that have happened. My hope is that it will spark some joy. You may add quotes, cards, or even pictures. Today we'll start with index cards.</i></li> <li><b>A classroom bulletin board would be a great place for this display. If this is not an option, any available space will work. Feel free to be as creative as possible.</b></li> </ul>                            |

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can think of someone in their lives they are grateful for. They can write a letter or draw a picture to express why they are grateful for them.

Scholars can be given sentence stems as needed.

Scholars can use a talk -to-text feature to help them with their thoughts.

Scholars will create their own gratitude quotes and an illustration that comes to mind when they think of their quote.

Scholars can continue to work on their fundraising idea to help the less fortunate. Who can they enlist to assist with the fundraiser? Scholars will write a detailed proposal that discusses the purpose and provides details of their fundraiser and submit the proposal to the school principal for approval.

**Activity Reflection: Facilitator:** Ace wants to know if the Thanksgiving season is the only time we should be grateful and express our gratitude? Why or why not?

**Supplemental Resources:**





# Gratitude Quotes

Gratitude quotes aren't just for greeting cards. These quotes can help us reflect on everything we have to be thankful for. They can even inspire a friend or two. You can change your outlook on gratitude and put things into perspective with the inspirational quotes below:

"Gratitude turns what we have into enough."—Anonymous

"Gratitude is a powerful catalyst for happiness. It's the spark that lights a fire of joy in your soul."—Amy Collette

"Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness.

Thankfulness may consist merely of words. Gratitude is shown in acts."—Henri Frederic Amiel

"Joy is the simplest form of gratitude."—Karl Barth

"No one who achieves success does so without the help of others. The wise and confident acknowledge this help with gratitude."—Alfred North Whitehead

"Gratitude is when memory is stored in the heart and not in the mind."—Lionel Hampton

"We often take for granted the very things that most deserve our gratitude."—Cynthia Ozick

"When I started counting my blessings, my whole life turned around."—Willie Nelson

"The more grateful I am, the more beauty I see."—Mary Davis

# Activity Plan

**Title: What Do You Do with a Chance?**

**Suggested Time: 30–45 minutes**

**Suggested Grade Level(s): 9th–12th**

|  |   |  |
|--|---|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discover how taking chances can lead to incredible experiences.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>growth vs fixed mindset graphic</li> <li>SMART goal graphic</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>growth mindset</li> <li>fixed mindset</li> </ul> | <p><b>Activity Overview:</b> Scholars will discover growth mindset strategies to remove fear and take advantage of new opportunities.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Raise your hand if you have ever heard the term growth mindset? <b>Provide scholars with an opportunity to answer.</b> Raise your hand if you have ever heard the term fixed mindset? <b>Provide scholars with an opportunity to answer.</b> Who can tell me what each of these means? <b>Provide scholars with an opportunity to answer.</b></i></li> <li><b>Facilitator:</b> <i>A growth mindset is the belief that you can develop your abilities through dedication and hard work. If a growth mindset is the belief that you can develop your abilities through dedication and hard work, then what do you think a fixed mindset is? <b>Provide scholars with an opportunity to answer.</b></i></li> <li><b>Facilitator:</b> <i>A fixed mindset is the belief that your intelligence, talents, and personalities are fixed and cannot grow. People with fixed mindsets believe we are born with a certain ability level and we cannot improve our abilities over time. A fixed mindset keeps us from taking chances and exploring new opportunities. Why does a fixed mindset hinder us from taking chances and trying new things? <b>Provide scholars with an opportunity to answer.</b> A fixed mindset keeps us wrapped up in fear.</i></li> </ul> |
|  | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Play the YouTube video read aloud, What Do You Do with A Chance.</b></li> <li><b>Facilitator:</b> <i>What happened when he missed the chance? <b>Provide scholars with an opportunity to answer.</b> When he started ignoring the chances, what did they do? <b>Provide scholars with an opportunity to answer.</b> What was the lightbulb that went off for him? <b>Provide scholars with an opportunity to answer.</b> What did he let go of? <b>Provide scholars with an opportunity to answer.</b></i></li> </ul>  |

|  |  |
|--|--|
|  |  |
|  | <p><b>Boost (Teach)</b></p> <ul style="list-style-type: none"> <li>• <i>Once he let go of his fear, what became bigger? <b>Provide scholars with an opportunity to answer.</b> What happens when you hold out from taking chances? <b>Provide scholars with an opportunity to answer.</b> So what do you do with a chance? <b>Provide scholars with an opportunity to answer.</b></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>Today, we're going to journal about a chance you didn't take or something you have a fixed mindset about. It could be trying out for a team, joining a club, or taking an honors or AP class. For seniors, it could be applying for that school or scholarship you think you have no chance at getting or joining the military even though you're afraid you won't make it through boot camp. It could be anything that fear has stopped you from pursuing.</i></li> </ul> |

# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Scholars can create a SMART goal action plan to accomplish whatever they've let fear stop them from doing. The facilitator can assist scholars with the

SMART goal template and the growth mindset affirmations.

Scholars can use Google translate.

Scholars can be partnered with someone, preferably someone who speaks their native language.

Scholars can create a SMART goal action plan to accomplish whatever they've let fear stop them from doing.

Scholars can identify and inform an accountability partner for the goal.

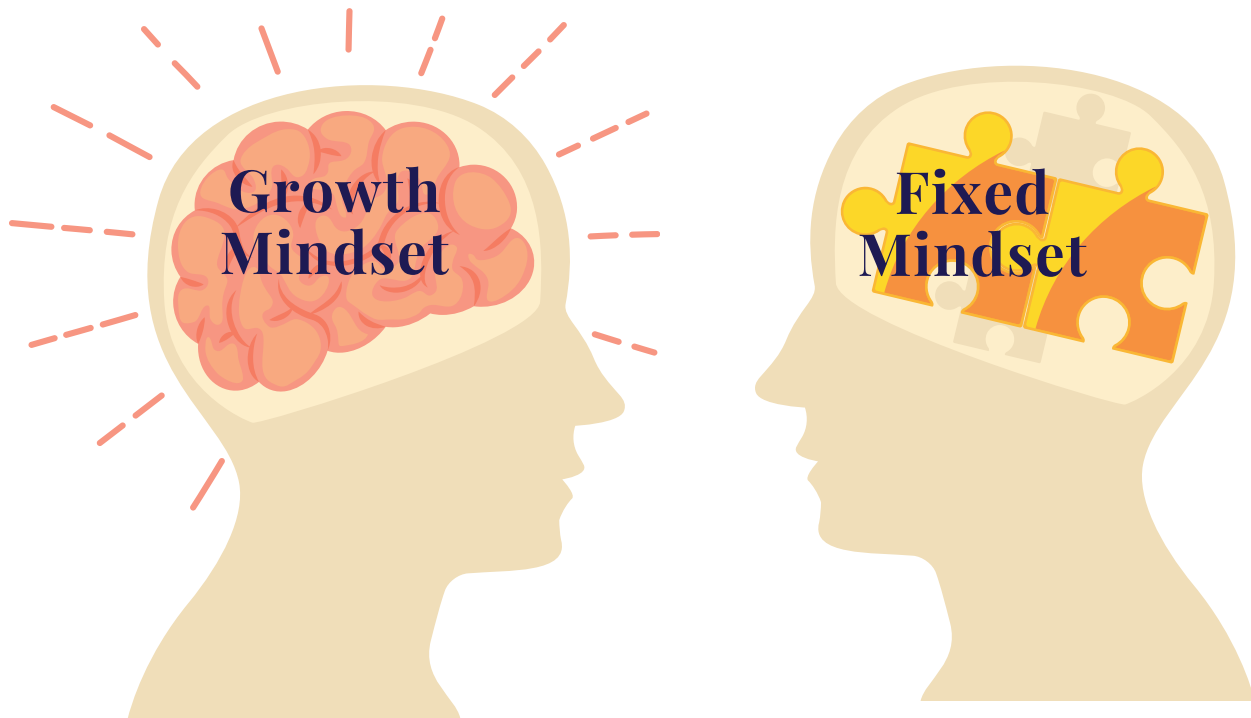
**Activity Reflection: Facilitator:** Ace wants to know how the words you say to yourself affect your mindset.

### Supplemental Resources:

Children's Book—What Do You Do with a Chance? by Kobi Yamada and Mae Besom - PV - Storytime



Have you ever heard of mindset? Growth mindset is when we know, with practice, we will get better at something. When a person has a fixed mindset, the belief is that things will not get better, even with practice.



- I can learn anything I want to
- When I'm frustrated, I persevere
- I want to challenge myself
- When I fail, I learn
- Tell me I try hard
- If you succeed, I'm inspired
- My effort and attitude determine everything

- I'm either good at it, or I'm not
- When I'm frustrated, I give up
- I don't like to be challenged
- When I fail, I'm no good
- Tell me I'm smart
- If you succeed, I feel threatened
- My abilities determine everything



# Dreams to Goals



My Dream: \_\_\_\_\_

|          | SMART  | Your Dream | Steps to Take |
|----------|--|------------|---------------|
| <b>S</b> | Specific<br>What exactly do you want to accomplish?        |            |               |
| <b>M</b> | Measurable<br>How will you measure your progress?          |            |               |
| <b>A</b> | Attainable<br>Could be challenging but not impossible.     |            |               |
| <b>R</b> | Relevant/Realistic<br>How will this goal affect your life? |            |               |
| <b>T</b> | Time Bound<br>What is the deadline?                        |            |               |



# Month at a Glance: December

| Activity | Enduring Understanding | Vocabulary | Time Needed for Completion |
|----------|------------------------|------------|----------------------------|
|----------|------------------------|------------|----------------------------|



|                        |   |   |               |
|------------------------|---|---|---------------|
| Cyberbullying          | It's possible to have meaningful discussions about how to handle cyberbullying.       | cyberbullying, bystander, upstander   | 30–45 minutes |
| Reducing Stress        | We don't have to accept being stressed. We can effectively manage it.                 | stress, movement, senses, time management   | 30–45 minutes |
| Bullying Is Never Okay | See something, say something.   | bullying, repeated, imbalance of power, intentional, physical, cyber, emotional, verbal | 45 minutes    |
| Don't Pull My Trigger  | We cannot always control what triggers us, but we can learn to control our responses. | triggers, coping mechanisms   | 45 minutes    |

# December



# Activity Plan

Title: Cyberbullying

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|  |  |   |
|--|--|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will discuss ways to manage common cyberbullying situations.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>chart paper/dry erase board</li> <li>scenario cards</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>cyberbullying</li> <li>bystander</li> <li>upstander</li> </ul> | <p><b>Activity Overview:</b> Scholars will discuss the effects of digital drama and cyberbullying.</p> |   |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Is there a difference between joking, being mean, and bullying? What's the difference? Share your ideas with an elbow partner.</i></li> <li></li> <li><b>The facilitator will scribe examples offered by students in three columns on the board or chart paper. The three columns should be Joking, Being Mean, and Bullying.</b></li> </ul>  |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Bullying or cyberbullying situations always include a target (the person being bullied) and a bully (the person doing the bullying.) Bullying or cyberbullying can occur for many reasons. Has anyone here ever seen or experienced a situation involving bullying? What happened?</i></li> <li><b>Invite students to share. Use examples offered by students in the first two of three columns on the chart paper/board. Three columns should be Reasons Cyberbullying Occurs, Ways to Respond If You Are Cyberbullied, and Ways to Be an Upstander</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>The target and the bully are usually not the only ones involved in a cyberbullying situation. There are also those who see it. These people can either be bystanders or upstanders. A bystander observes a conflict or unacceptable behavior but doesn't take part in it. An upstander tries to stop it. What do you think are some ways to be an upstander if you see a bullying or cyberbullying situation?</i></li> <li><b>Invite scholars to share. Using their answers, fill out the column of the previous chart Ways to Be an Upstander.</b></li> </ul>      |





# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Blocking and reporting people who bully online is important. Scholars can describe how to block individuals on commonly used social media apps.

Scholars can share how to determine if a person should be blocked or if they should be reported.

Provide scholars with scenario cards. Have them share how they would respond to each.

Scholars can create upstander cards using blank index cards. Their cards can be for any of the roles in a cyberbullying situation: the target, the bully, or someone who sees it. Information on the cards can give advice or be encouraging. Cards can be collected and posted in the classroom.

**Activity Reflection: Facilitator:** Ticket out the door questions: What is cyberbullying? What can you do to prevent cyberbullying? What is one thing you want everyone to know about cyberbullying? Complete this sentence: I wish the cyberbullies knew \_\_\_\_\_.

**Supplemental Resources:**  
Scenario cards



# Cyberbullying Scenario Cards

## Scenario 1

While you're online one day, you see some of your friends posting hurtful comments and rumors about someone from school. It makes you upset to see your friends being mean online. You don't want to ruin your friendships, but you also don't want to see them cyberbullying others.

## Scenario 2

You and your best friend have been close for a few years and do everything together. You both spend a lot of time on your online accounts (social media, email, instant messaging, gaming) when hanging out. You are friends with someone online who your friend secretly likes. Your friend is too nervous to add that person online, so they ask to use your computer and phone so they can look at the other person's profile. After hanging out, your friend asks you for your online account login and password so they can check the person's profile later that night.

# Activity Plan

Title: Reducing Stress

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|  |  |  |
|--|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will learn effective coping strategies to mitigate the effects of stress.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>vicks vaporub</li> <li>postcards</li> <li>sandpaper</li> <li>daily planner templates</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>stress</li> <li>movement</li> <li>senses</li> <li>time management</li> </ul> | <p><b>Activity Overview:</b> Scholars will discuss sources of stress and how to combat them.</p> |  |
|  | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Raise your hand if you are currently stressed out. <b>Pause for scholars to respond.</b> Raise your hand if you know the cause of your stress? <b>Pause for scholars to respond.</b> Who would like to share the causes of your stress with us? <b>Allow scholars to share their stressors.</b></i></li> <li></li> <li><b>Facilitator:</b> <i>I wish I could press a magic button and tell you that you won't experience anymore stress. Unfortunately, that's not true. Sometimes we may not be able to control the things that cause us to feel stressed. What we can control is how we respond.</i></li> </ul>  |
|  | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>The facilitator will show scholars the Stress 101 video.</b></li> <li><b>Facilitator:</b> <i>This video shows us what stress can do to our bodies, but it also shows us strategies to reduce stress. Who can remember what the first strategy was? <b>Allow scholars to respond.</b> Yes, it was movement. Please stand up and spread out. We are going to move our bodies for a few minutes.</i></li> <li></li> <li><b>Play "Cupid Shuffle" for two minutes. Allow scholars to do the Cupid Shuffle or just move from side to side for two minutes if they do not want to dance.</b></li> <li><b>Facilitator:</b> <i>Who can remember what the next strategy was? <b>Allow scholars to respond.</b> Yes, it was to use your senses! What's something you can look at? <b>Allow scholars to answer.</b></i></li> <li><b>Pass around the postcards.</b></li> <li><b>Facilitator:</b> <i>What could you smell? <b>Allow scholars to answer, then pass around the Vicks Vapor Rub.</b> What could you possibly listen to? <b>Allow scholars to answer.</b></i></li> </ul> |



|  |  |
|--|--|
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|  |  |
| <b>Boost (Teach)</b>                                   | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>What is something that you could touch? <b>Allow scholars to answer, and then pass around the sandpaper</b></i></li> </ul>   |
| <b>Build (Rehearse &amp; Build for Transfer/Close)</b> | <ul style="list-style-type: none"> <li>• <b>Facilitator:</b> <i>The last two strategies were time management and getting enough rest. How are these two strategies connected? <b>Allow scholars time to brainstorm and answer the question.</b></i></li> <li>• <b>Facilitator:</b> <i>Again, we may not be able to control the things that stress us out, but we can control how we deal with the stressors. Effectively managing your time can have a greater impact on how you respond to stress. The last thing we're going to do is create a daily/weekly schedule to help you manage your time better.</i></li> </ul> |

# Differentiation Station

Scaffolds & Suggestions for Remediation

Suggestions for Acceleration



Scholars can select which template works best for them.

An exemplar template can be completed in advance for reference.

Scholars can work in groups to complete their daily schedule.

Scholars can research scheduling templates and design their own daily or weekly schedule template.

**Activity Reflection: Facilitator:** Ace wants to know which strategy resonated with you the most. What is your plan to incorporate effective time management into your daily routine?

**Supplemental Resources:**

Stress 101 - Understanding Stress and How to Manage It - HealthTexas Medical Group;  
Cupid - "Cupid Shuffle"; <https://youtu.be/weppBZgmIEA?si=meOxa0s2Gewon1CL>;  
Rain sounds



# Hourly Schedule

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| 08:00 |  |
| 09:00 |  |
| 10:00 |  |
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| 23:00 |  |
| 24:00 |  |

To do:

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Reminder:

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Notes:

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# Weekly Schedule

| 6:00  |  |  |  |  |  |  |  |
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| 12:00 |  |  |  |  |  |  |  |
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| 11:00 |  |  |  |  |  |  |  |
| 12:00 |  |  |  |  |  |  |  |



# Activity Plan

Title: Bullying Is Never Okay!

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|   |   |   |
|---|---|---|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will demonstrate their understanding of bullying and identify appropriate ways to respond.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>two verbal bullying index cards</li> <li>two Physical Bullying index cards</li> <li>two emotional bullying index cards</li> <li>two cyber bullying index cards</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>bullying</li> <li>repeated</li> <li>imbalance of power</li> <li>intentional</li> <li>physical</li> <li>cyber</li> <li>emotional</li> <li>verbal</li> </ul> | <p><b>Activity Overview:</b> Scholars will create ways to show their understanding of bullying. The goal is to model appropriate responses.</p> |   |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>So, what is bullying? Provide scholars with an opportunity to respond. Bullying includes unwanted, aggressive, intentional, repeated, hurtful acts, words, or behaviors committed by one or more people against another person. There is also a real or perceived Power imbalance. Sometimes scholars have a hard time telling the difference between bullying, teasing, or just being mean. The best way to identify bullying is to use the letters R.I.P. Ask yourself if the behavior is repeated. Is it intentional? Is there an imbalance of power?</i></li> <li><b>Show the YouTube Video Bullying is NEVER OK!</b></li> </ul>  |
|   | <p><b>Boost (Teach)</b></p>   | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>We have identified that bullying is repeated, intentional, and has an imbalance of power. Now, let's discuss the different types of bullying. Who can tell me the four types of bullying? Provide scholars with an opportunity to respond. Thank you. Yes, physical, verbal, emotional and cyber. Who can share examples of physical bullying? Provide scholars with an opportunity to respond. Who can share examples of verbal bullying? Provide scholars with an opportunity to respond. Who can share examples of emotional bullying? Provide scholars with an opportunity to respond. Who can share examples of cyberbullying? Provide scholars with an opportunity to respond.</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>We will now separate into groups. Each group will pick a card. You will create a skit, find a YouTube video, or write a rap or song depicting the type of bullying on your card. Don't tell us what it is. We will have to figure it out based on the clues you provide. Your classmates will then share how we should address that situation.</i></li> </ul>   |





# Differentiation Station

## Scaffolds & Suggestions for Remediation

## Suggestions for Acceleration



Use Google Translate as needed.

Use text-to-talk features on available apps.

Blocking and reporting people who bully online is important. Scholars will have an opportunity to show one another how to block individuals on their social media apps.

Scholars will share their thoughts about when they should block someone and when they should report them.

The facilitator can provide scholars with copies of the Types of bullying worksheets and strategies to deal with bullying worksheets to help with the development of their presentations.

Scholars can create anti-bullying and no place for hate posters to be placed in the bathrooms throughout the building.

**Activity Reflection: Facilitator:** Show this video clip —Bullying Awareness Heightened After Teen Suicide | GMA. Ace wants you to know that bullying is never okay. Some scholars have taken their own lives or the lives of others because of bullying. The next time you decide to bully or witness bullying, pretend the victim is your little sister or brother. Would you respond differently? Would you record it and share it? Would you laugh? Every single time you see bullying, respond like you would if it were your family.

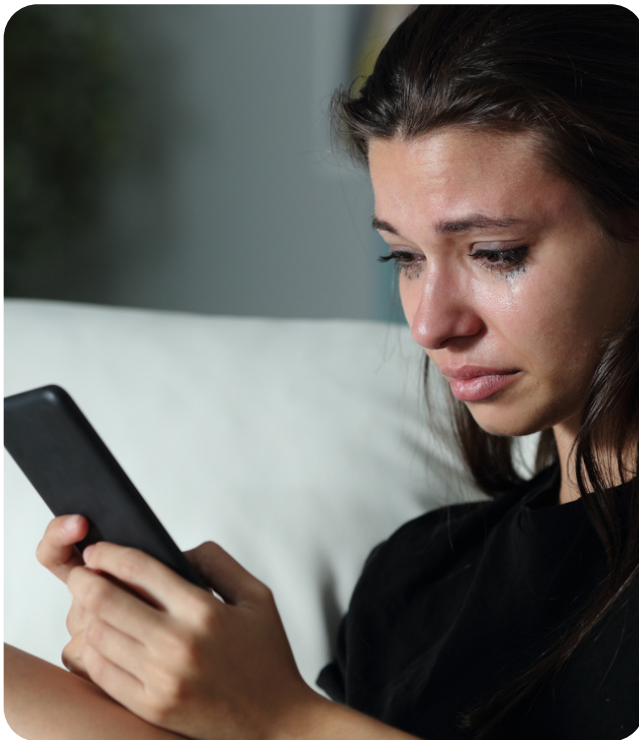
**Supplemental Resources:**  
Types of bullying



# Bullying



# Cyber Bullying



# Strategies for Dealing with Bullying



## Tell An Adult at the School

- Forget about the "No Snitch Rule."

## Do Not React

- Bullies want to see what the person will do.

## Do Not Bully Back

- This may lead to a fight, and someone could get hurt.

## Be Careful on the Internet

- Only give your email address to people you can trust and avoid putting personal information online.



# Tips If You Are Being Cyberbullied

## Tell an adult.

- Don't delete any of the emails, texts, or messages. They can serve as evidence.

## Keep a record of incidents

- Don't forward any mean messages that spread rumors about you or someone else.

## Don't cyberbully in retaliation.



# Types of Bullying

## Physical

- Hitting
- Pushing
- Shoving
- Kicking
- Bumping
- Tripping

## Emotional

- Gossiping
- Ignoring
- Isolating
- Excluding
- Spreading
- Rumors

## Verbal

- Teasing
- Name-Calling
- Insulting
- Gossiping
- Threatening
- Blackmailing

## Cyberbullying

- Sending email or texts
- Posting pics on website
- Making fun on an online chat
- Creating a fake online profile
- Starting online rumors or gossip
- Logging into someone's account



# Activity Plan

Title: Don't Pull My Trigger

Suggested Time: 30–45 minutes

Suggested Grade Level(s): 9th–12th

|   |  |  |
|---|--|--|
| <p><b>Activity Objective:</b></p> <ul style="list-style-type: none"> <li>Scholars will prioritize their emotional health.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper</li> <li>trigger activity sheet</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>triggers</li> <li>coping mechanisms</li> </ul> | <p><b>Activity Overview:</b> Scholars will prioritize their emotional health by identifying their emotional triggers and using a myriad of coping skills</p> |  |
|   | <p><b>Bridge (Connect &amp; Engage)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>What is a trigger? Allow scholars to answer. A trigger can be a memory, an object or a person who sparks an emotion. Do triggers spark positive or negative emotions? Allow scholars to answer. If you said both, you are absolutely correct. Who remembers the movie "Ratatouille?" Show the Ratatouille clip.</i></li> <li><b>Facilitator:</b> <i>Who can tell me what's going on in this clip? Allow scholars to answer. Yes, he was triggered, but it evoked a warm, loving memory. The triggers we'll discuss today do not. We cannot always control when we will be triggered, but we can control how we respond when we are triggered.</i></li> </ul>   |
|   | <p><b>Boost (Teach)</b></p>  | <ul style="list-style-type: none"> <li><b>Facilitator:</b> <i>Besides memories, people's words and actions, uncomfortable topics, and other common situations that can trigger intense negative emotions such as rejection, betrayal, and unjust treatment. So, what can we do in the moment when we are triggered? Allow scholars to respond. The first thing you want to do is to own your feelings. It's okay to feel what you feel regardless of what you feel. Denying or ignoring your feelings only makes things worse. Next, remind yourself that this isn't the same situation as the one you experienced in the past. If you need to leave the situation for a quick break, do so. This gives you time to process what's happening. It will allow you to practice a coping mechanism so you can respond productively. It won't happen overnight. It takes practice.</i></li> </ul> |



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

- **Facilitator:** *Draw two vertical lines on your paper, making three columns. The next thing I want you to do is close your eyes and think about all the things that trigger negative emotions in you. Write those on your paper in the first column. In the second column, write how those events make you feel. Happy, sad, annoyed, frustrated, uncomfortable, etc. In the third column, write a coping mechanism you can use to calm yourself before responding to the trigger.*



# Differentiation Station

**Scaffolds & Suggestions for Remediation**

**Suggestions for Acceleration**



**Allow scholars to use an already created template to complete the activity.**

**Provide scholars with a list of feeling words and a list of coping strategies to help.**

**Scholars can create a PSA sharing coping mechanisms to use when they are feeling triggered.**

**Activity Reflection: Facilitator:** Ace wants to know why it's beneficial for you to be aware of your triggers?

**Supplemental Resources:**

**Ratatouille (2007) - Anton Ego Tastes Ratatouille - Flashback Scene [HD]**



# Feeling Words

## Anger

- Disgust: contempt, disgust, revulsion
- Envy: envy, jealousy
- Exasperation: exasperation, frustration
- Irritation: aggravation, agitation, annoyance, grouchiness, grumpiness, irritation
- Rage: anger, bitterness, dislike, ferocity, fury, hate, hostility, loathing, outrage, rage, resentment, scorn, spite, vengefulness, wrath
- Torment: torment

## Fear

- Horror: alarm, fear, fright, horror, hysteria, mortification, panic, shock, terror
- Nervousness: anxiety, apprehension, distress, dread, nervousness, tenseness, uneasiness, worry

## Joy

- Cheerfulness: amusement, bliss, cheerfulness, delight, ecstasy, elation, enjoyment, euphoria, gaiety, gladness, glee, happiness, jolliness, joviality, joy, jubilation, satisfaction
- Contentment: contentment, pleasure
- Enthralment: enthralment, rapture
- Optimism: eagerness, hope, optimism
- Pride: pride, triumph

## Love

- Affection: adoration, affection, attraction, caring, compassion, fondness, liking, love, sentimentality, tenderness
- Longing: longing
- Lust: arousal, desire, infatuation, lust, passion



# Feeling Words

## Sadness

- Disappointment: disappointment, dismay, displeasure
- Neglect: alienation, defeat, dejection, embarrassment, homesickness, humiliation, insecurity, isolation, insult, loneliness, neglect, rejection
- Sadness: depression, despair, gloom, glumness, grief, hopelessness, melancholy, misery, sadness, sorrow, unhappiness, woe
- Shame: guilt, regret, remorse, shame
- Suffering: agony, anguish, hurt, suffering
- Sympathy: pity, sympathy

## Surprise

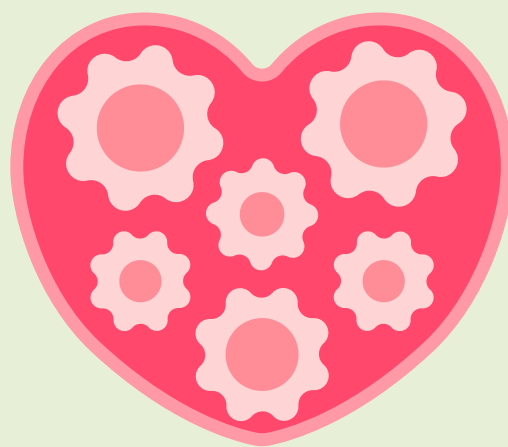
- Surprise: amazement, astonishment, surprise

# Trigger Activity Sheet

| Triggers | How do you feel? | Coping Mechanism |
|----------|------------------|------------------|
|          |                  |                  |

# 99 Coping Skills

- Exercise.
- Put on fake tattoos.
- Write (poetry, stories, journal).
- Scribble/doodle on paper.
- Be with other people.
- Watch a favorite TV show.
- Hydrate.
- Go see a movie.
- Do a word search or crossword.
- Do schoolwork.
- Play a musical instrument.
- Paint your nails, do your make-up or hair.
- Sing.
- Study the sky.
- Punch a pillow.
- Cover yourself with Band-Aids where you want to cut.
- Let yourself cry.
- Take a nap (only if you are tired).
- Take a hot shower or a relaxing bath.
- Play with a pet.



# 99 Coping Skills

- Go shopping.
- Clean something.
- Knit or sew.
- Read a good book.
- Listen to music.
- Try some aromatherapy (candle, lotion, or room spray).
- Meditate.
- Go somewhere very public.
- Bake cookies.
- Create a vision board.
- Paint or draw.
- Rip paper into itty-bitty pieces.
- Shoot hoops, kick a ball.
- Write a letter or send an email.
- Plan your dream room (colors/furniture).
- Hug a pillow or stuffed animal.
- Hyper focus on something like a rock, hand, etc.
- Dance.
- Make hot chocolate, a milkshake or a smoothie.
- Play with modeling clay or Play-Doh.



# 99 Coping Skills

- Build a pillow fort.
- Go for a nice, long drive.
- Complete something you've been putting off.
- Draw on yourself with a marker.
- Take up a new hobby.
- Look up recipes, cook a meal.
- Go outside for 15 minutes.
- Create or build something.
- Pray.
- Make a list of blessings in your life.
- Read the Bible.
- Go to a friend's house.
- Jump on a trampoline.
- Watch an old, happy movie.
- Contact a hotline/your therapist, if you want, you can them at 1-800-448-3000.
- Talk to someone close to you.
- Ride a bicycle.
- Feed the ducks, birds, or squirrels.
- Color.

# 99 Coping Skills

- Memorize a poem, play, or song.
- Stretch.
- Search for ridiculous things on the internet.
- "Shop" online (without buying anything).
- Color-coordinate your wardrobe.
- Watch fish.
- Make a playlist of your favorite songs.
- Play the "15 minute game." (Avoid something for 15 minutes, when time is up start again.)
- Plan your wedding/prom/other event.
- Plant some seeds.
- Hunt for your perfect home or car online.
- Try to make as many words out of your full name as possible.
- Sort through/edit your pictures.
- Play with a balloon.
- Give yourself a facial.
- Play with a favorite childhood toy.
- Start collecting something.
- Play video/computer games.





## 99 Coping Skills

- Clean up trash at your local park.
- Look at [yourlifeyourvoice.org](http://yourlifeyourvoice.org).
- Text or call a friend.
- Write yourself an "I love you because..." letter.
- Look up new words and use them.
- Rearrange furniture.
- Write a letter to someone that you may never send.
- Smile at five people.
- Play with your little brother/sister/niece/nephew.
- Go for a walk (with or without a friend).
- Put a puzzle together.
- Clean your room/closet.
- Try to do handstands, cartwheels, or backbends.
- Yoga.
- Teach your pet a new trick.
- Learn a new language.
- Move EVERYTHING in your room to a new spot.
- Get together with friends and play frisbee, soccer or basketball.
- Hug a friend or family member.

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# BRIGHT FUTURE

## LYRIC MUSIC VIDEO



SCAN ME



# Bright Future



I got a bright future (4x)

I woke up this morning feeling good and feeling strong (oh)

Took a few deep breaths in and out and I moved on (oh)

But sometimes I don't feel so good

Don't feel like myself (oh)

But I know I'm not alone I can always ask for help

Gonna keep my head up make sure I speak up

When I'm feeling low

Not gonna give up

Gonna let the world know I'm here

Let the world know I'm here

## Chorus

I've got a bright future

I've got a bright future

I can't forget to look ahead

Oh oh ooooh

I got a

Aye

Bright Future

Aye I got a bright future (3x)

I express who I am yes I'm gonna always be me

And when I feel the pressure make sure I choose wisely

Cause I'm living for today

And planning for tomorrow

Gotta keep my light lit up and glow

Gonna keep my head up make sure I speak up

When I'm feeling low

Not gonna give up

Gonna let the world know I'm here

Let the world know I'm here

## Chorus

I've got a bright future

I've got a bright future

I can't forget to look ahead

Oh oh ooooh I got a

Aye

Bright future

Aye I got a bright future (3x)

Gonna keep my head up make sure I speak up

No no no I'm not giving up

Gonna keep my eyes on my bright future

Keep my eyes on my bright future

Deep inside I can feel my light

Not gonna run, gonna let it shine

Gonna keep my eyes on my bright future

Keep my eyes on my bright future

Aye I got a bright future (4x)

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# Bright Future

Written by Mariama Whyte  
Transcribed by Phillip K Jones II

## Score

Moderato

Voice

I've got s bright fu ture I've got a bright fu ture I've got a bright fu ture

**A**

Vox

I've got a bright fu ture I woke up this mor ning feel ing good and feel ing strong oh

Vox

7

Took a few deep breaths in and out then I moved on oh But some time I don't feel so good don't

Vox

10

feel like my self oh But I know I'm not a lone I can al ways ask for help gon na

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# Bright Future

2

13

Vox

keep my head up make sure I speak up when I'm feel ing low I'm not gon na give up gon na

15

Vox

let the world know I'm here Let the world know I'm here I've got a bright fu ture

17

19

Vox

I've got a bright fu ture I can't for get to look a head

23

Vox

Oh oh oh I've got a I've got s bright fu ture I've got a bright fu ture

B

# Bright Future

3

26 C

Vox

I've got a bright fu ture I've got a bright fu ture I ex press who I am yes I'm gon na

29

Vox

al ways be me oh And when I feel the pres sure make sure I choose wise ly oh

32

Vox

cause I'm liv ing for to day and plan ning for to mor row oh got ta keep my light lit up and

35 36

Vox

glow Gon na keep my head up make sure I speak up

# Bright Future

4

37

Vox

when I'm feel ing low I'm not gon na give up gon na let the world know I'm here —

39

Vox

Let the world know I'm here I've got a bright fu ture I've got a bright fu ture

40

43

Vox

I can't for get to look a head Oh oh oh I've got a

D

Vox

I've got s bright fu ture I've got a bright fu ture I've got a bright fu ture

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# Bright Future

5

50 51

Vox

I've got a bright fu ture gonna keep my head up make sure I speak up no no no I'm not giv ing up gon na

53

Vox

keep my eyes on my\_ bright fu ture keep my eyes on my\_ bright fu ture Deep in side I can feel my light

56

Vox

Not gon na run\_ gon na let it shine\_ gon na keep my eyes on my\_ bright fu ture

58 E

Vox

keep my eyes on my\_ bright fu ture I've got s bright fu ture I've got a bright fu ture

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# Bright Future

6

61

Vox

I've got a bright fu ture. I've got a bright fu ture

The musical score consists of three staves. The top staff is the vocal line, starting with a treble clef and a key signature of one sharp (F#). It contains two phrases of the lyrics: "I've got a bright fu ture." and "I've got a bright fu ture". The piano accompaniment is written on two staves below the vocal line, with a grand staff (treble and bass clefs). The piano part features chords and single notes that support the vocal melody.

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# Skills Matrix

| Activity                                 | Key Ideas & Details | Craft & Structure | Vocabulary Acquisition & Usage | Writing | Language | Speaking & Listening | Health | Fitness | Other |
|--|---------------------|-------------------|--------------------------------|---------|----------|----------------------|--------|---------|-------|
| It's Just Alcohol                        | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Ace to the Rescue! Superpower activated! | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| How Well Can You Function?               | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| What's The Alternative                   | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Money Matters: Break the Bank            | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Being Your Authentic Self: Transitions   | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Coping with Disappointment               | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| The Choice Is Yours                      | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Healthy Me, Healthy You!                 | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Positive Self Talk vs Negative Self Talk | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Gratitude Practice                       | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |

| Activity   | Key Ideas & Details | Craft & Structure | Vocabulary Acquisition & Usage | Writing | Language | Speaking & Listening | Health | Fitness | Other |
|--|---------------------|-------------------|--------------------------------|---------|----------|----------------------|--------|---------|-------|
| Who Can I Run To?                                | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Becoming a Positive Influencer                   | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| The Power of Social Media                        | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| The Dangers of Fentanyl                          | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Social Media and Mental Health                   | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Mindfulness                                      | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Wonder Years                                     | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Better Together                                  | x                   | x                 | x                              | x       | x        | x                    |        |         | x     |
| Overcoming Procrastination                       | x                   | x                 | x                              | x       | x        | x                    |        |         | x     |
| Who's In The Room                                | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Are Your Goals SMART? Turning Dreams into Goals! | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |

| Activity   | Key Ideas & Details | Craft & Structure | Vocabulary Acquisition & Usage | Writing | Language | Speaking & Listening | Health | Fitness | Other |
|--|---------------------|-------------------|--------------------------------|---------|----------|----------------------|--------|---------|-------|
| Goal Digger Building A Dream You Can Follow          | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Are You a Good Friend?                               | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Suicide Awareness and Prevention                     | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| The Inner Monologue: Negative Self Talk Eviction     | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Finding Your Joy                                     | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Self Care is A Necessity                             | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Understanding Peer Pressure                          | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Drug Free, Healthy Me                                | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Peer Pressure Overcomers                             | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Just Say Yes   | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Building a Healthy You from the Inside Out           | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Giving Back to the Community/ Serving/Helping Others | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |

| Activity                       | Key Ideas & Details | Craft & Structure | Vocabulary Acquisition & Usage | Writing | Language | Speaking & Listening | Health | Fitness | Other |
|--------------------------------|---------------------|-------------------|--------------------------------|---------|----------|----------------------|--------|---------|-------|
| Gratitude is The Best Attitude | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| What Do You Do With A Chance?  | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Cyberbullying                  | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Reducing Stress                | x                   | x                 | x                              | x       | x        | x                    | x      | x       | x     |
| Bullying is Never Okay         | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |
| Don't Pull My Trigger          | x                   | x                 | x                              | x       | x        | x                    | x      |         | x     |

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DBHDD

# Red Ribbon

# 365's

## RELAXATION STATION

For High School Scholars



These self-guided activities are designed for scholars to complete independently or with a friend or family member. They were created to provide opportunities to reflect and relax. We hope you will enjoy them!

**~The DBHDD Team**



**D·B·H·D·D**

Georgia Department  
of Behavioral Health &  
Developmental Disabilities



# All About Me!

## My Selfie



My name is \_\_\_\_\_

I love \_\_\_\_\_

I'm good at \_\_\_\_\_

## My favorites

Food \_\_\_\_\_

Color \_\_\_\_\_

Subject \_\_\_\_\_

Activity \_\_\_\_\_

Animal \_\_\_\_\_

Season \_\_\_\_\_

## Four words that describe me

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Fun facts about me



# Planning to Be My Best Self!

## College and/or Career Goals

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## School Goals

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## Actions to Take

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## Actions to Take

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# Coloring Fun!

Choose your favorite colors to complete this picture.





# Planning to Be My Best Self!

## Family Goals

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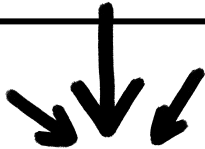
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## Actions to Take

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## Health Goals

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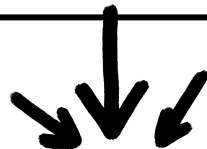
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## Actions to Take

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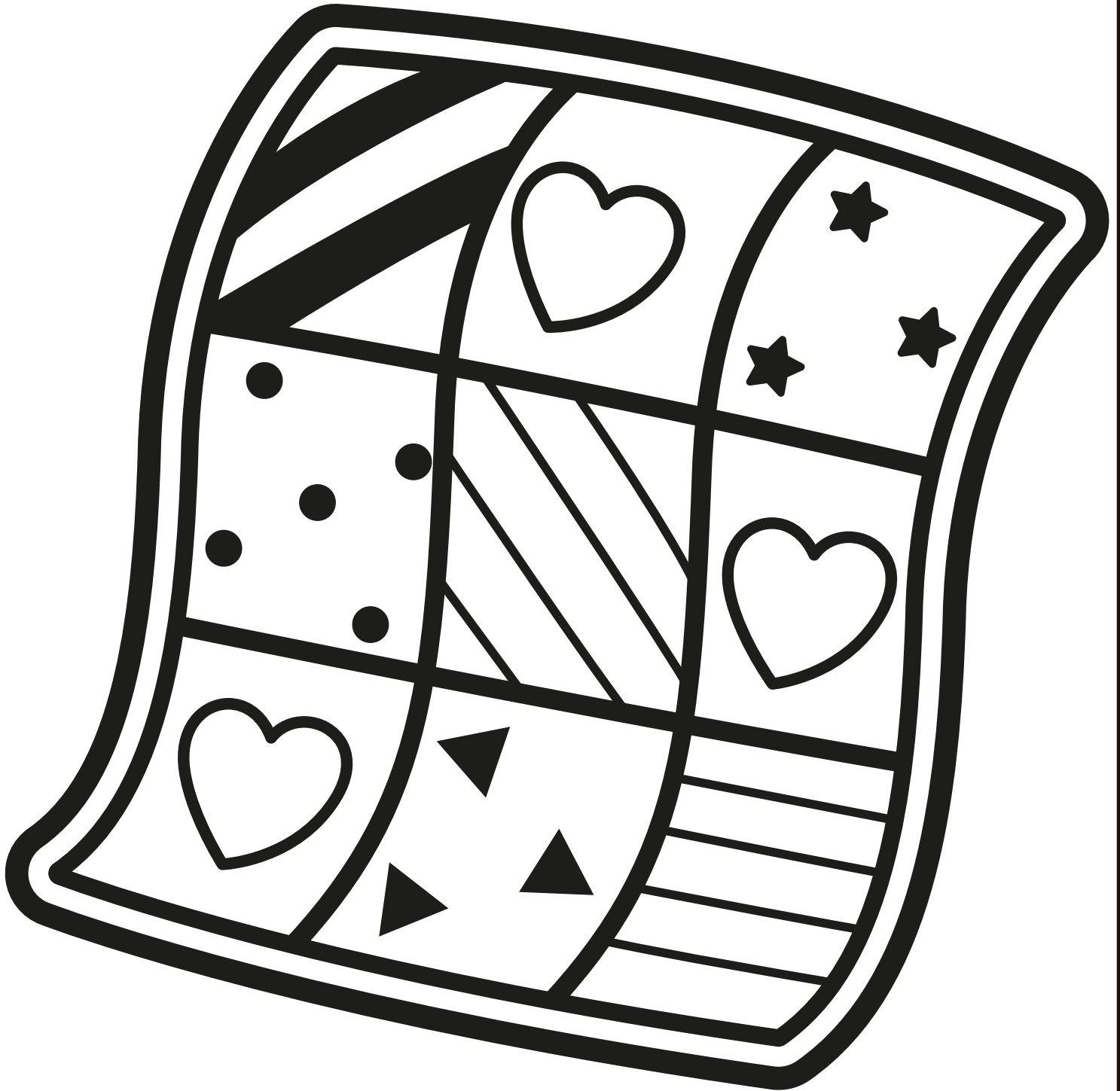
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# Thankful Quilt

What are you thankful for? Create your own Thankful Quilt as a reminder of those things that bring you joy. Write something you are thankful for in each square.





## See It Clearly

Find pictures related to your goals and place them on a poster board. Be as creative as you can. You can also add pictures or words.

### Materials Needed:

- Glue
- Scissors
- Poster board
- Magazine
- Internet images



Place your board somewhere close to keep you focused.







# Coloring Fun!

Choose your favorite colors to complete this picture.





## Tea Time

Make a cup of your favorite hot beverage. While you are enjoying it, take some time to create an acrostic poem that gives advice on anything related to building a healthy future. The example below uses the letters in the word tea. You might prefer coffee, cocoa or something else. Feel free to use the letters in your favorite beverage. Try creating a video to spread your message to your friends and family as you sip!

**T**

hink before you speak or act when you are angry.

**E**

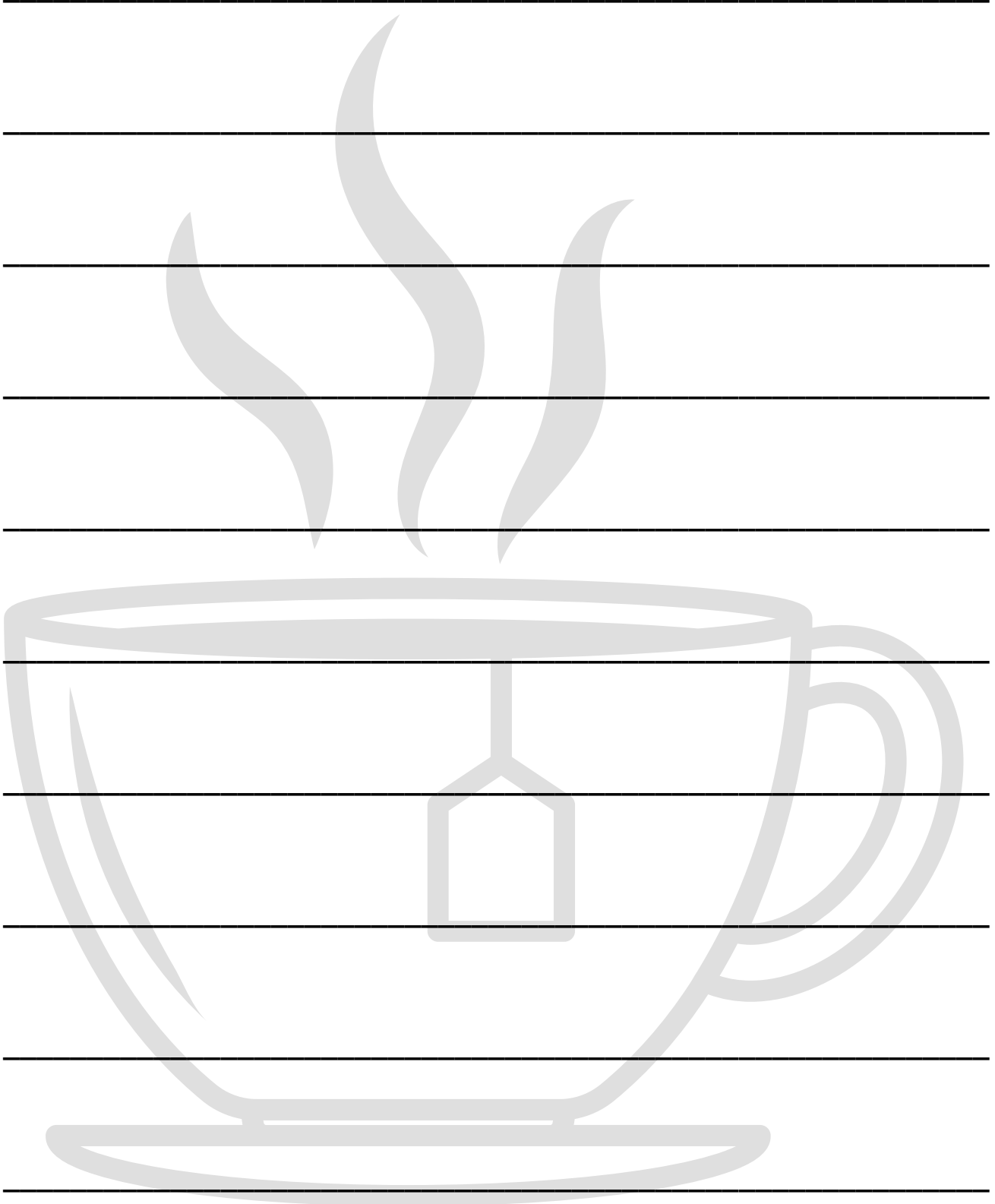
ncourage those around you by being a good example.

**A**

sk a trusted adult for advice when you are faced with making a difficult decision.



# Tea Time





# Take 5!

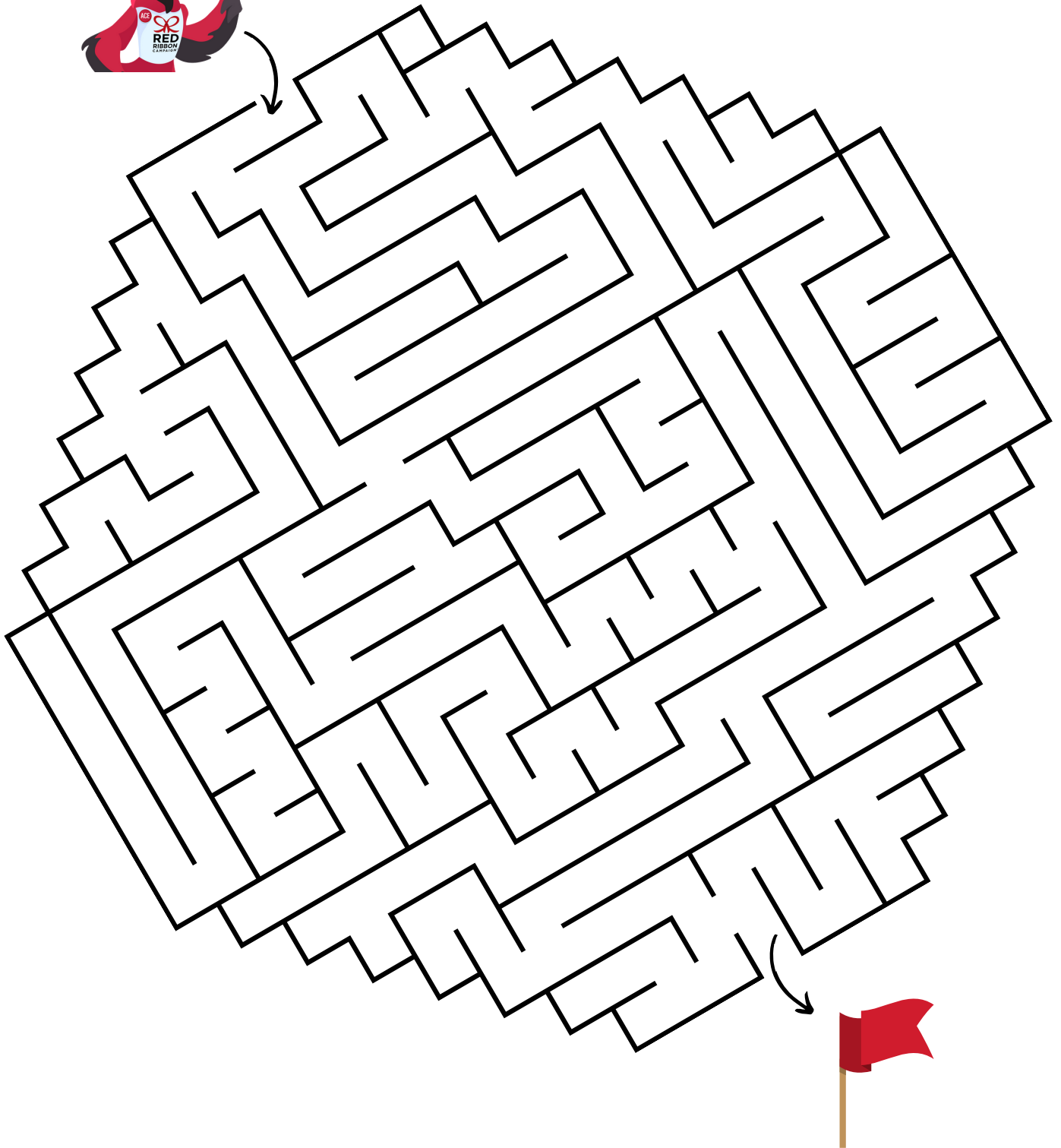
August 15th is International Relaxation Day, but it is a great idea to make relaxation a part of your daily routine! Choose five yoga poses from the image below. Hold each pose for one minute each. It's okay if you wobble or it isn't perfect! The more you practice, the easier it will become! Do this as many times as possible throughout the month. You can try the same poses repeatedly or you can try new ones to discover which are your favorites. Do it alone or with a friend or family member.





# Flag Maze Fun!

Help Ace find his bright future!





## Coloring Fun!

Choose your favorite colors to complete this picture.





# Color by Number

Have you ever wondered why you spent so much time coloring when you were younger? Coloring is one of the most calming and relaxing things you can do! It's no wonder Kindergarten teachers have their students color. Many adults also use coloring as a form of relaxation and therapy. Try it! Use the code provided (or choose your favorite colors) to complete this picture





# How do you handle disappointment?

In my own words, disappointment is...

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A time when I was disappointed...

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My response to the disappointment...

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---

Was that the best response?

How could I have responded differently?

---

---

When I am disappointed, I can talk to

---

because

---





# Got Goals?

There are some things we purchase as soon as we decide we want them, and there are other things we can purchase after we have saved enough money to afford them. What is something you really want to buy? It can be for you or someone else. Create a plan to make it happen!

Item I wish to purchase

How much does the item cost?

What is my plan for saving for the item?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Drugs Free Maze Fun!

Ace knows how important it is to be drug free! Help him make sure he does just that!





# Follow the Dr's Orders

We often hear about the dangers of what many refer to as "street drugs," however, prescription drugs may also be harmful when they are not used as directed. Doctors give explicit directions for any medications they prescribe to their patients. Despite this, some people still choose to disregard those instructions. Complete the information below and create a PSA to teach others about the dangers of all drugs. Share it on your social media pages and text it to family members and friends.

|    |                                     |                    |
|----|-------------------------------------|--------------------|
|    | <b>Prescription Drugs</b>           | <b>Other Drugs</b> |
| 1. |                                     | 1.                 |
| 2. |                                     | 2.                 |
| 3  |                                     | 3                  |
|    | <b>Prescription Drugs (Harmful)</b> |                    |
| 1. |                                     | 1.                 |
| 2. |                                     | 2.                 |
| 3  |                                     | 3                  |



## But First...Think!

Think of a time you said something that upset someone or someone said something that upset you. Use the guidance below to determine if there was really a reason to be upset.

|                              |  |
|------------------------------|--|
| <b>T</b><br>is it true?      |  |
| <b>H</b><br>is it Helpful?   |  |
| <b>I</b><br>is it Inspiring? |  |
| <b>N</b><br>is it Necessary? |  |
| <b>K</b><br>is it Kind?      |  |





# Are You Socially Fit?

For the next two weeks, monitor the amount of time you currently spend on social media. Use the features on your phone to help you.

| S     | M | T | W | T | F | S | S     | M | T | W | T | F | S |
|-------|---|---|---|---|---|---|-------|---|---|---|---|---|---|
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |
| _____ | ○ | ○ | ○ | ○ | ○ | ○ | _____ | ○ | ○ | ○ | ○ | ○ | ○ |

What is something you really need to focus on? A class in school? Training? College applications? Community service? Cleaning? Develop a plan to use some of that social media time to meet other goals.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   |   | 9 | 2 | 7 |   | 3 | 5 | 6 |
|   | 3 |   | 8 |   | 6 | 4 |   | 2 |
| 6 | 2 |   |   |   | 4 | 7 |   | 8 |
|   | 5 |   | 9 | 1 |   | 8 |   |   |
|   | 8 | 3 |   | 4 |   |   |   | 9 |
| 4 | 9 |   |   | 8 |   |   |   | 1 |
|   | 1 |   | 7 |   |   |   |   |   |
|   | 7 |   |   | 2 | 5 |   | 6 | 3 |
|   |   |   | 1 |   |   |   |   | 7 |



# Coloring Fun!

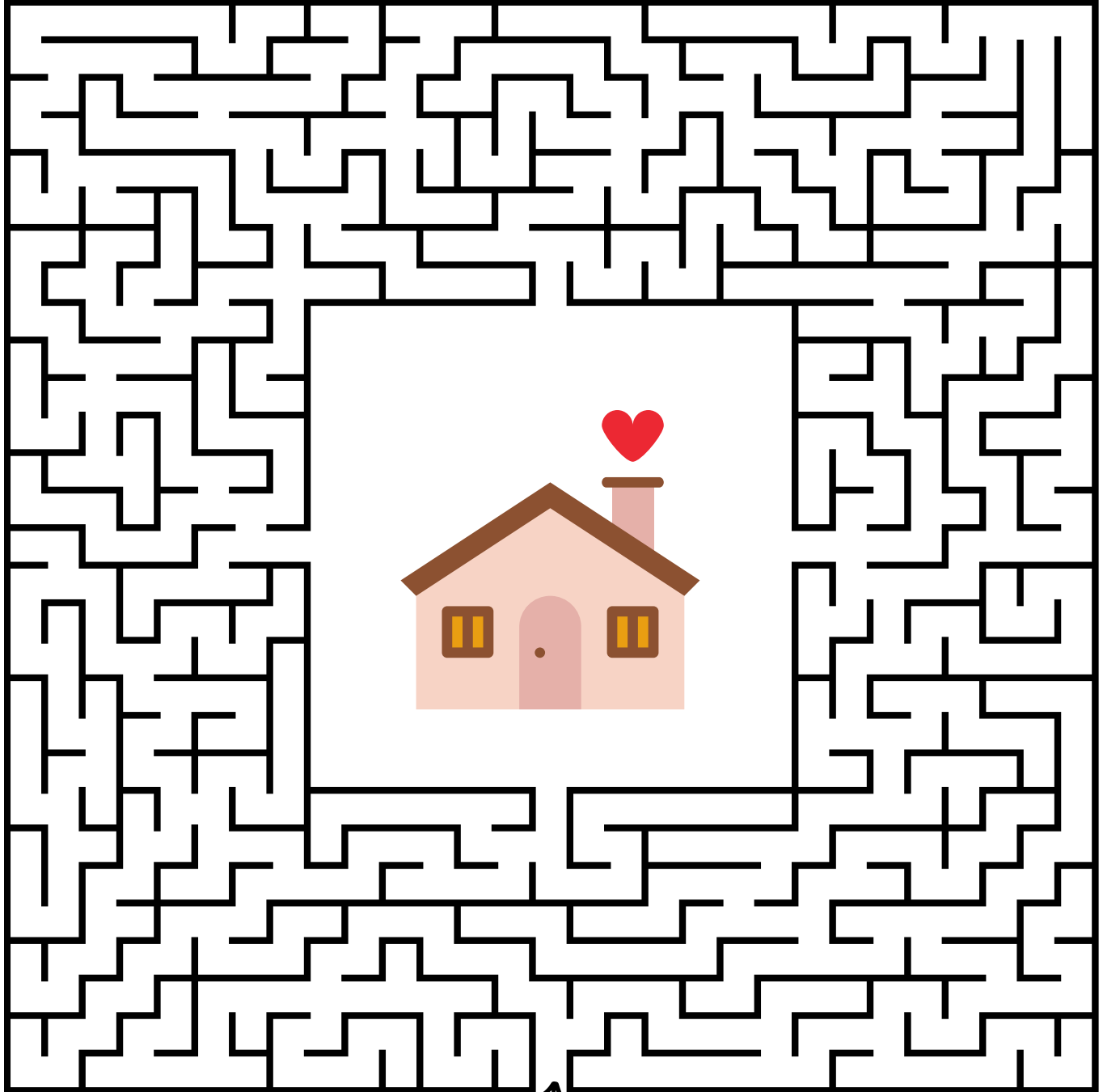
Choose your favorite colors to complete this picture.





# Home Maze Fun!

Ace has dreams of having a nice home. He can have it with your help!

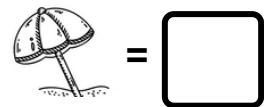
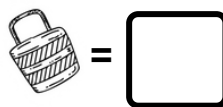
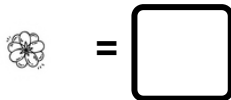
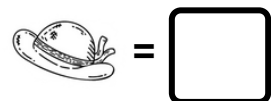
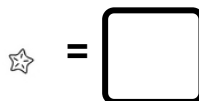
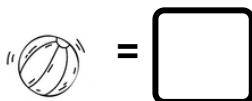
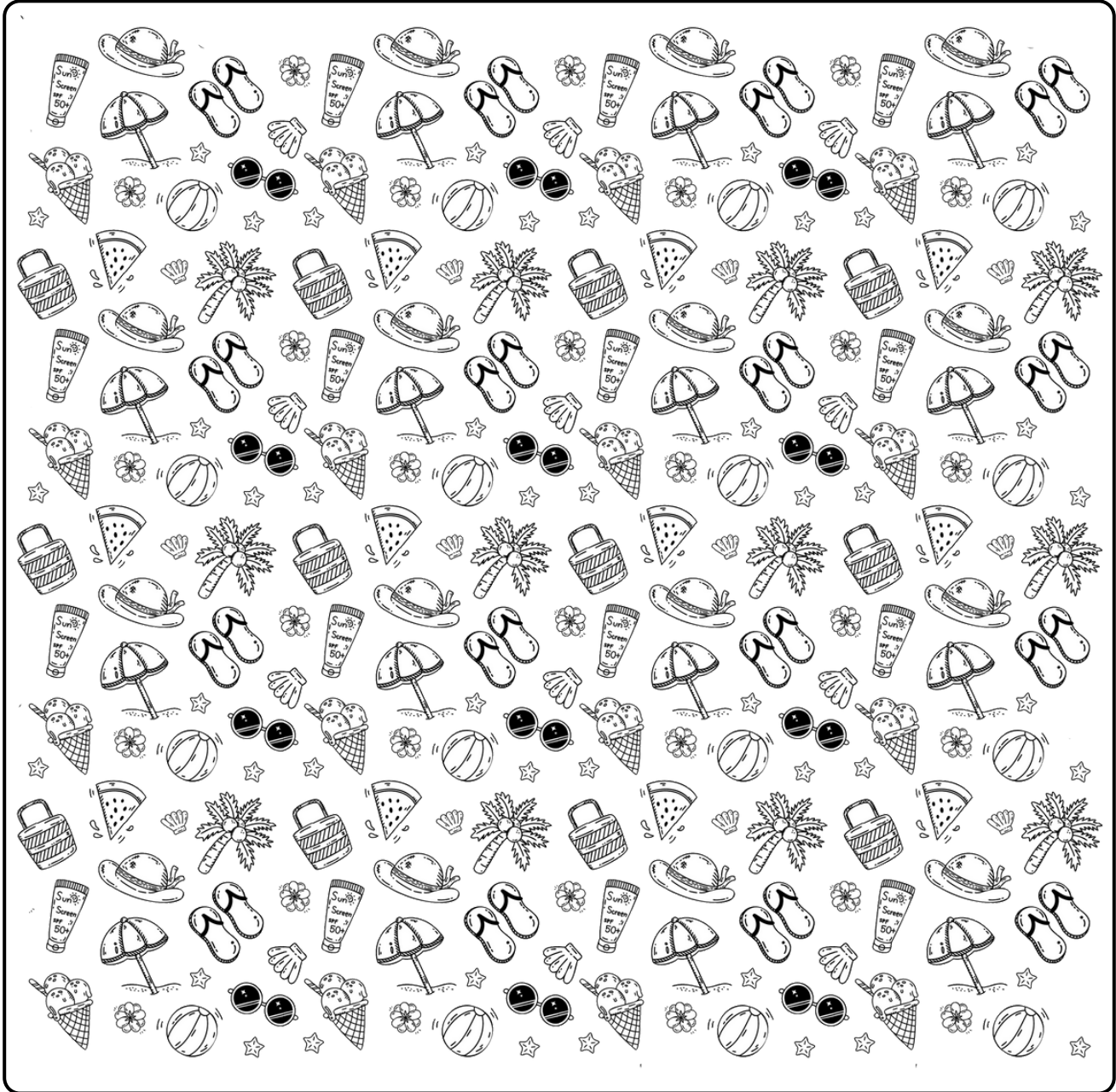






# Beach Vacation I Spy

Find the items and write the number under each section.





# The Perfect Summer Picnic

## PERFECT SUMMER PICNIC





## The Perfect Summer Picnic







- August is National Picnic Month! Plan the perfect picnic for your friends or family.
  - Create a menu of foods and beverages that includes something each guest will enjoy.
  - Think of at least one activity or game that allows you to connect without using your cell phones.



- Once you have all the details, create a personal invitation of your choice to see if they would like to join you. You could write or record your invitation.
- Does the person you want to invite live out of town? No worries! Include a virtual option to connect from wherever you are!



**Here's a checklist to make sure you include everything needed for the perfect picnic!**

- Location, date and time 
- Food and beverage menu 
- Picnic supplies (basket, paper towels, cups, etc.) 
- Items for setup (blankets, pillows, chairs, etc.) 
- Games/Equipment 
- Invitation 



# The Perfect Summer Picnic.

Location / Date / Time

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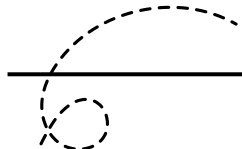
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Items for setup

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Games/Ideas

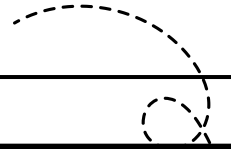
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Picnic Supplies

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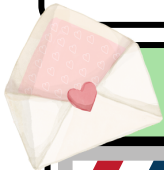


# Summer Picnic Planning

## Food and Beverages Menu

*Menu*

## Invitation





# The Perfect Summer Picnic Word Search

Find the words given in the word bank.

b b q z z e o d u f s i u z b s i s m w i f r i f p c t p z  
q e a y t f a a m s a n d w i c h e r t i h r a q a r x m x  
a c f s k d a n g w d u k z j j h a e j k r k o a a b c b x  
y c j i k v f t s f d r l g a m e s t m v s t t p o v a q l  
y w i v x e q b t u h l x e x o g d l p r z l i v d j m t d  
f h h e o s t j r w z y d d t a b l e c l o t h c c u p s j  
z z d b w p z x a a c g o y g t r g o l k o k u u d j g f h  
s t m x b a b n w d g n a p k i n s h v h k z q p h v q t u  
v q e t l i t m b r r c y v o w a o j v a i o a q p k b q l  
o i a i a j y e e m a e q x v s s p l z f f n f k n i f e e  
s t a c n c n z r h s h n y c t g o n i g f q s r z x a g u  
z h f y k t i o r m s j c b f j j t e g h g j l e x h l k r  
q j a p e x i b i t e y y p u f s a g z a w a r e c y n o a  
k q n y t z u d e f p l j b x x o t t h k k x v x t t q e y  
e d w j o b v n s p n s o d d l b o b a l l s i g j m s n p  
j l l a u i n w f o q d s n x g a s h e j h l l f g t x g m  
o h j m t u t m b t h t f x l d d a z r c x d u r v f e j v  
o h q s t v n g a a v k x x o t f l a d p a o h e p i l i s  
t s d g n r c h y t s t b d r z o a h s g b r k x i t c y q  
b u e s r q y s g o s k g o d d r d e c l b n z i a f i x g  
o i s z b a d a s c x v f k o k k l u n c c w p q j u w x a  
g i s k j i p v d h t x d g i f w m l v o w a s p a z o b b  
e f e q g u h e j i c x g v c w c k x m d j r t p g o b s z  
h n r r w v m z s p i d p m a n i a i i y c v w t o h d x v  
r e t p v g r b o s b f l o f d b c r s g p u l j u o g q w  
k s n m e v s f r z e h c p f m l s t d p u l u s i k n c z  
x p r w m k x z t e m s p q t n k l q b s m u a l m x n c d  
o k s c v o p j z u l l p q g d z k c j g z r b t n y y g a  
g o c x e u d m g a k l t z x t t o r m c z j f l e j o u v  
l k u k n o h j s m r x a c e z n w j j z t m c x d s b n w

## Word Bank

Strawberries

Potato Chips

Insects

Ant

Grass

Potato Salad

Umbrella

Fork

Grapes

Cards

Tablecloth

Cups

Dessert

Basket

Games

Balls

Sandwich

Napkins

Spoon

Watermelon

Blanket

Plates

Knife



# Smile!

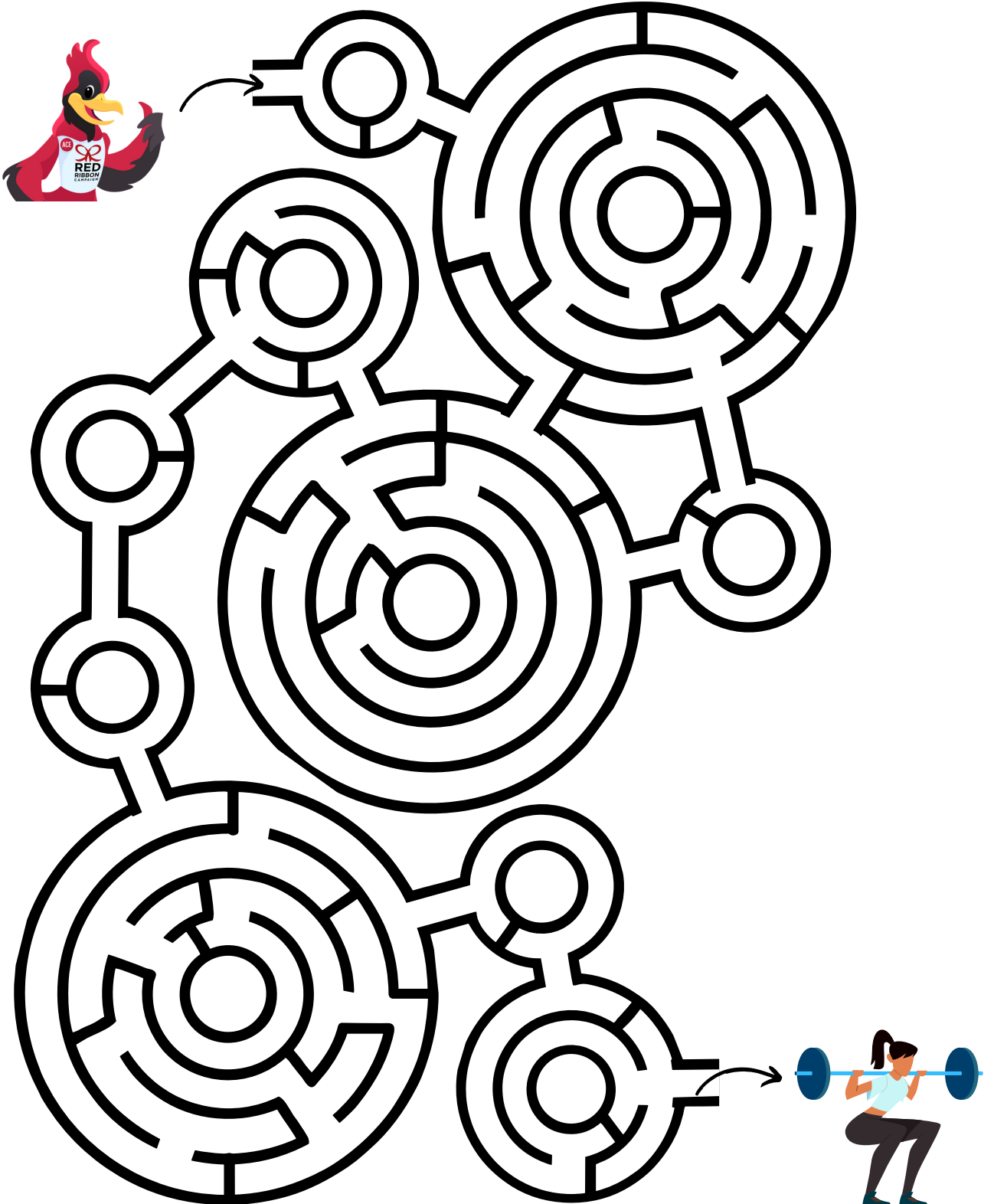
Scroll through the pictures on your phone. Choose 3 pictures you took with 3 different loved ones. Send each picture with a note saying, "Don't we look great? 😊" You just made someone smile!





# Lifting Weights Maze Fun!

Ace wants to try out for the basketball team and decided to get in shape. Where should he start?







# Coloring Fun!

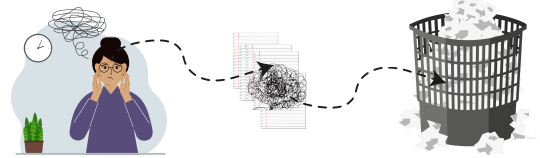
Choose your favorite colors to complete this picture.





## Trash Talk

Having healthy relationships with others begins with having a healthy relationship with yourself. Sometimes the negative thoughts we have about ourselves and those we hear from others keep us from being our best selves.



### Materials Needed

- 5 sheets of paper
- a writing utensil 
- a trashcan or something that can be used as a basket 

### Directions:

1. Cut each sheet of paper in half. (This means you will end up with 10 pieces of paper.)
2. Write 5 things (one on each sheet) that keep you from being your best self.
3. Crumple each sheet of paper.
4. Place your "basket" far enough away that it becomes difficult to throw and land the paper into it.
5. Throw each sheet of paper into the basket. If you don't make it the first time, try again until all 5 sheets are in the "basket."
6. Recall the five things you "trashed." On the remaining five sheets of paper, decide how you will make small changes to improve in each of those areas.

**Lesson:** *Whether it was easy or hard to make your "basket," you kept trying. Anything worth changing is worth working for. You can do hard things!*



# Friendship Word Search

Find the words given in the word bank.

r c o n s i d e r a t e w k r b v x v v b s l e b l j u f k  
 w x o p r a d r m c m w r g q y i j y t b j g j e c j l p h  
 s w h u a l p q i f m w e h f w c a v k e q e c q c v b b p  
 g r i n r l f c j q y a s t r u s t w o r t h y u y l b p a  
 p b e i i t s h o t p j p j d o t q w z c u y b i c i d x t  
 y s z n t s e c m z q n e g e n e r o u s q y l v i i v y i  
 y e v r c k u o t u c p c f o d j k c j f f g g g t r w g e  
 e t c b t o e y u w b z t o v h w a o k c e j z o a o b e n  
 y u q h l z u w n s i u f q l o z r m f h r p y o i e q p t  
 f z v b q w c r u k s l u c k n m v p t h g r g d f y r f y  
 l b d z f f p v a t q w l b b e g r a r a i x k l q i g t q  
 e r u m n z p j z g h k n r e s f e s b h g i k i h k c a b  
 g k a k q k f e m f i p n a y t k n s v m i p d s d o e p s  
 u i f e f b p j d r q n n k r z k e i o n y k o t y x t c e  
 b k f u x a h f y w b a g s t n a o o m b f i b e g n n r s  
 g w u a g n b l p z b k g c z m n h n i y f n r n x b e l u  
 l x p v a p t t j w w g u i i y k l a h v e d m e f k q e p  
 u g w o g c r n w g s m l o y a l i t w z a e n r h t t p p  
 g z o q s m c e u c s y j f r y y l e g c x k z w f x e n o  
 x c t z d i u e s t m o e m p a t h e t i c a a l w b j c r  
 f u g g s o t y p p k t c w s h h o k n u d v m a e m v b t  
 g w t l b x l i i t o r x u q s j o r c w i q b b m y l b i  
 f x a r y k u n v q i n h y i s e q b y i g s i b u p n e v  
 y p d g j v w j z e u n s d x v o n o a u a h t q r b d t e  
 n k k e k p w w p a n g g i z d k u p q b j v i s t r g f l  
 v a z n m a y b g n v n o h b w s d z i t a i o l u p b f g  
 e s x o k q k b w c x g c i f l g z e f y d m u v o h z l a  
 p c r k c j r v o q u j w h m u e a g l m i p s h p y k e y  
 p n d e o g u a a g o v p p f h u e k l i z i l l k b g u u  
 d w f v r e l i a b l e j a j j w f a p t v h i k n k a y b

## Word Bank

|               |             |           |          |             |
|---------------|-------------|-----------|----------|-------------|
| Compassionate | Considerate | courteous | reliable | Positive    |
| Good Listener | responsible | ambitious | Honest   | Respectful  |
| Encouraging   | Supportive  | Accepting | Loyal    | Trustworthy |
| Kind          | Empathetic  | Generous  | Patient  |             |



## Not Your Average Skittles

Some people say, "You are what you eat." Are you really? Maybe you aren't an actual cheeseburger, taco, pizza, or piece of chicken, but eating more healthy foods can energize you!



Being healthy starts from within! Having healthy relationships AND a healthy diet are a part of that! Surprise your family by asking to make a fruit salad to go along with your meal. Choose up to 3 fruits of your choice. You can even make your own sauce to pour over it.

**Let's go Chef!**





# Get Up and Move

Do you have any idea how long it takes you to walk or run a mile? Identify a safe space to find out! Ask a friend or family member to join you and time it!

Schedule time to walk or run at least twice a week. At the end of 30 days, time yourself again to check for progress.



Walk or run a mile:

---

Identify a safe space

---

Name a friend or family member to join you:

---

Benefits of walking:

---

## 30 Day Tracker

Color each circle when you achieve your daily target.



# Finance Word Search

Find the words given in the word bank.

m z w k n z n u y m y h k n r o i n v e s t k k c u a c u m  
r w a n t s d v z y v v e k u y e d v j x p w j a o t o q f  
z n f p n d n h y k c l z p g f c c n f f x s x b s g s v s  
g e p m n e e d s w w l p k l m p s j r y z g c q c i t r i  
t a t g t n x m s b m v r k f z b r r m n n h g o e x i m i  
f r e e m a r k e t e v w i o o a s f o d c p w w p d s e n  
o d t v r v n q p n u p g i s e b z w e l w q u n m f s b t  
f i q i v j f t i y f e m k c i n q l u t l n l e t u m s e  
g o n c u j q g r c q u k k a x r o w z z s j g r u j l i r  
b e w c b g f h m j w i j y l p f n e d l o i v s z z j h e  
s a v i n g s w s v y t z n f f c o o v d i z v h m g w l s  
w w k r u d r w d p s e k s h s u y b n a v f f i z b o b t  
d q q r y c a p i t a l u j i v p j c j h h a i p x q o c d  
e b v i r s g g p q h t k l h j u z e r t i d h n t a i b x  
m m l t q k n k l y v d e u z x k c b p c u v c l a y x b s  
a b w t n z m l d p x u v n a r n z v t o q k i p k n a j i  
n s j e a y u p x e s c e k s d e h p e n w n h j n k c y r  
d k z d a y y w p p b i e w h e i t x i s k w y b z r u e a  
a z i f f l z d q u w t c x q a i t i e u j a u d b w d f s  
m v i i n i t x a i p r o i w x r s y r m n v c w p x b h b  
m c y n c u j h u g u e n t a a x d o w e q e e f a f z e m  
j u a a r l t f y v i t o s m l g s d e r m f g d i d d f f  
l f e n e i f e q b q s m l d q n x t f i t e d a u z m e w  
p g j c d r l e e d c u i b a i r o b o s n j n z s j y f t  
q l b e i z b v a e d d c n b x c m v r c w x a t u c c u j  
i p u p t k s p q f y i s v l c g m j g n k a c l p g j k p  
z n d o e t d u s i i m t f k j t k a o h j s h m p o g d y  
n e g w e e o p s c o y c l i u w f b x y k c w d l o h n c  
j k e d o g f w n i d s z b o w o k u r k c t o t y d z i d  
v i t h a z k i z t d h e o g z f i p y q e r g q q s r l r

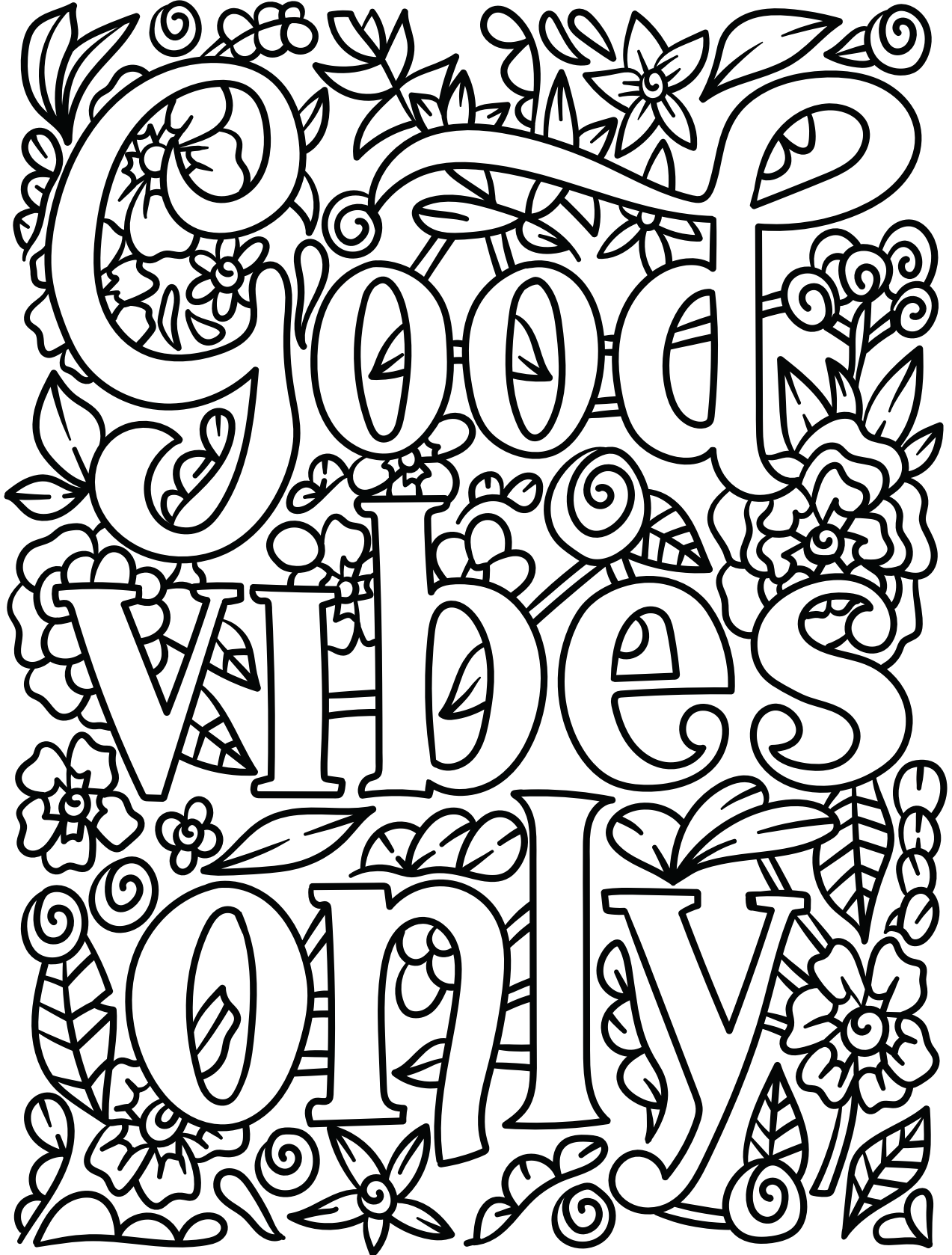
## Word Bank

|             |           |         |         |        |       |
|-------------|-----------|---------|---------|--------|-------|
| Retirement  | Economics | Capital | Savings | Supply | Goods |
| Free market | Consumer  | Finance | Invest  | Credit | Needs |
| Ownership   | Interest  | IRA     | Demand  | Wealth | Wants |
| Debt        | Cost      | Deficit | Stocks  | Budget |       |



# Coloring Fun!

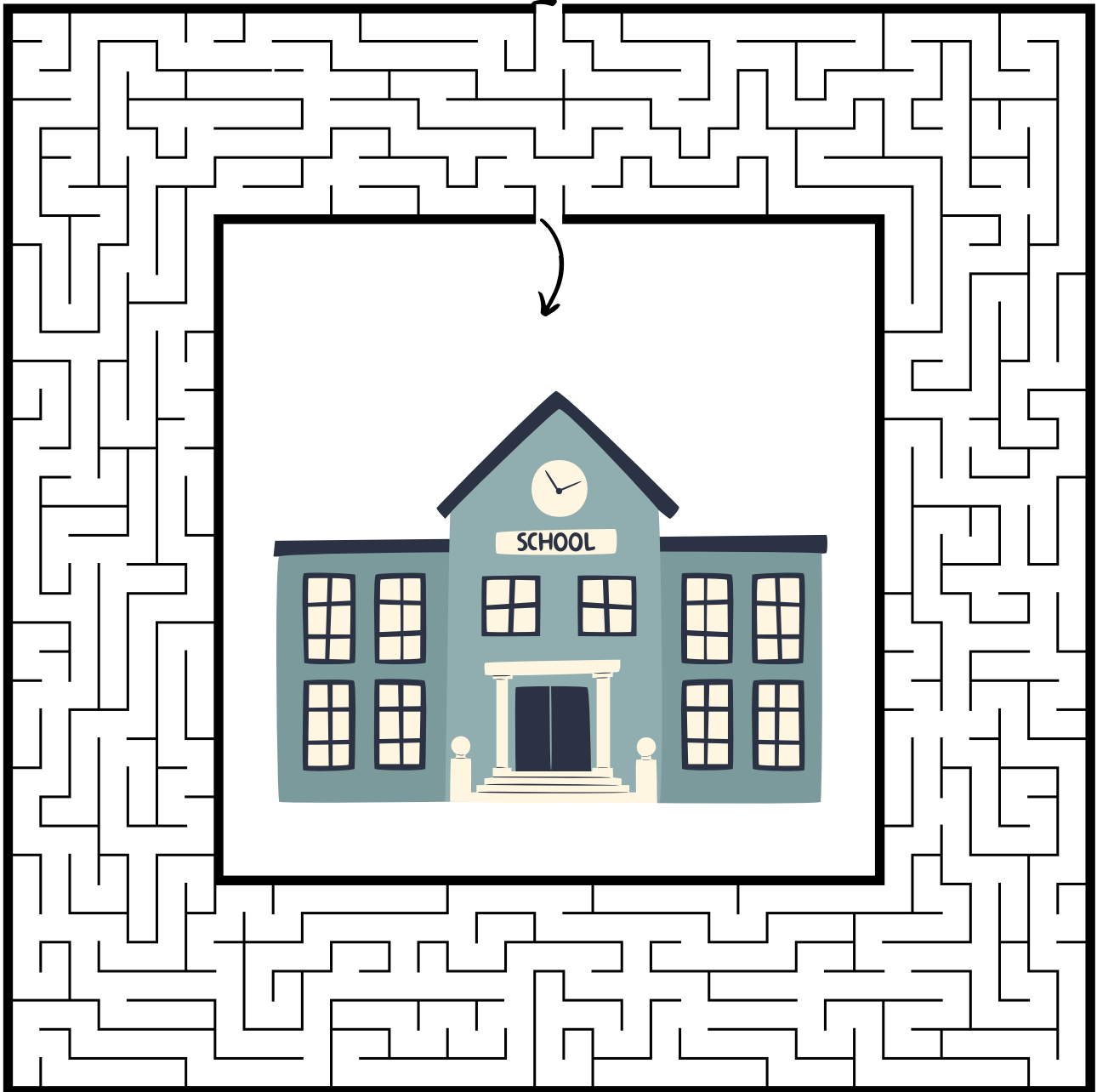
Choose your favorite colors to complete this picture.





# School Maze Fun!

Help Ace find his way to school.

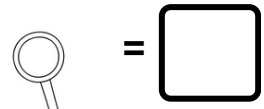
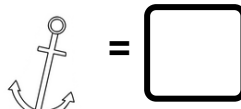
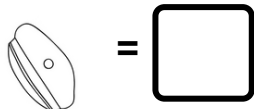
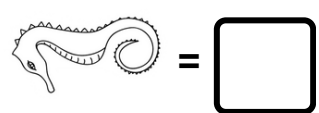
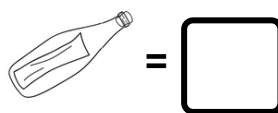
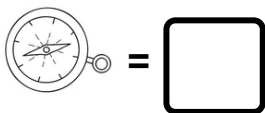
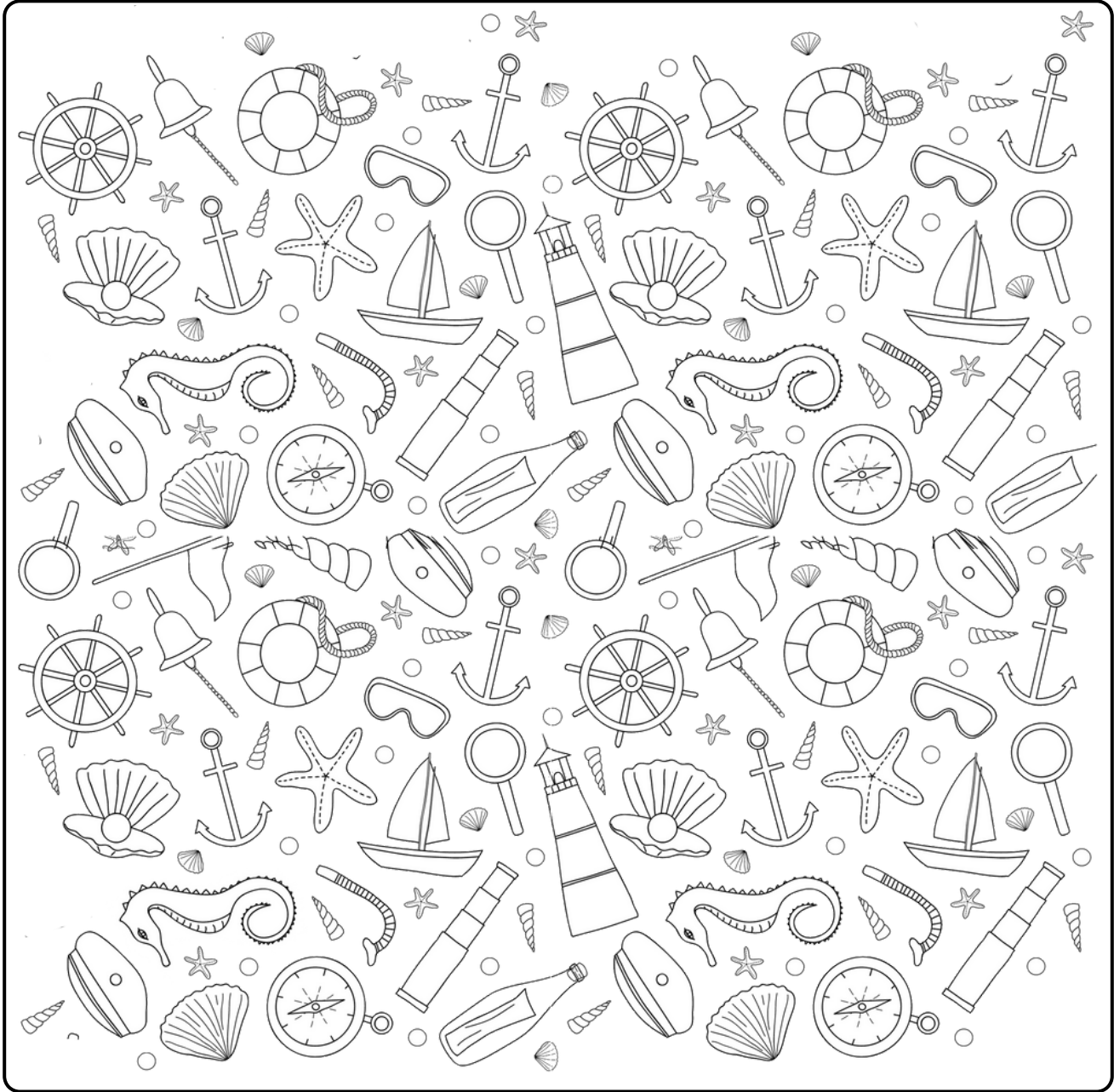






# A Cruise I Spy

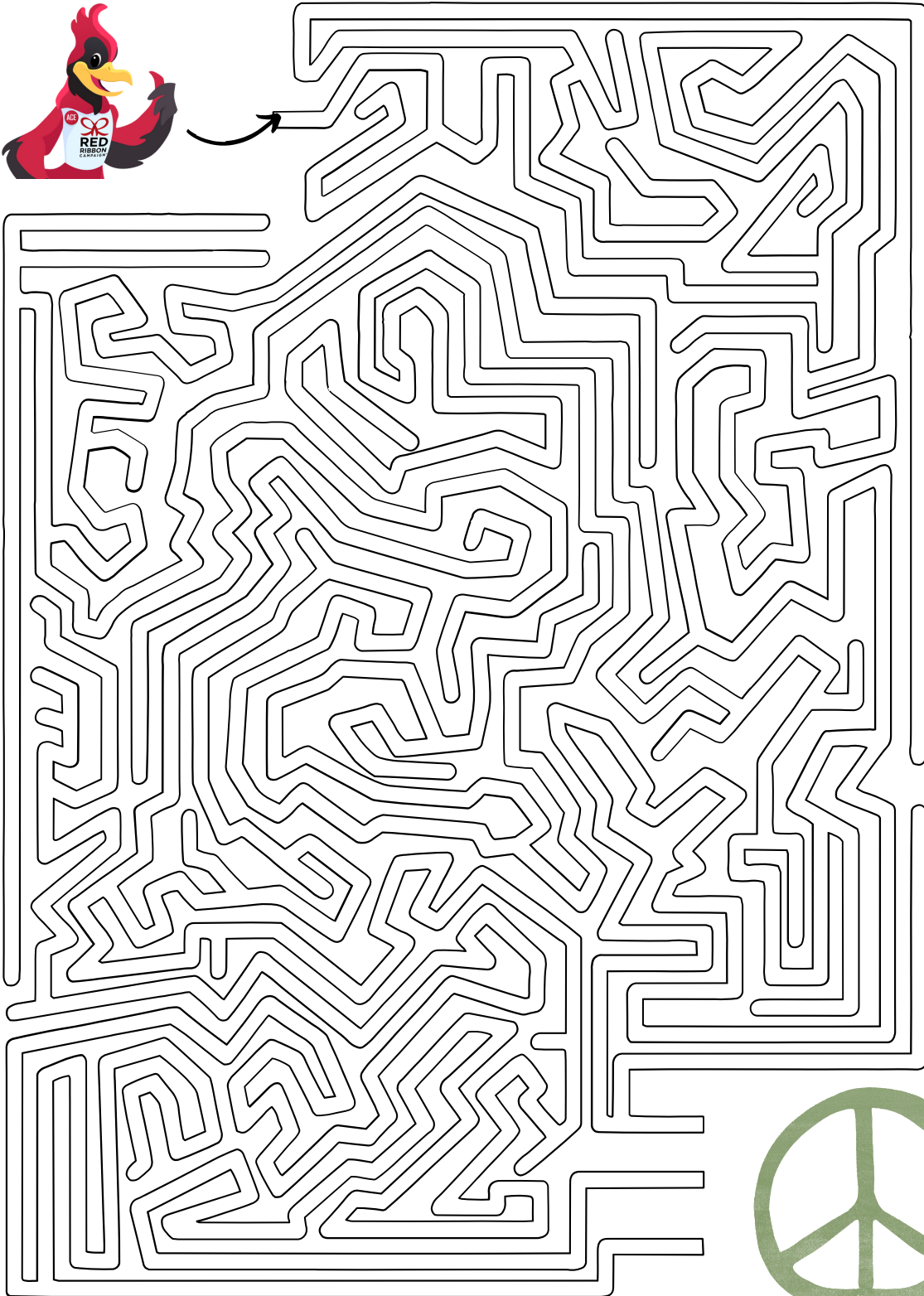
Find the items and write the number under each section.





# Peace Maze Fun!

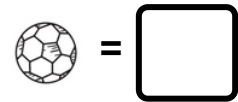
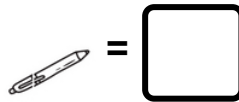
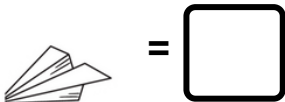
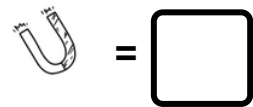
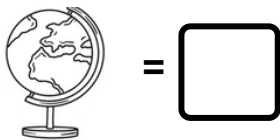
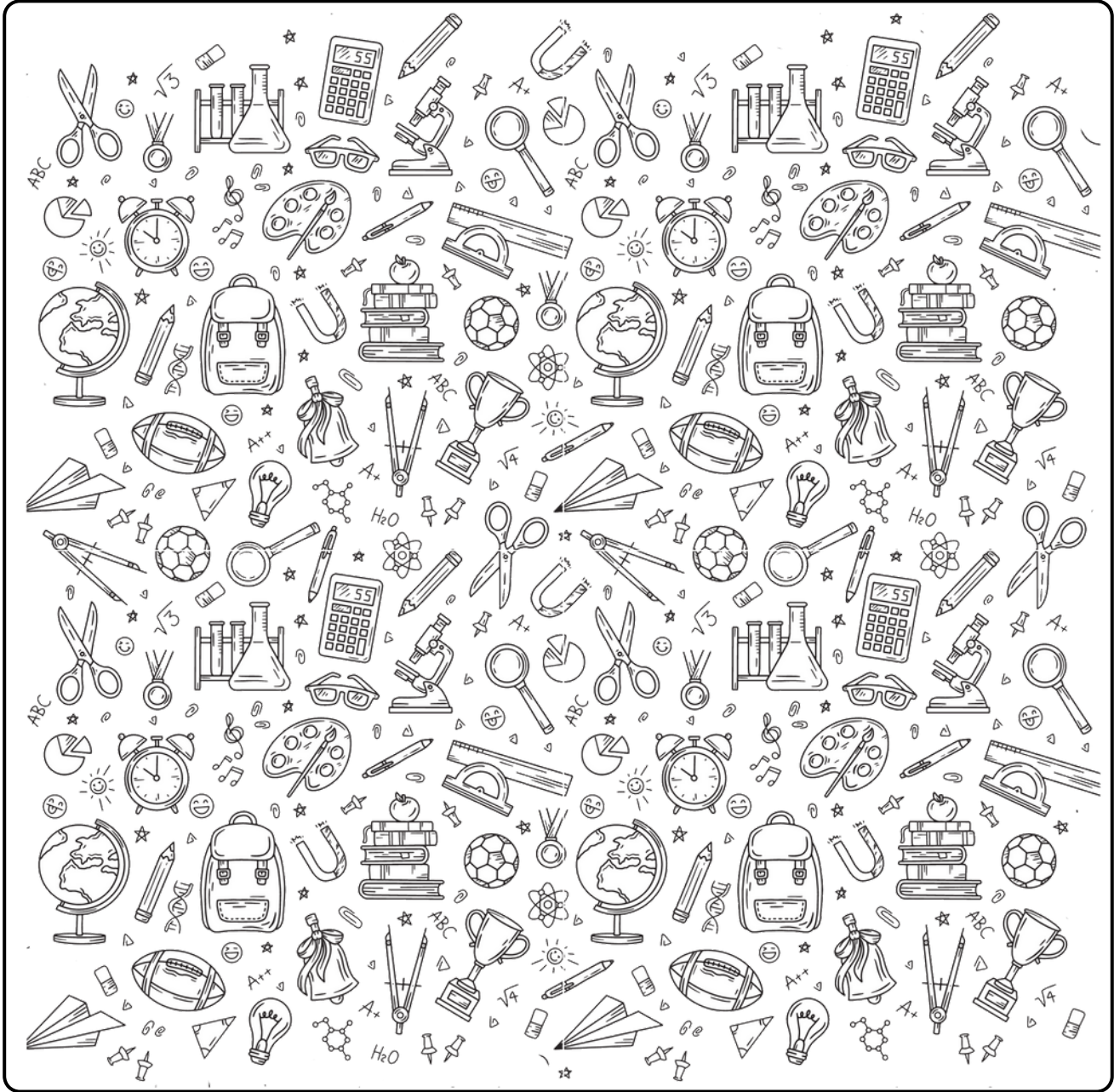
Help Ace find his peace!





# School I Spy

Find the items and write the number under each section.





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

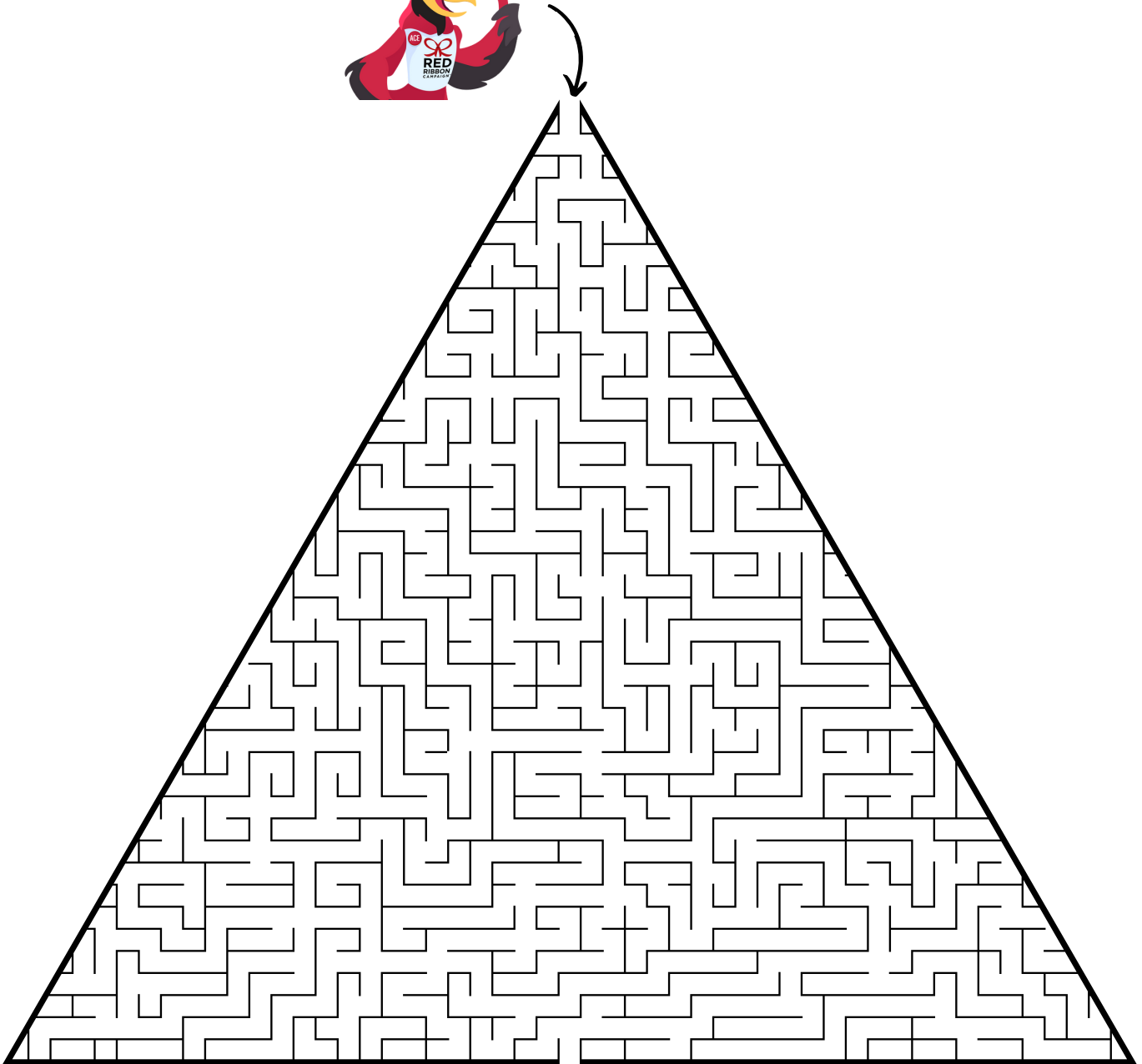
Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 8 |   | 1 |   | 4 | 2 | 9 |   | 5 |
| 3 |   |   |   |   |   | 8 |   |   |
| 5 |   |   |   |   |   |   | 2 | 1 |
|   |   | 8 |   |   | 6 | 1 |   | 3 |
|   | 1 | 5 | 9 |   |   | 2 | 7 | 8 |
|   | 9 | 3 |   |   |   | 4 | 5 | 6 |
| 9 | 3 |   | 1 | 2 |   | 5 | 6 |   |
|   |   | 2 | 4 |   | 7 | 3 | 8 |   |
| 4 |   | 6 |   |   |   |   | 1 | 2 |



# Bank Maze Fun!

Ace was just paid for helping his neighbor clean his garage. Help him find a bank to make a deposit.



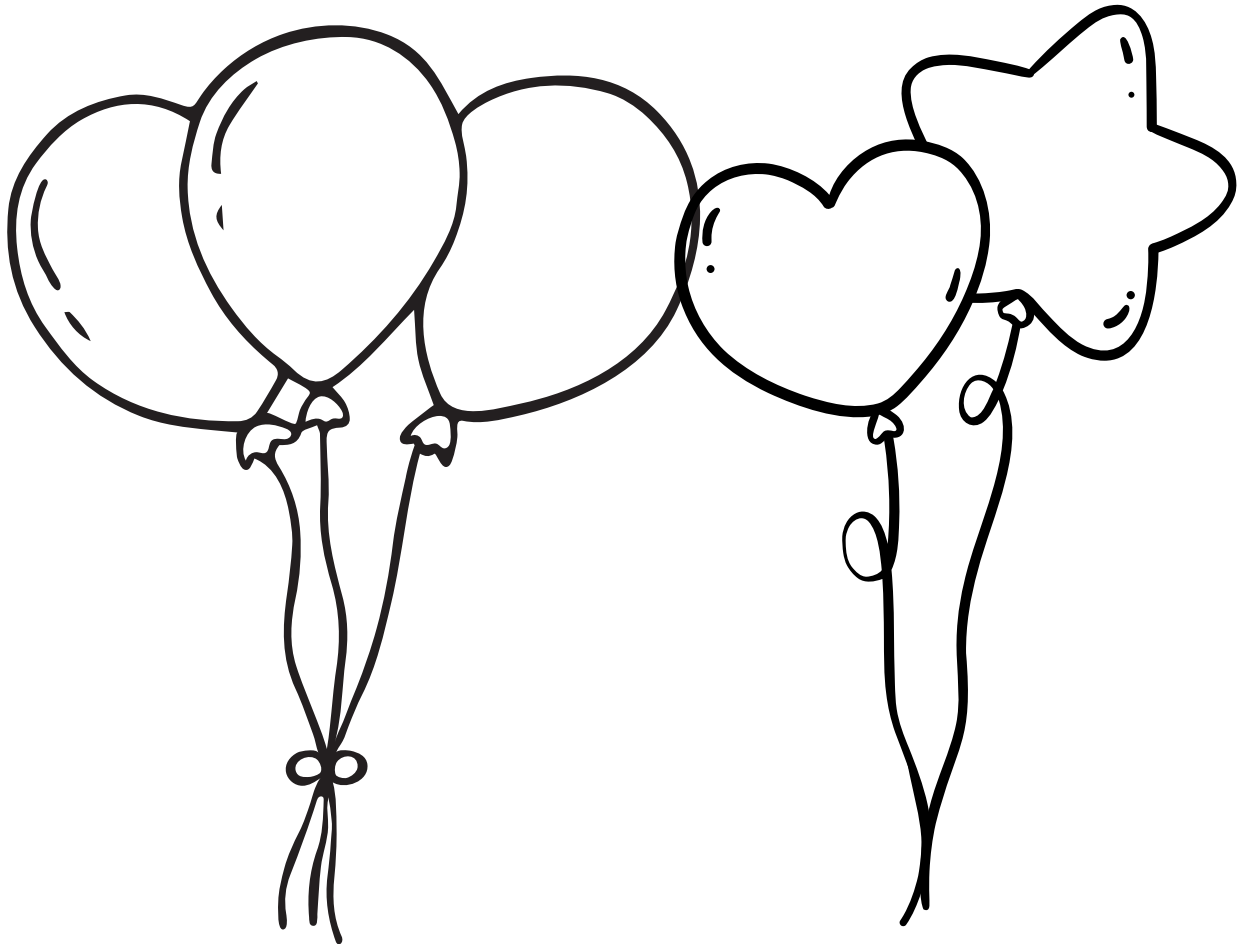
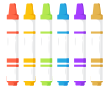


# Forgiveness Flight

Think of 5 people or situations you want to forgive. You may want to forgive others, but you might also want to forgive yourself. Write the name of one person or situation on each balloon. Release them to signify your willingness to let whatever happened go.

## Materials Needed

- 5 helium filled balloons for each person participating
- Markers





# Draw and Color

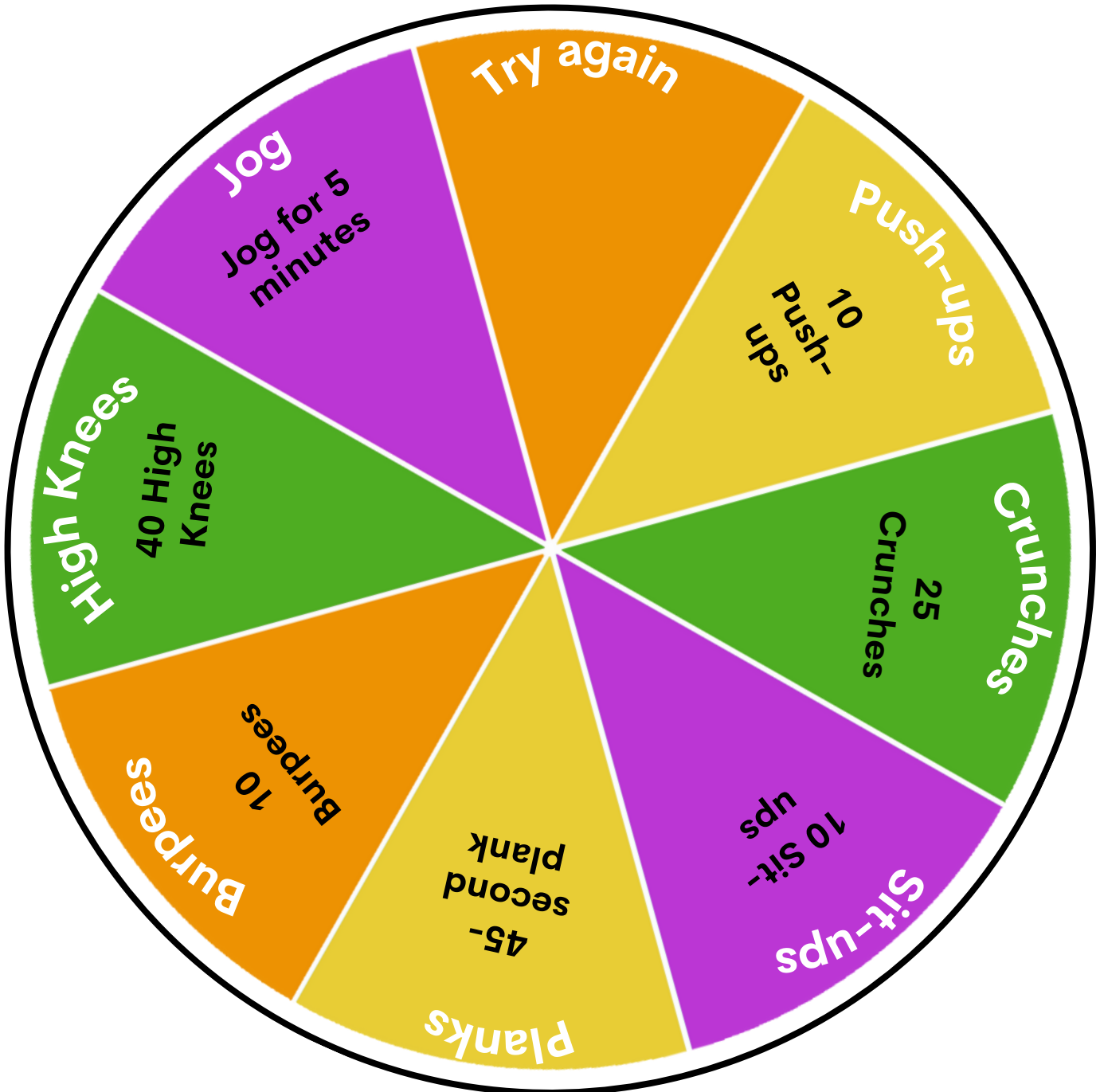
Draw and color the other half of the picture.





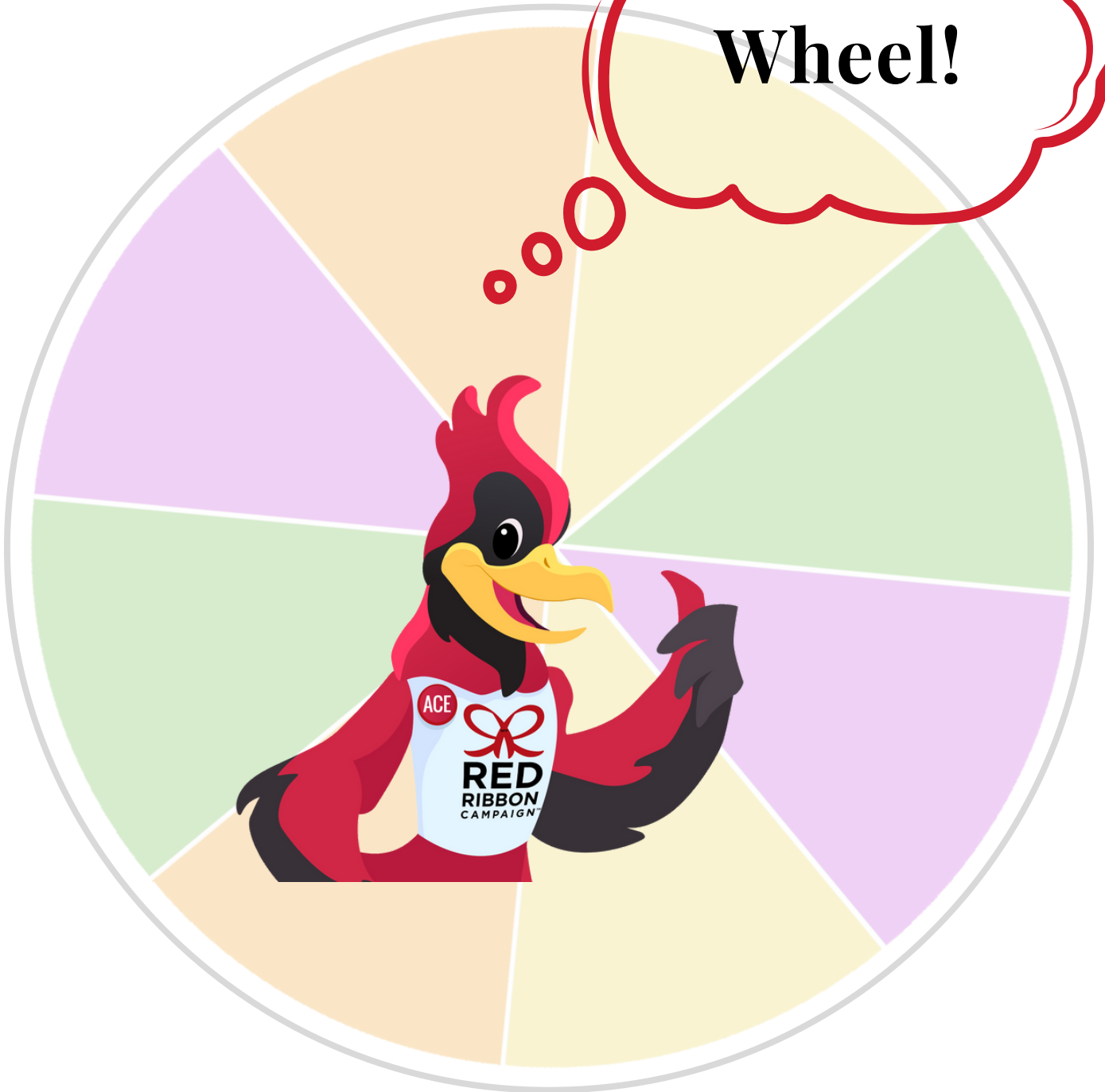
# Spin the Wheel!

All you need is ten minutes! Spin the wheel and do as many exercises as you can. Grab a friend or go at it alone!





**Spin the  
Wheel!**





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   |   | 1 |   | 9 |   |   |   | 2 |
| 2 | 8 |   | 1 | 6 | 5 |   | 7 |   |
| 9 | 6 |   | 8 | 7 |   | 3 | 1 |   |
| 7 | 1 |   | 4 |   | 3 |   | 2 |   |
| 6 | 3 |   | 2 |   |   | 4 | 5 |   |
| 4 | 2 | 5 |   | 8 | 9 | 1 | 3 |   |
|   | 4 |   |   |   | 6 |   | 9 | 1 |
|   | 9 |   | 7 |   |   | 5 | 4 |   |
|   |   | 2 | 9 | 4 | 1 | 7 |   | 8 |



# It's Better to Give! Word Search

Find the words given in the word bank.

p z c d x i f a d j y s k b g p g x c t c d t z g j m a x x  
 b w y h m s p m a x w a o k f g y r o a d m h i r v a b h m  
 f w q k v h h n s s e c i d c h x n j u r t c f o t z g a h  
 s g v w a f t e i s f d o n a t i o n s q n s b w c o f y s  
 m j c r n x o n l u n f h p t r a s e r v i c e t u e t h y  
 t u x e v p b o l t j r s y r m g b q p y a l h h s b p h k  
 y e a m u d k h d n e s x n o p a s s i o n m n m e p g u z  
 b a z a e e k s o w p r n w k o a q h w s h h t h l m q m f  
 h x q n h n x e k u e h d o h m u w f h p t w i k f u s a i  
 f o p s c d u r d p p f i u f w j k l h x m l m t l x h n s  
 o r n a h k y v x h b c u l r o q n c y d a t w k e n r i u  
 i c q m y u q a c e o l h n a z o u v s q w n b k s e d t p  
 c w e d m b g n f l t p u a d n r d r r j j f b u s y p a q  
 m o e s m o c t w p m q p f r r t t d v o l u n t e e r r d  
 y j l i k f n l o x u g e o m i a h w r q j o r d c l m i p  
 m o l l z p u e c b v j c i r o t i r m i r y x p b d d a z  
 r e m f e a x a y q f t h o a t j y s o u v m u v v q p n g  
 f b s i j c l d o j d n e e m x u m u e p x e a d f z j i b  
 m u r b g q t e g e r g d d q m s n s l r i o m s f s e q y  
 e n t f o s m r d j a b k k s a u m i d o s s f w i q a w x  
 z x e m y s x v m p d f n p y n u n k t b d p t j n z s l b  
 f n x c c c p s a d a e o d j d s q i b y x h b u h c y a r  
 i c g k e t r x r k c g i q f w a v m t y j w q r x e a z r  
 u l p a v s t y j m o t i v a t i o n y y v z m b z f d k s  
 b s r x k r s u b w c c g o u o p e c t j b p i s b s o t y  
 x j v j r e p i v j s q g z z f t q i t e f g h k v n d v h  
 g r x s h n n q t e y i h n k p f t j k c c p n y x g x n b  
 f o i w f x f x v i p x r t p r b b t e f g b f u l j i r g  
 s w p y x s y x l q e p d c l o t h i n g r h l l d r i v e  
 d d t v e x x q s k h s d z w x k j k b j d z m p m n i w e

## Word Bank

|                |             |           |           |         |             |
|----------------|-------------|-----------|-----------|---------|-------------|
| Philanthropist | Opportunity | Community | Volunteer | Charity | Passion     |
| Servant Leader | Fundraisers | Help      | Collect   | Growth  | Selfless    |
| Humanitarian   | Food        | Donations | Service   | Drive   | Food drive  |
| Give           | Motivation  | Clothing  | Shelter   | Money   | Necessities |



# The Giving Tree

Marian Wright Edelman said, "Service is the rent we pay for being. It is the very purpose of life and not something you do in your spare time." Plan a community service project that you can be proud of.

Who will benefit from this service project?

---

---

---

---

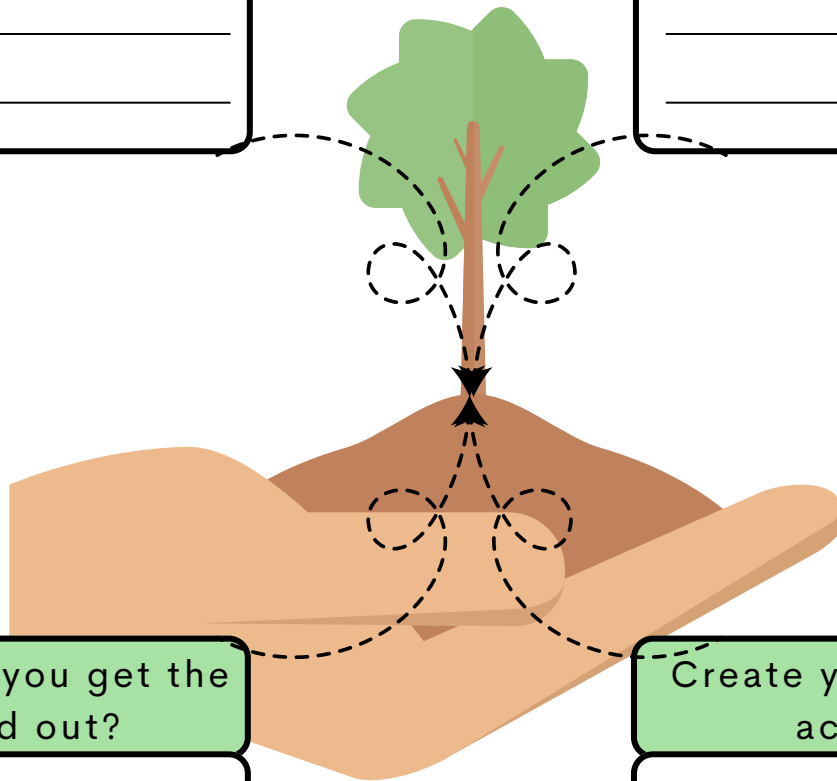
Who will be on your team?

---

---

---

---



How will you get the word out?

---

---

---

---

Create your plan of action.

---

---

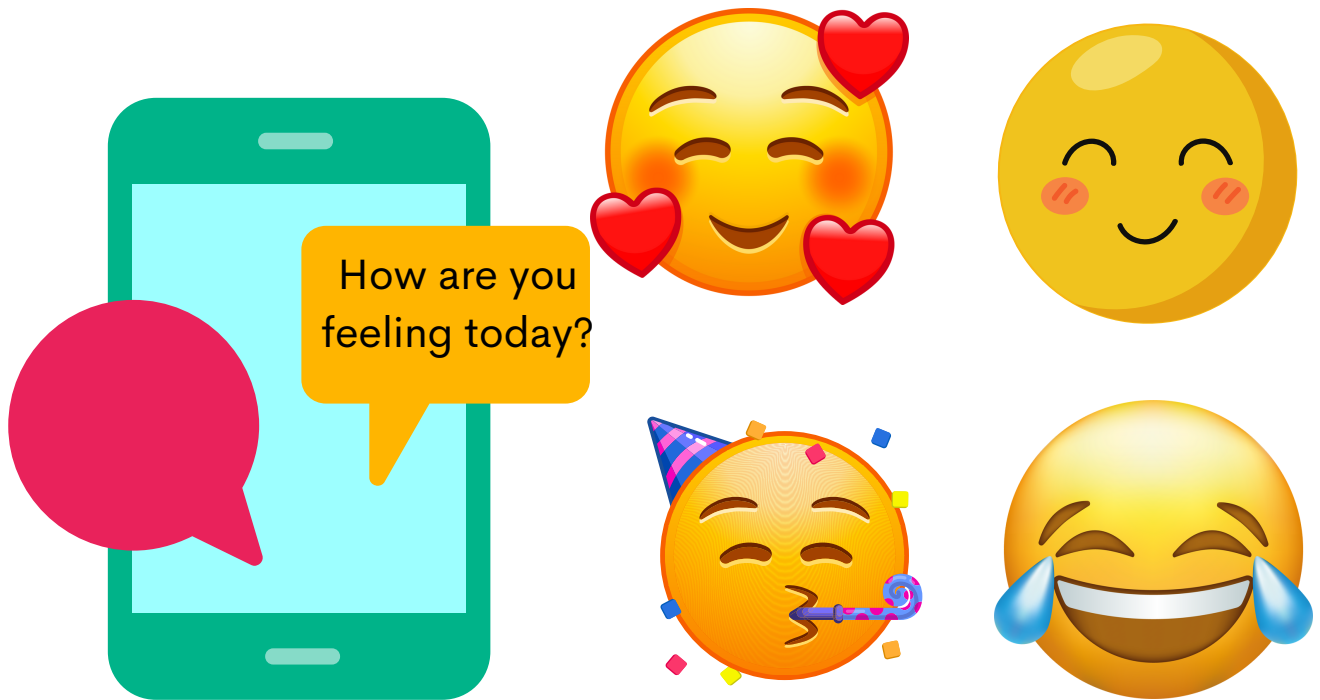
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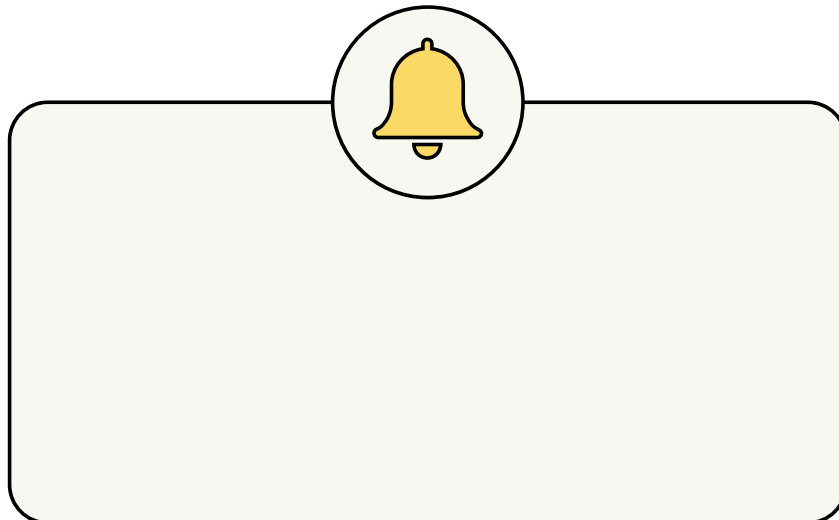


## Social Break!

Text the following message to 4 family members: How are you feeling today? Respond using emojis only.



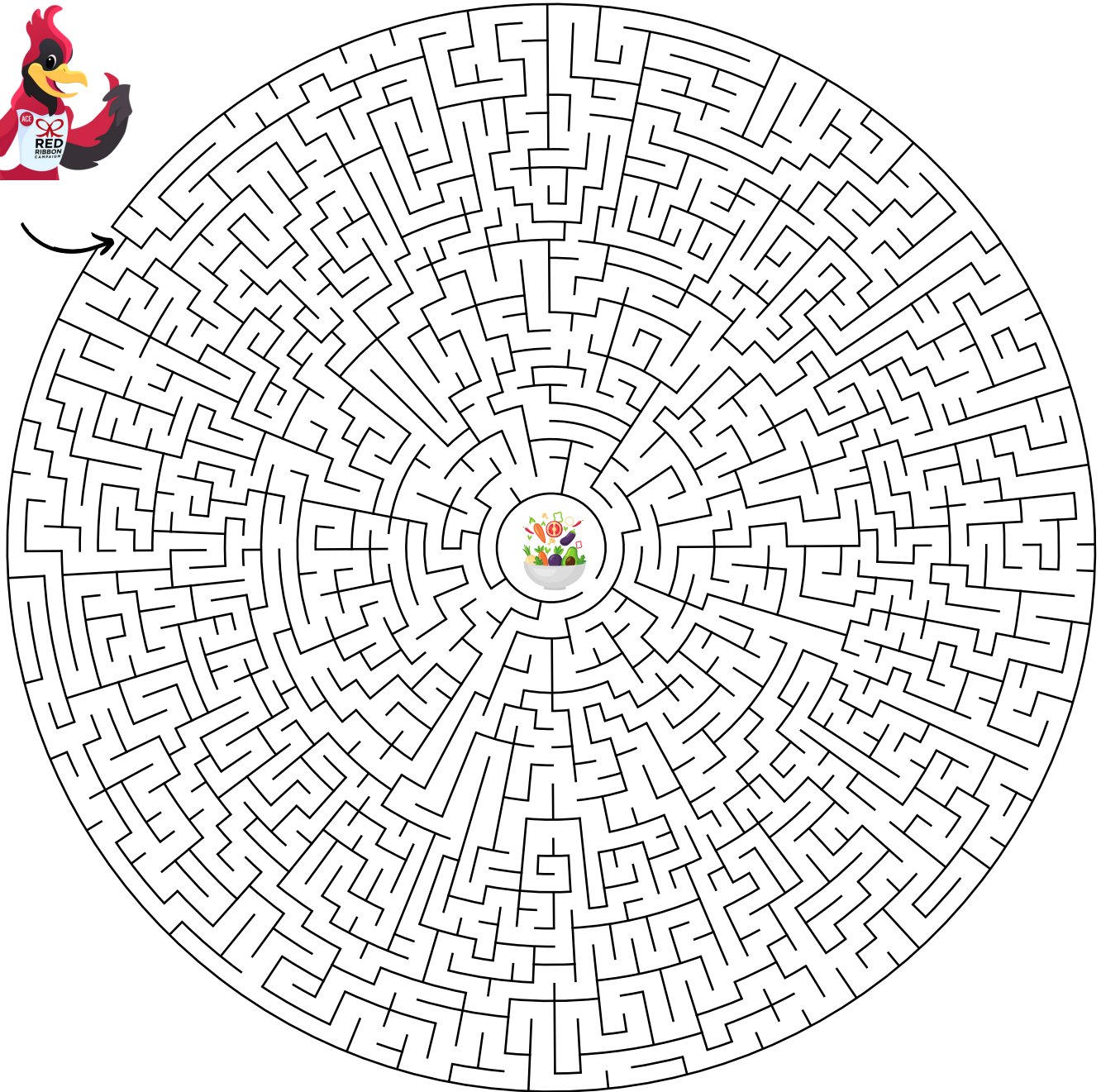
Set a reminder to check back in with those who are not doing well on another day.





# Healthy Food Maze Fun!

Ace has been eating too much junk food and decides he needs to eat healthier. Help him find his way to better choices.





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   | 5 |   |   |   | 9 |   |   |   |
|   | 1 | 4 | 7 |   |   | 6 |   | 3 |
|   | 3 | 8 |   |   | 2 |   | 9 |   |
| 7 | 4 |   |   | 9 |   | 5 | 1 | 2 |
| 1 |   | 9 |   | 7 | 6 |   | 8 |   |
| 3 | 8 | 5 |   |   |   | 9 |   | 6 |
| 5 | 7 |   |   | 6 | 8 |   |   | 9 |
| 4 | 9 | 2 | 3 |   | 7 |   | 6 | 1 |
| 8 |   |   |   | 1 | 4 |   | 5 | 7 |



# A Perfect Day

Some may say there is no such thing as perfect, but this is what a perfect day for me looks like...



Who would join you or would you be alone?

---

What would you eat?

---

Where would you be?

---

What would you be doing?

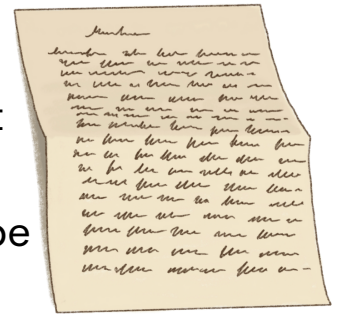
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## Could We be Friends Again?

Write a letter or create a text to someone you feel has wronged you. Discuss what they did and how it made you feel. After you are done, read it to yourself at least once. Do you feel better now that you've gotten your feelings out? Is this something that actually needs to be discussed with the person or maybe a trusted adult?



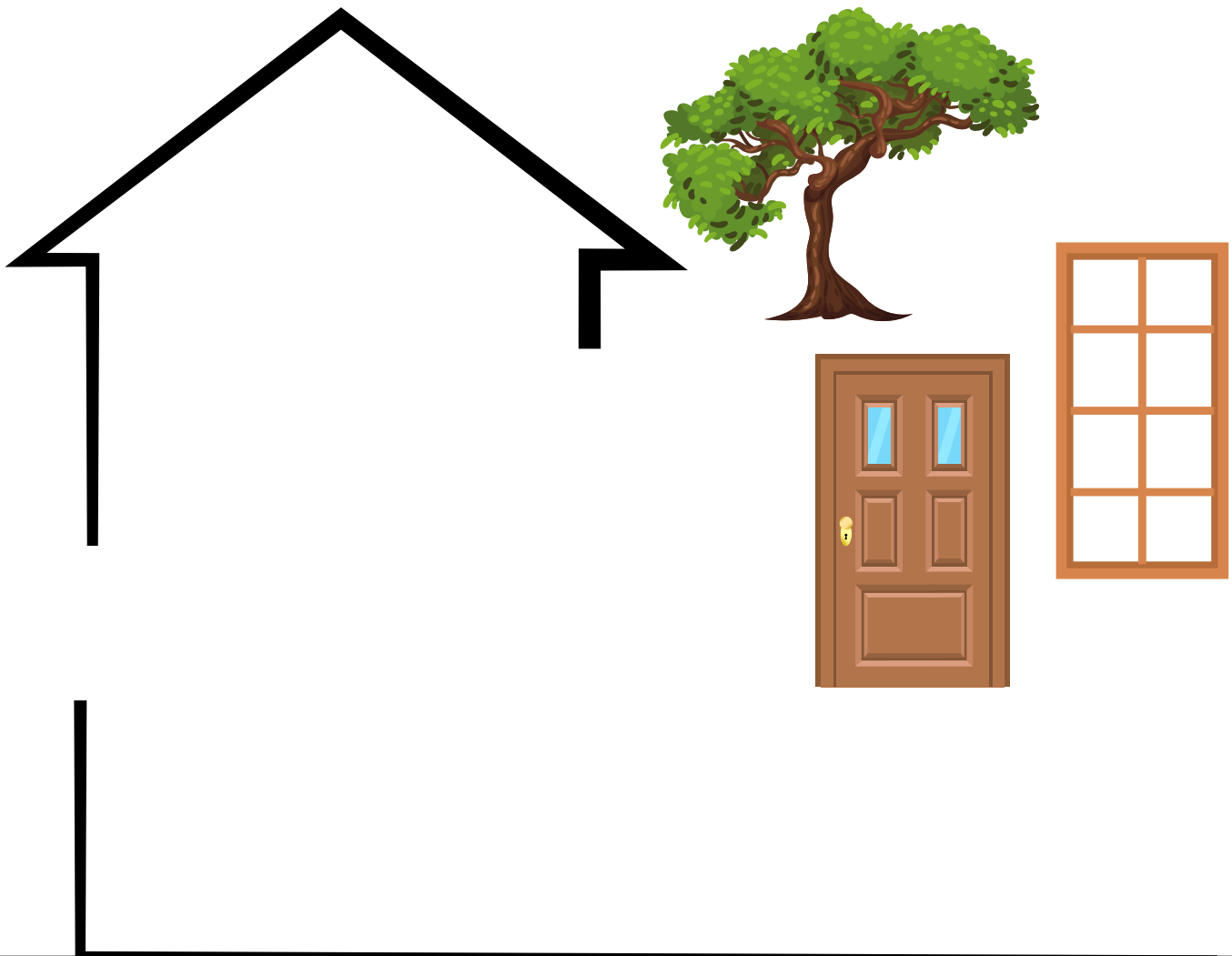
Ask yourself if you can forgive the person and continue your relationship or are you better off not communicating anymore. Regardless of the answers to these questions, decide what you need to do to heal and move on.



## Building for Your Future

For an architect to build a home, there must be a blueprint. A blueprint is a drawing or sketch of the final product. It also symbolizes there must be a process. What is the danger of not using a blueprint to build your home? How can we relate this to building a healthy future for ourselves?

Draw a house below. (Do your best. This isn't an art contest.) Label the parts of your house with those things you feel are needed to have a healthy future. Be thoughtful when labeling. From the foundation to the roof, consider the purpose each part of the house serves.





# Building for Your Future

This is My House!

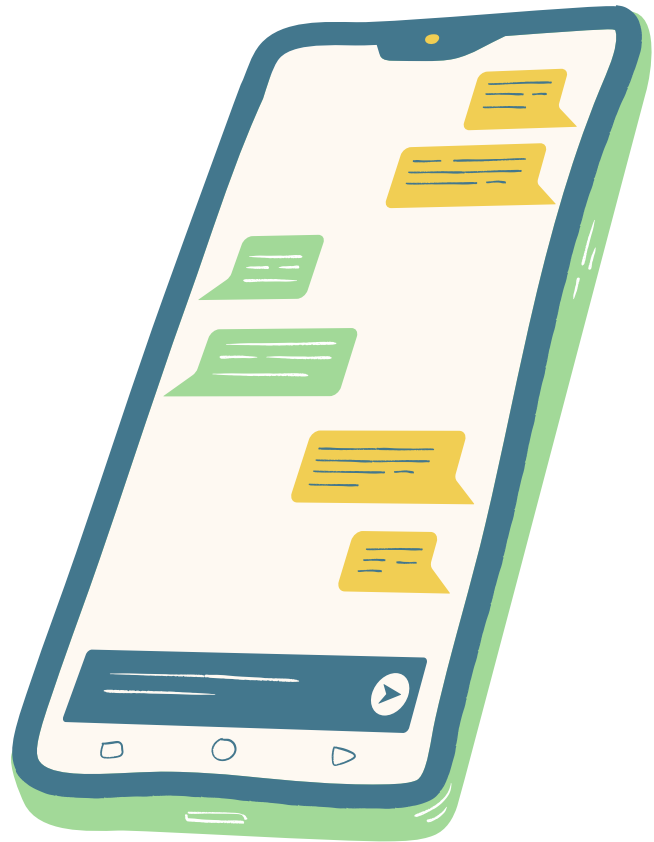
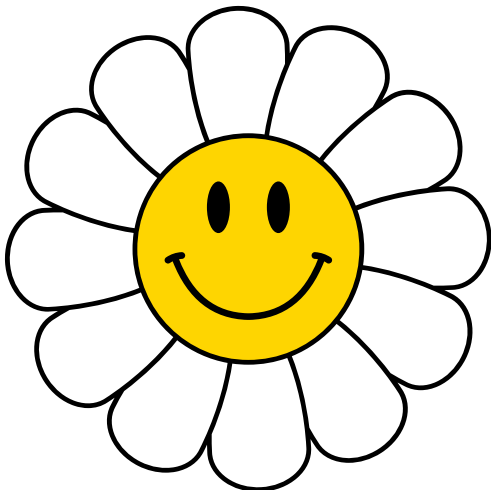
A large, empty rectangular box with a black border, intended for drawing or writing.



## Smiling is Contagious!

Have you ever had someone smile at you for no apparent reason? How did you respond? You probably smiled back because smiling is contagious!

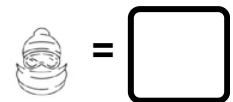
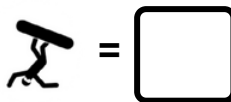
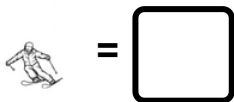
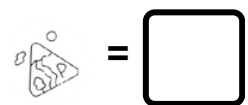
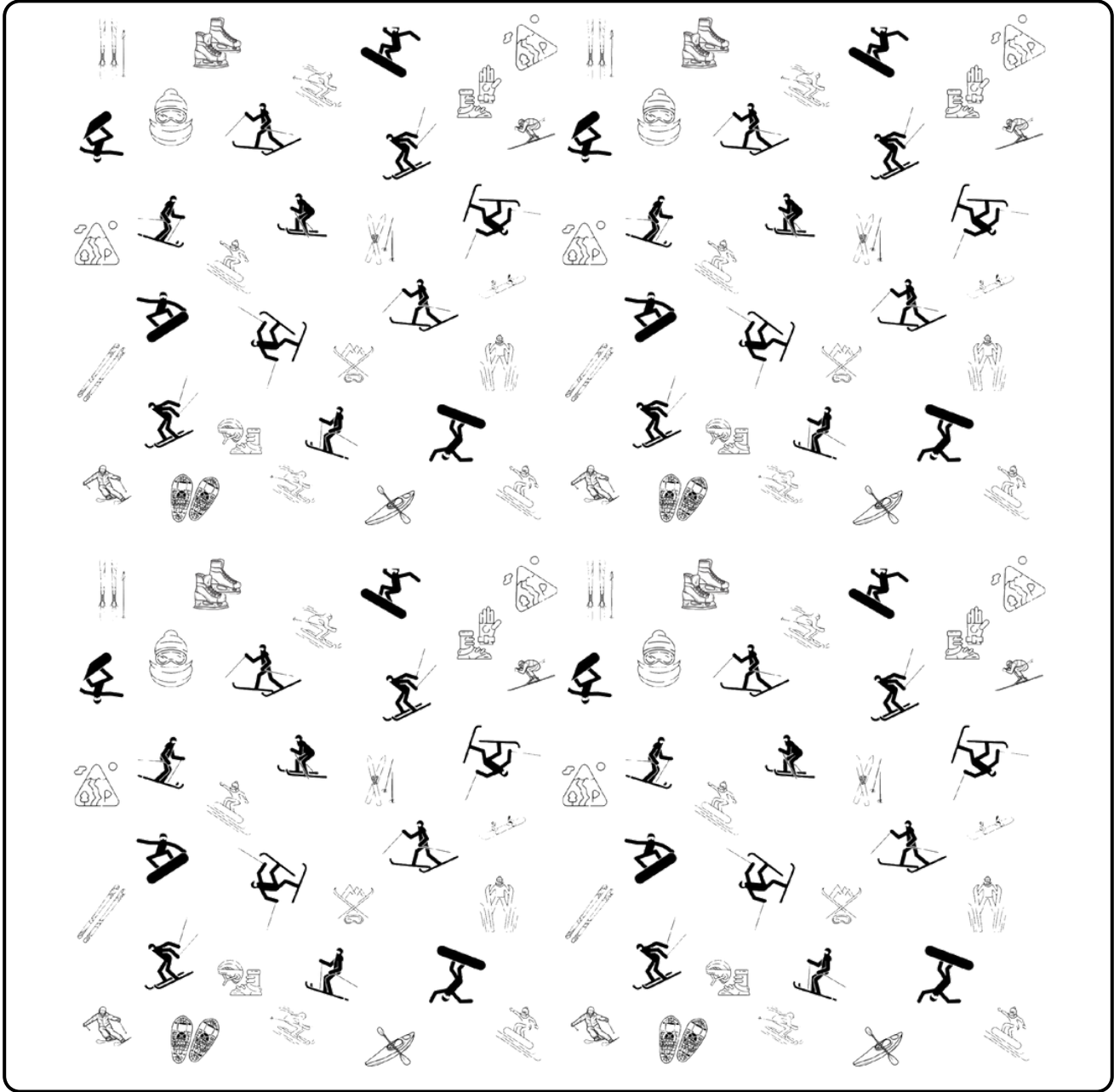
What day of the month is it? Scroll through your phone and send a smiley face to that number of people. For example, if it is the 10th day of the month, send smiley faces to 10 different people. Don't worry about whether you get one back or not. Just know you probably made someone smile.





# A Ski Trip I Spy

Find the items and write the number under each section.





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

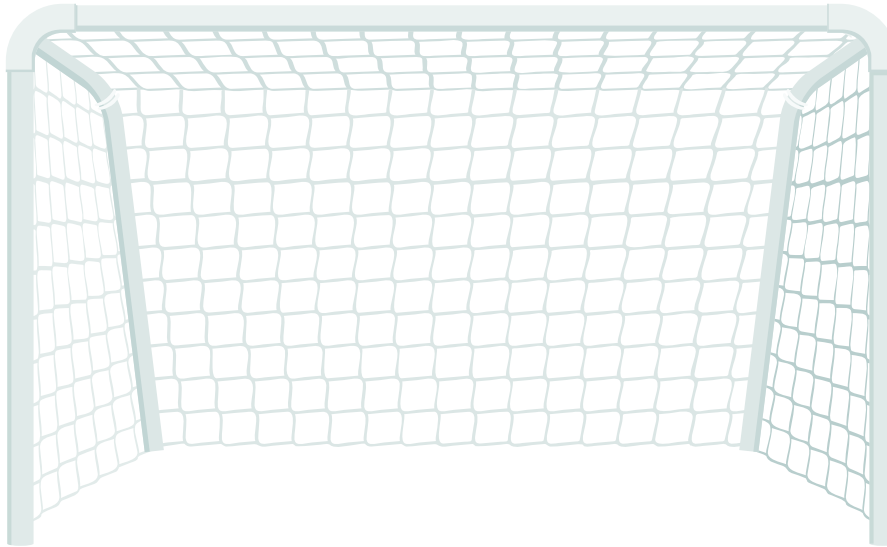
Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   |   | 5 |   |   | 7 | 8 | 4 | 6 |
| 3 |   | 7 | 9 | 6 | 4 |   | 5 |   |
| 6 |   | 2 |   |   | 8 | 9 |   | 7 |
|   | 7 | 3 |   |   | 5 |   | 2 | 9 |
|   | 9 |   |   | 1 | 2 |   |   |   |
| 8 |   | 4 | 6 |   |   | 7 | 1 |   |
| 4 |   |   | 8 |   | 6 | 5 |   |   |
|   | 6 | 8 | 5 |   |   | 1 |   | 4 |
| 7 | 5 |   |   | 4 | 1 | 3 |   |   |



## Score!

Most athletes do not just become great with no plan. They have playbooks that include the steps needed to score the points that will allow them to win the game. The same is needed in the game of life. Write a goal in the goalpost. Starting with the ball the farthest from the goalpost, add the steps needed to help you achieve your goal. Create a PSA or positive social media post on the importance of goal setting using your personal example.





## How's Your Mindset?

Have you ever heard of mindset? Growth mindset is when we know, with practice, we will get better at something. When a person has a fixed mindset, the belief is that things will not get better, even with practice.



### Examples of Growth Mindset Statements

- Challenge helps my brain get stronger
- I will beat my running time if I practice.
- Mistakes are a part of learning.
- Everyone makes mistakes.
- I'll try!

### Examples of Fixed Mindset Statements

- I'm just bad at math.
- It's embarrassing to make a mistake in front of others.
- If I don't try, then I won't fail.
- I tried it once. I am no good at it.
- I can't do that.







# Journaling

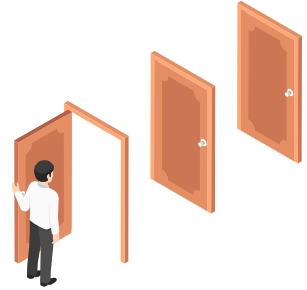
I want to be a

---

---

## Self-Reflection:

What do you enjoy doing in your free time?  
What subjects in school interest you the most?  
List your strengths and weaknesses.



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## Steps to Your Career Door:

Write something you can do this week to move closer to your goal.

Describe a small achievement you can target in the next month.

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Outline a significant action you will take in the next six months.

Envision your final step before reaching your career goal.

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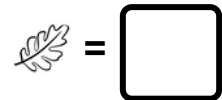
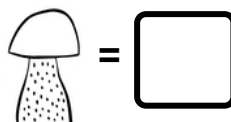
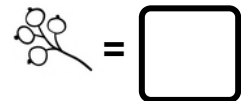
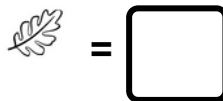
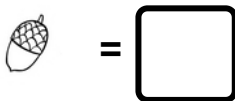
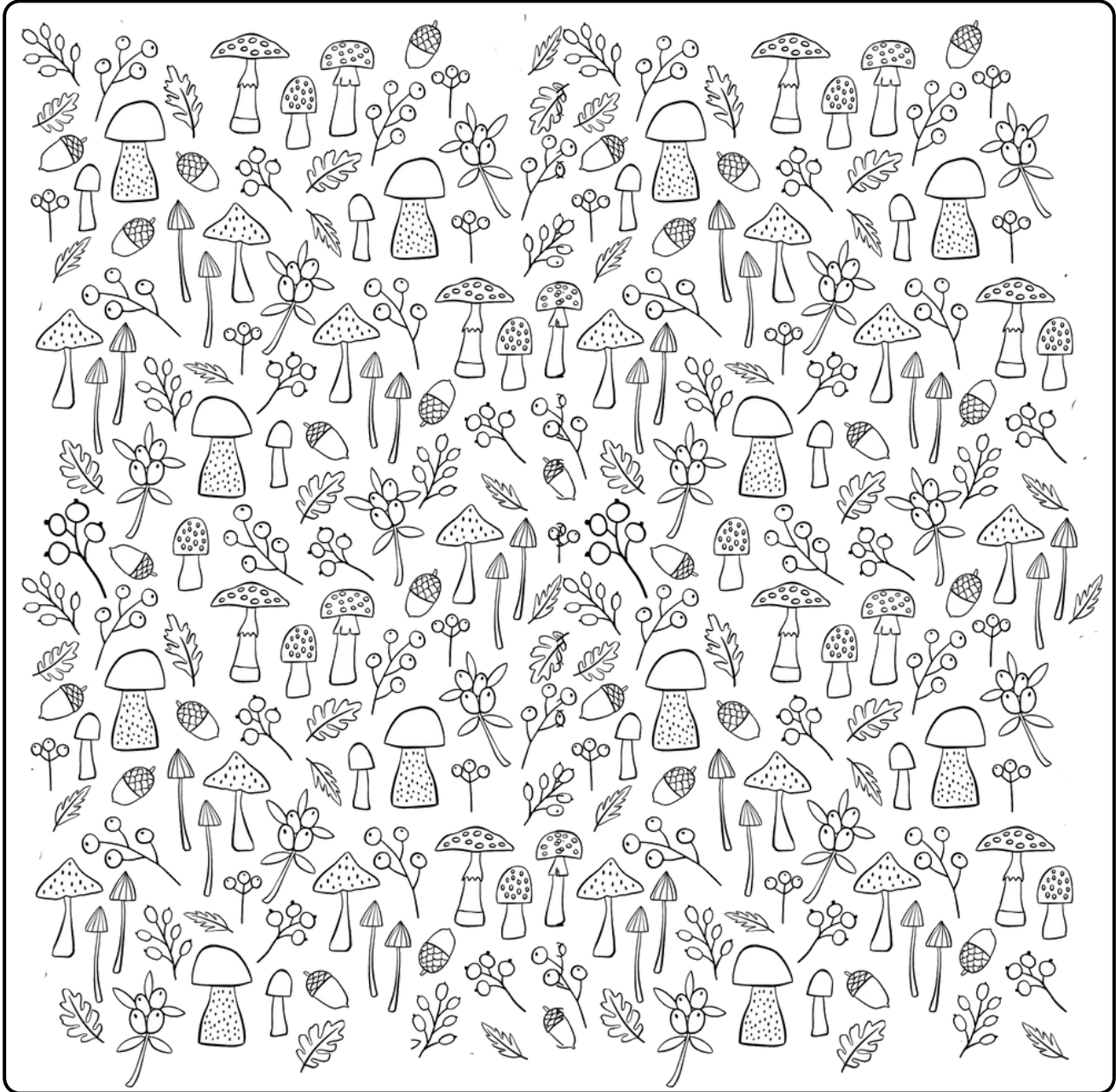
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# A Rainforest Trip I Spy

Find the items and write the number under each section.







## Social Interaction

Do you have something you want to share with a family member or friend? Scroll through your phone and send a “thumbs up” emoji to one person. After they respond, share with them how your’re feeling using emojis only. They will either respond with emojis or ask for more details. 😊 Continue the conversation from there. Feel free to try this with more than one person.

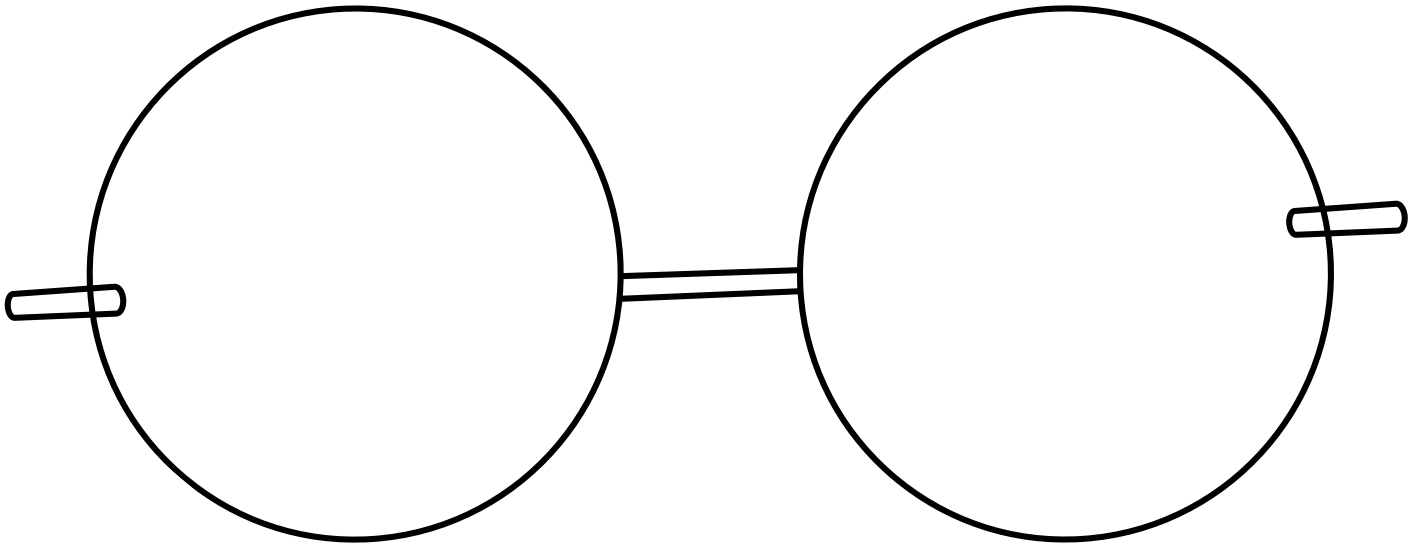




# Moving Forward

Goal #1

Goal #2



Things I am really good at/Things I really enjoy

Things others have told me I am good at

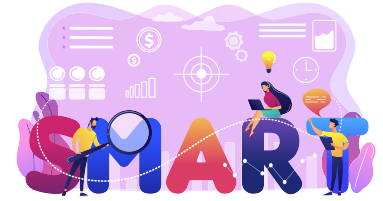
|  |
|--|
|  |
|--|

|  |
|--|
|  |
|--|



# “Goal” Star

Use the template below to organize the steps needed to reach your overall goal. Remember to be as detailed as possible when identifying the steps in your process. PROCESS leads to the PRODUCT!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Overall Goal : \_\_\_\_\_

\_\_\_\_\_

|   |  |
|---|--|
| <b>S</b><br><b>Specific:</b> Clearly state your goal!                                 |  |
| <b>M</b><br><b>Measurable:</b> Make sure you can measure your success!                |  |
| <b>A</b><br><b>Achievable:</b> Set goals you know you can achieve!                    |  |
| <b>R</b><br><b>Relevant:</b> Set goals relevant to your overall health and wellbeing! |  |
| <b>T</b><br><b>Time-bound:</b> Set a deadline for completion!                         |  |

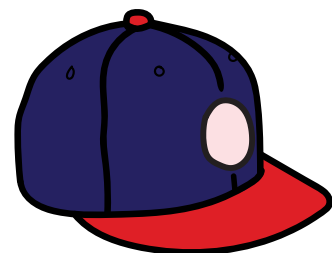
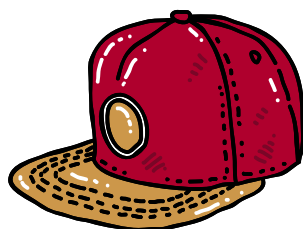




# Setbacks and Snapbacks

A setback is something that delays or reverses your progress. A snapback is a type of hat, but it is also a sudden rebound or recovery. It is important to understand that there is an opportunity for you to snap back from most setbacks! Make a list of setbacks you've had. How did you respond to them? What would you do differently if faced with the same setback again?

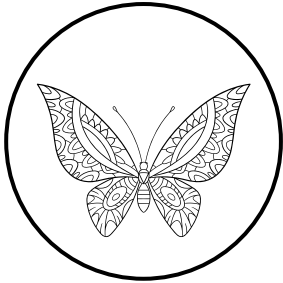
| Setback | How I responded? | How I would respond in the future? |
|---------|------------------|------------------------------------|
|         |                  |                                    |
|         |                  |                                    |
|         |                  |                                    |
|         |                  |                                    |
|         |                  |                                    |
|         |                  |                                    |
|         |                  |                                    |
|         |                  |                                    |





# Draw and Color

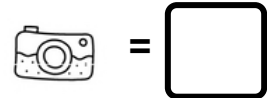
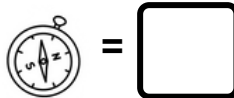
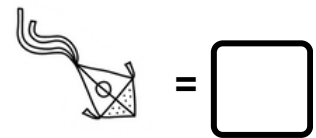
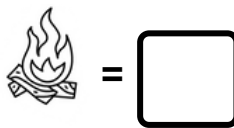
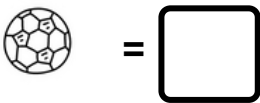
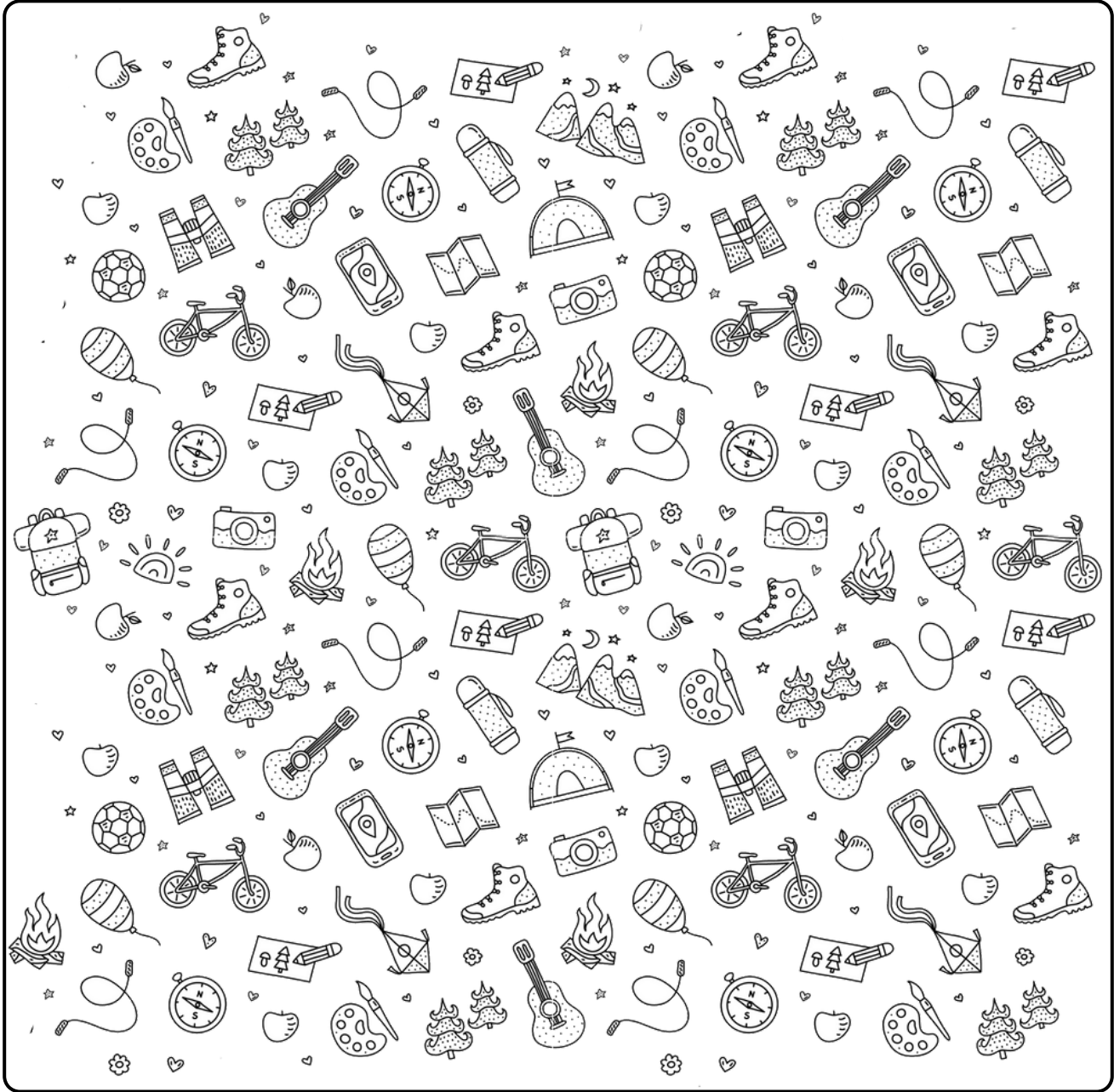
Draw and color the other half of the picture.





# A Safari Trip I Spy

Find the items and write the number under each section.





# Draw and Color















Draw and color the other half of the picture.





# Healthy Eating Food Tracker

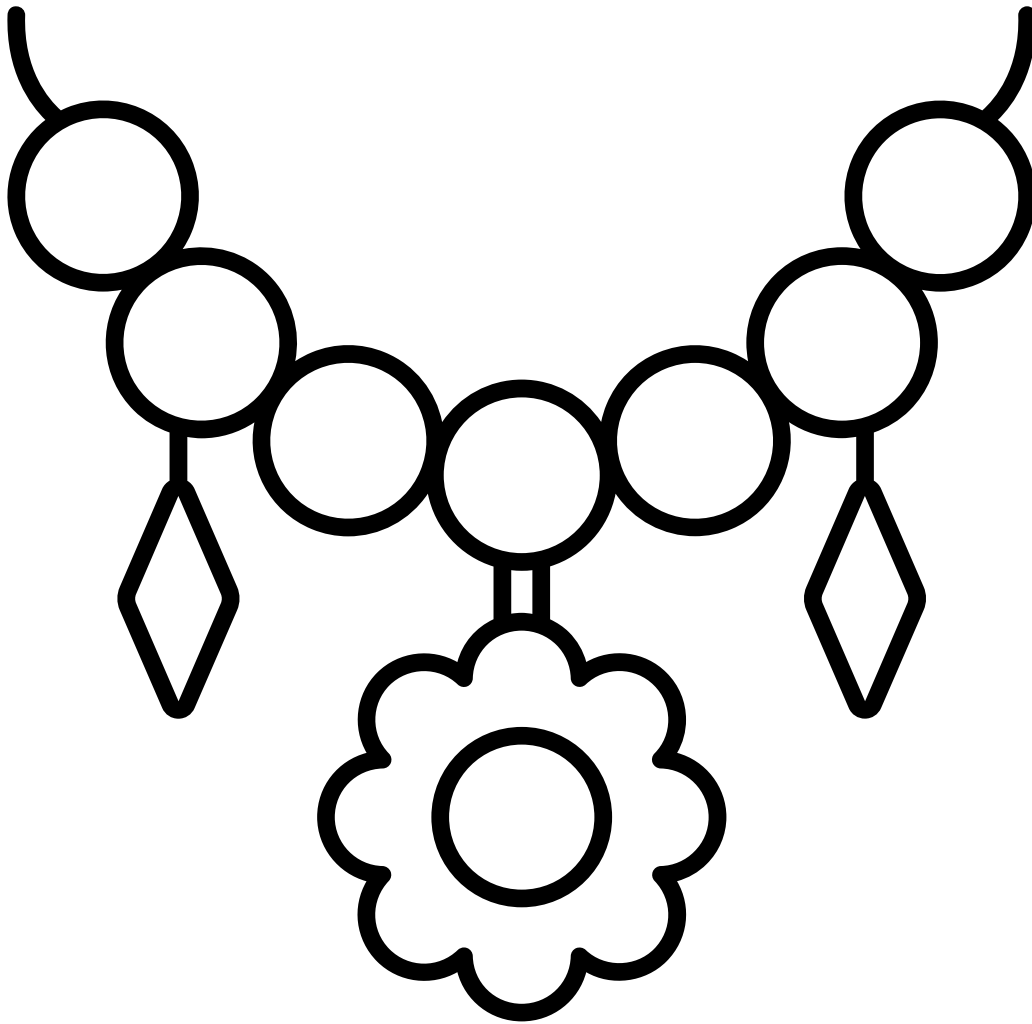
The best way to make sure something happens is to plan it. Make a list of everything you eat in one week and make a plan to improve the following week.

|           | Breakfast | Lunch | Dinner | Fruits and Vegetables   |
|-----------|-----------|-------|--------|---|
| Sunday    |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/>     |
| Monday    |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/>     |
| Tuesday   |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/> |
| Wednesday |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/> |
| Thursday  |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/> |
| Friday    |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/> |
| Saturday  |           |       |        |  <input type="checkbox"/>  <input type="checkbox"/> |



## Hidden Gems and Talents

Everyone has hidden gems and talents. What are yours? Place them in the charms in the necklace below. These could be positive personal characteristics or skills such as cooking.



Based on my hidden gems and talents, I would love to learn...

---

---

---



# Gratitude Tree

What are you grateful for? Try not to include things like phones, games and shoes or clothes.



I am grateful for

I am grateful for

I am grateful for

♥ \_\_\_\_\_

♥ \_\_\_\_\_

♥ \_\_\_\_\_

♥ \_\_\_\_\_



# My Life as a Movie

Imagine your life as a movie. What type of movie would it be? Drama? Comedy? Something else? Who would you want to play you? Begin writing a script for the opening scene below or on a device.



Genre:

---

Who would you want to play you?

---

Script:

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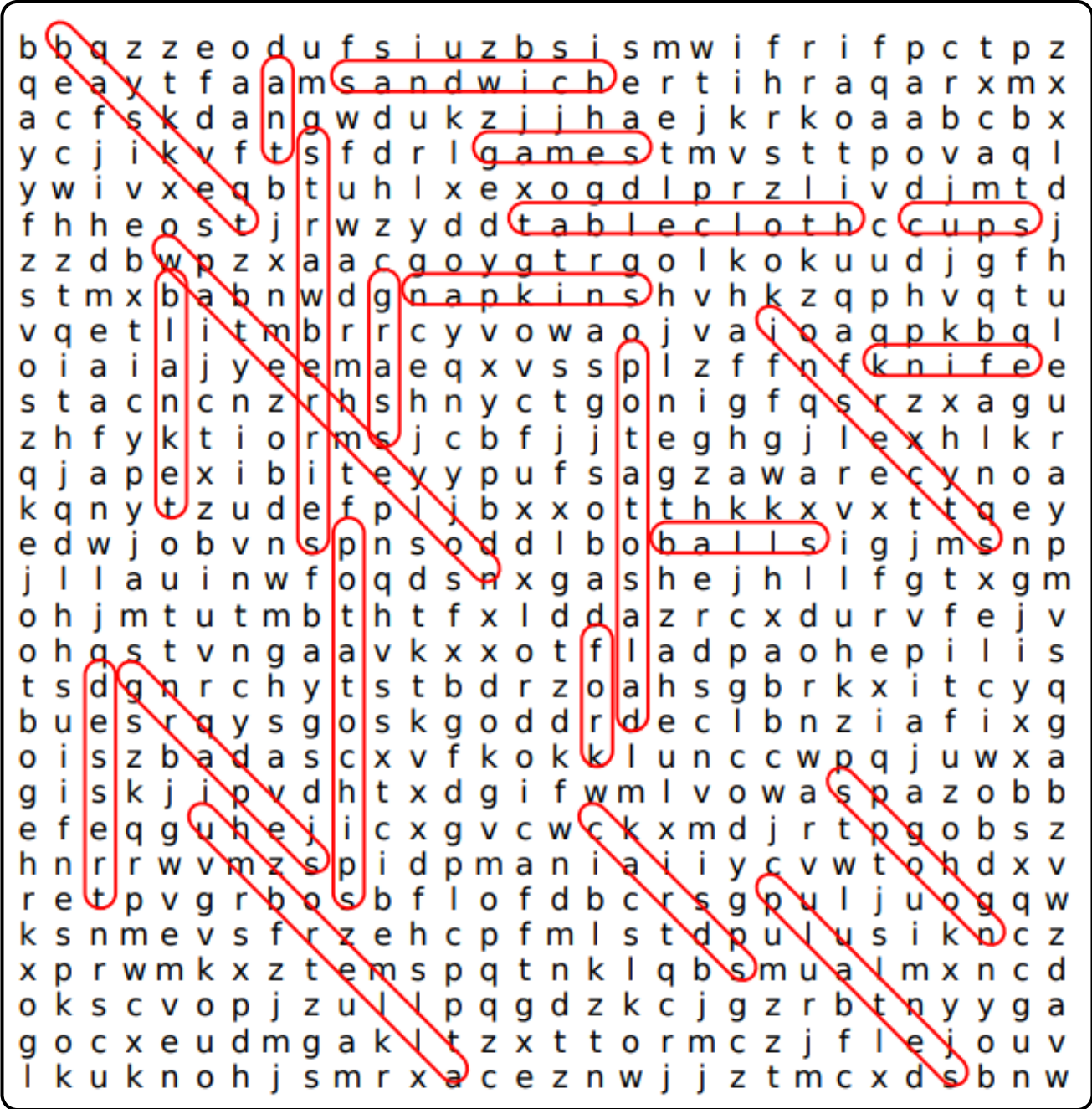
# Answer Keys





# The Perfect Summer Picnic Word Search

Find the words given in the word bank.



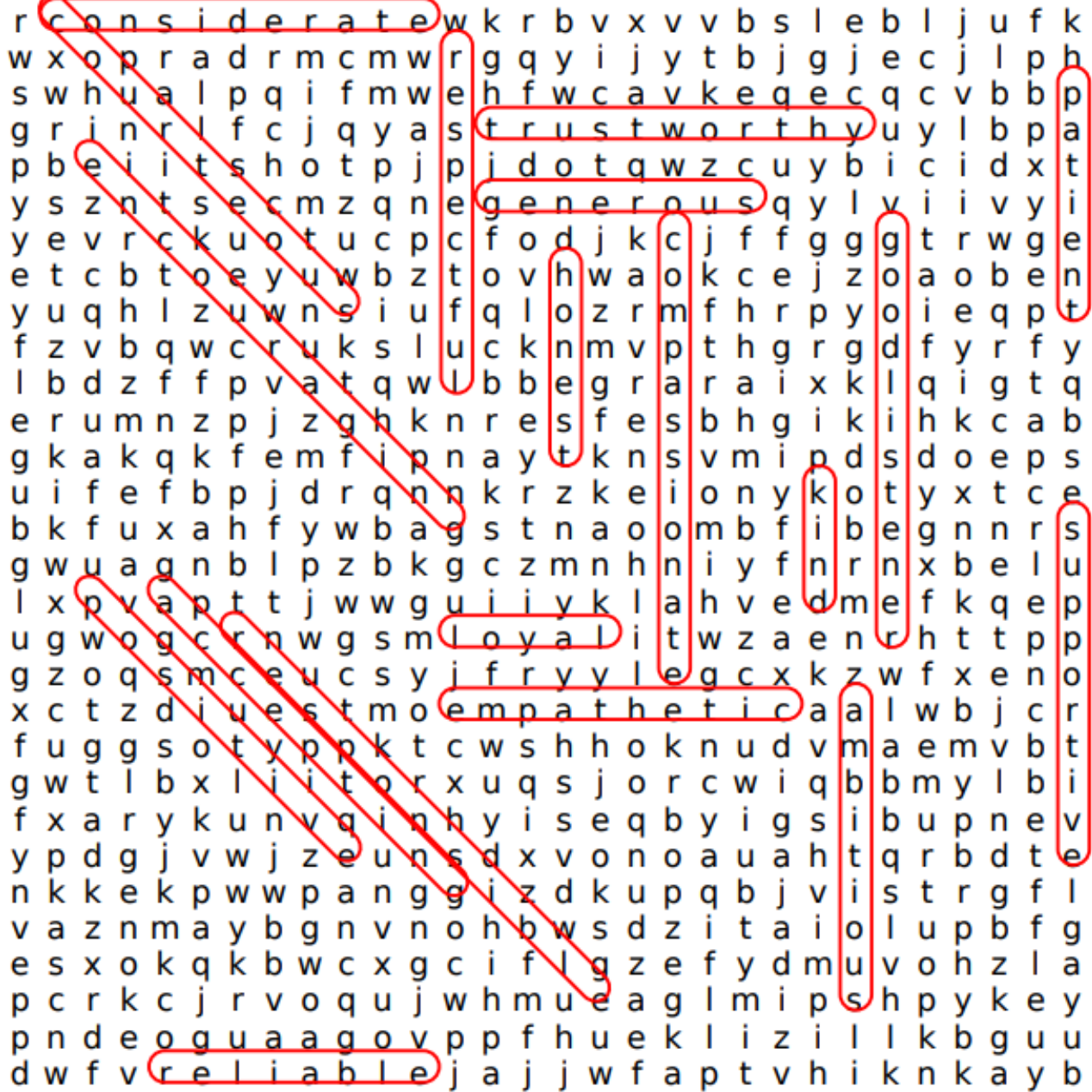
## Word Bank

- |              |              |         |        |       |
|--------------|--------------|---------|--------|-------|
| Strawberries | Potato Chips | Insects | Ant    | Grass |
| Potato Salad | Umbrella     | Fork    | Grapes | Cards |
| Tablecloth   | Cups         | Dessert | Basket | Games |
| Balls        | Sandwich     | Napkins | Spoon  |       |
| Watermelon   | Blanket      | Plates  | Knife  |       |



# Friendship Word Search

Find the words given in the word bank.



## Word Bank

- |               |             |           |          |             |
|---------------|-------------|-----------|----------|-------------|
| Compassionate | Considerate | courteous | reliable | Positive    |
| Good Listener | responsible | ambitious | Honest   | Respectful  |
| Encouraging   | Supportive  | Accepting | Loyal    | Trustworthy |
| Kind          | Empathetic  | Generous  | Patient  |             |



# Finance Word Search

Find the words given in the word bank.

Word search grid with words circled in red:

```

m z w k n z n u y m y h k n r o i n v e s t k k c u a c u m
r w a n t s d v z y v v e k u y e d v j x p w j a o t o q f
z n f p n d n h y k c l z p g f c c n f f x s x b s g s v s
g e p m n e e d s w w l p k l m p s j r y z g c q c i t r i
t a t g t n x m s b m v r k f z b r r m n n h g o e x i m i
f r e e m a r k e t e v w i o o a s f o d c p w w p d s e n
o d t v r v n q p n u p g i s e b z w e l w q u n m f s b t
f i q i v j f t i y f e m k c i n q l u t l n l e t u m s e
g o n c u j q g r c q u k k a x r o w z z s j g r u j l i r
b e w c b g f h m j w i j y l p f n e d l o i v s z z j h e
s a v i n g s w s v y t z n f f c o o v d i z v h m g w l s
w w k r u d r w d p s e k s h s u y b n a v f f i z b o b t
d q q r y c a p i t a l u j i v p j c j h h a i p x q o c d
e b v i r s g g p q h t k l h j u z e r t i d h n t a i b x
m m l t q k n k l y v d e u z x k c b p c u v c l a y x b s
a b w t n z m l d p x u v n a r n z v t o q k i p k n a j i
n s j e a y u p x e s c e k s d e h p e n w n h j n k c y r
d k z d a y y w p p b i e w h e i t x i s k w y b z r u e a
a z i f f l z d q u w t c x q a i t i e u j a u d b w d f s
m v i i n i t x a i p r o i w x r s y r m n v c w p x b h b
m c y n c u j b u g u e n t a a x d o w e e e f a f z e m
j u a a r l t f y v i t o s m l g s d e r m f g d i d d f f
l f e n e i f e q b q s m l d q n x t f i t e d a u z m e w
p g i c d r l e e d c u i b a i r o b o s n j n z s j y f t
q l b e i z b v a e d d c n b x c m v r c w x a t u c c u j
i p u p t k s p q f y i s v l c g m j g n k a c l p g j k p
z n d o e t d u s i i m t f k j t k a o h j s h m p o g d y
n e g w e e o p s c o y c l i u w f b x y k c w d l o h n c
j k e d o g f w n i d s z b o w o k u r k c t o t y d z i d
v i t h a z k i z t d h e o g z f i p y q e r g q q s r l r

```

## Word Bank

- |             |           |         |         |        |       |
|-------------|-----------|---------|---------|--------|-------|
| Retirement  | Economics | Capital | Savings | Supply | Goods |
| Free market | Consumer  | Finance | Invest  | Credit | Needs |
| Ownership   | Interest  | IRA     | Demand  | Wealth | Wants |
| Debt        | Cost      | Deficit | Stocks  | Budget |       |



# It's Better to Give! Word Search

Find the words given in the word bank.



## Word Bank

- |                |             |           |           |         |             |
|----------------|-------------|-----------|-----------|---------|-------------|
| Philanthropist | Opportunity | Community | Volunteer | Charity | Passion     |
| Servant Leader | Fundraisers | Help      | Collect   | Growth  | Selfless    |
| Humanitarian   | Food        | Donations | Service   | Drive   | Food drive  |
| Give           | Motivation  | Clothing  | Shelter   | Money   | Necessities |



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 8 | 4 | 9 | 2 | 7 | 1 | 3 | 5 | 6 |
| 5 | 3 | 7 | 8 | 9 | 6 | 4 | 1 | 2 |
| 6 | 2 | 1 | 3 | 5 | 4 | 7 | 9 | 8 |
| 7 | 5 | 6 | 9 | 1 | 2 | 8 | 3 | 4 |
| 1 | 8 | 3 | 6 | 4 | 7 | 5 | 2 | 9 |
| 4 | 9 | 2 | 5 | 8 | 3 | 6 | 7 | 1 |
| 3 | 1 | 4 | 7 | 6 | 9 | 2 | 8 | 5 |
| 9 | 7 | 8 | 4 | 2 | 5 | 1 | 6 | 3 |
| 2 | 6 | 5 | 1 | 3 | 8 | 9 | 4 | 7 |



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 8 | 6 | 1 | 7 | 4 | 2 | 9 | 3 | 5 |
| 3 | 2 | 9 | 6 | 1 | 5 | 8 | 4 | 7 |
| 5 | 7 | 4 | 8 | 9 | 3 | 6 | 2 | 1 |
| 2 | 4 | 8 | 5 | 7 | 6 | 1 | 9 | 3 |
| 6 | 1 | 5 | 9 | 3 | 4 | 2 | 7 | 8 |
| 7 | 9 | 3 | 2 | 8 | 1 | 4 | 5 | 6 |
| 9 | 3 | 7 | 1 | 2 | 8 | 5 | 6 | 4 |
| 1 | 5 | 2 | 4 | 6 | 7 | 3 | 8 | 9 |
| 4 | 8 | 6 | 3 | 5 | 9 | 7 | 1 | 2 |



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 5 | 7 | 1 | 3 | 9 | 4 | 6 | 8 | 2 |
| 2 | 8 | 3 | 1 | 6 | 5 | 9 | 7 | 4 |
| 9 | 6 | 4 | 8 | 7 | 2 | 3 | 1 | 5 |
| 7 | 1 | 9 | 4 | 5 | 3 | 8 | 2 | 6 |
| 6 | 3 | 8 | 2 | 1 | 7 | 4 | 5 | 9 |
| 4 | 2 | 5 | 6 | 8 | 9 | 1 | 3 | 7 |
| 8 | 4 | 7 | 5 | 3 | 6 | 2 | 9 | 1 |
| 1 | 9 | 6 | 7 | 2 | 8 | 5 | 4 | 3 |
| 3 | 5 | 2 | 9 | 4 | 1 | 7 | 6 | 8 |





# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 2 | 5 | 7 | 6 | 3 | 9 | 1 | 4 | 8 |
| 9 | 1 | 4 | 7 | 8 | 5 | 6 | 2 | 3 |
| 6 | 3 | 8 | 1 | 4 | 2 | 7 | 9 | 5 |
| 7 | 4 | 6 | 8 | 9 | 3 | 5 | 1 | 2 |
| 1 | 2 | 9 | 5 | 7 | 6 | 3 | 8 | 4 |
| 3 | 8 | 5 | 4 | 2 | 1 | 9 | 7 | 6 |
| 5 | 7 | 1 | 2 | 6 | 8 | 4 | 3 | 9 |
| 4 | 9 | 2 | 3 | 5 | 7 | 8 | 6 | 1 |
| 8 | 6 | 3 | 9 | 1 | 4 | 2 | 5 | 7 |



# Sudoku Puzzle!

Fill in the missing numbers to solve the sudoku puzzle.

Sudoku.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 9 | 1 | 5 | 3 | 2 | 7 | 8 | 4 | 6 |
| 3 | 8 | 7 | 9 | 6 | 4 | 2 | 5 | 1 |
| 6 | 4 | 2 | 1 | 5 | 8 | 9 | 3 | 7 |
| 1 | 7 | 3 | 4 | 8 | 5 | 6 | 2 | 9 |
| 5 | 9 | 6 | 7 | 1 | 2 | 4 | 8 | 3 |
| 8 | 2 | 4 | 6 | 3 | 9 | 7 | 1 | 5 |
| 4 | 3 | 1 | 8 | 9 | 6 | 5 | 7 | 2 |
| 2 | 6 | 8 | 5 | 7 | 3 | 1 | 9 | 4 |
| 7 | 5 | 9 | 2 | 4 | 1 | 3 | 6 | 8 |



D-B-H-D

### Draw and Color

Draw and color the other half of the picture.

### Spin the Wheel!

All you need is ten minutes! Spin the wheel and do as many exercises as you can. Grab a friend or go it alone!

|                   |           |          |
|-------------------|-----------|----------|
| Jog               | try again | Push-ups |
| Jog for 5 minutes | sit-ups   | sit-ups  |
| High knees        | sit-ups   | sit-ups  |
| sit-ups           | sit-ups   | sit-ups  |

### Could We be Friends Again?

Write a letter or create a text to someone you feel has wronged you. Discuss what they did and how it made you feel. After you are done, read it to yourself at least once. Do you feel better now that you've gotten your feelings out? Is this person or maybe a trusted adult? Discuss with the person and continue your relationship or are you better off not communicating anymore. Regardless of the answers to these questions, decide what you need to do to feel and move on.

### Social Interaction

Do you have something you want to share with a family member or friend? Scroll through your phone and send a "thumbs up" emoji to one person. After they respond, share with them how you're feeling only using emojis. They will either respond with emojis or ask for more details. Continue the conversation from there. Feel free to try this with more than one person.



The following contributors are recognized for their efforts to ensure Georgia's schools and communities have a comprehensive book of activities to assist scholars in becoming their best selves:

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