



WEEK 1



15+
MIN



MONDAY
GETS
HONORABLE

THIS WEEK: BE AUTHENTIC



Students play a ball-tossing game while learning about “AUTHENTICITY.”



One ball to toss around.

Total Prep Time: 5 mins.



As this is the first Monday of the month, please consider sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org.

4 C's	SOCIAL & EMOTIONAL LEARNING	SERVICE LEARNING
• Critical thinking	• Self-awareness	Integrated learning
• Communication	• Self-management	High quality service
• Collaboration	• Social-awareness	Collaboration
• Creativity	• Relationship skills	Student voice
	• Responsible decision-making	Civic responsibility
		Reflection
		Evaluation

GOALS FOR THE WEEK

- Discover the power, positivity, and pride in being who we are
- Build confidence in being comfortable with our own selves and sharing who we are with others
- Explore how we can create a culture of “AUTHENTICITY” so everyone around us can be themselves, too
- Understand how “BE AUTHENTIC” is an important part of this month’s theme, “MONDAY GETS HONORABLE”



STUDENT ACTIVITY: **“WORDS OF AUTHENTICITY”**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “WORDS OF AUTHENTICITY”

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What do you think it means to “BE AUTHENTIC”?**
 - Answer: To be true to one’s own personality, spirit, or character; not false
- **What does it mean to speak “AUTHENTICALLY”?**
- **How can you “BE AUTHENTIC” with the “WORDS” that you speak to others?**
- **Do you think the “WORDS” we use have an effect on other people?**
 - How so?
- **Do you think the way you speak to others can make a difference in their life?**
 - What about in your life? How so?
- **What are some ways that we can show others that we care about them?**
- **Do you think it is important to “BE AUTHENTIC” with others?**
 - Why or why not?
- **How can “BEING AUTHENTIC” help your relationships with others?**
- **How is “BEING AUTHENTIC” a way to “GET HONORABLE”?**
- **How can “BEING AUTHENTIC” be a way to show others that they MATTER?**

3) SET UP “WORDS OF AUTHENTICITY” ACTIVITY:

- **Explain:**
 - “BEING AUTHENTIC” is more than just being who you are
 - It’s also saying what you mean and acting “HONORABLY” toward other people
 - It can take some practice to speak to others in an “AUTHENTIC” and “HONORABLE” way
 - But once you start doing that, your relationships will benefit and you will start living your life even more “AUTHENTICALLY”
- **Ask:**
 - Do you think you speak “AUTHENTICALLY” already?
 - Do you think you can learn to be more “AUTHENTIC”?
 - How can doing this help show others that they MATTER to you?
 - Are you ready to learn about “WORDS OF AUTHENTICITY”?

4) START “WORDS OF AUTHENTICITY” ACTIVITY:

- **Have students stand in a circle and have the ball available**
- **Explain:**
 - We are going to do a ball toss today to explore how we can “BE AUTHENTIC” and speak “WORDS OF AUTHENTICITY”
 - When the ball comes to you, you will your best to catch it, and then you will say a word that you think relates to “BEING AUTHENTIC”
 - Then, you will toss the ball to someone else and they will say a “WORD” that they think is related to “AUTHENTICITY”
- **If helpful, discuss some examples of “AUTHENTIC WORDS” with the class. These “WORDS” can be related to “AUTHENTICITY” in general, or related to how to treat people and talk with them in “AUTHENTIC” ways**
 - Possible examples are: Honest, trustworthy, valid, true, credible, original, confident, sure, legitimate, “HONORABLE,” etc.

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- Once a good amount of examples are shared, have students start the ball toss
 - Play the “WORDS OF AUTHENTICITY” ball toss game for up to 10 minutes
 - If there is time for another round today, play again with words that are NOT “AUTHENTIC.”
Continue with as many rounds related to “AUTHENTICITY” as you would like and as time is available

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- Did you enjoy exploring how to “BE AUTHENTIC” today?
- What did you learn about “BEING AUTHENTIC” through our “WORDS OF AUTHENTICITY” ball toss today?
- Was it easy or challenging to think of “WORDS OF AUTHENTICITY”?
- What are some new “WORDS OF AUTHENTICITY” you learned during this activity?
 - What are some “AUTHENTIC WORDS” that you use often already?
- How will you use what you learned today in an effort to be more “AUTHENTIC” in your life?
- How might acting and speaking more “AUTHENTICALLY” help your relationships with other people?
- Do you think “BEING AUTHENTIC” in your own life will encourage others to “BE AUTHENTIC” also?
- What is one reason why you feel inspired to be more “AUTHENTIC” in your life?
- How is “BEING AUTHENTIC” a way to “GET HONORABLE”?
- How will you be showing others that they MATTER when you act “AUTHENTICALLY” going forward?
- If more people in our lives, community, and world started “BEING AUTHENTIC” more often, how might there be a positive impact and change?

6) THANK STUDENTS FOR PARTICIPATING IN THE “WORDS OF AUTHENTICITY” BALL TOSS TODAY, AND FOR LEARNING MORE ABOUT WHAT IT MEANS TO “BE AUTHENTIC” IN THEIR “WORDS” AND RELATIONSHIPS WITH OTHERS.

7) ENCOURAGE STUDENTS TO CONTINUE TO “BE AUTHENTIC” IN THEIR DAILY LIVES BY ACTING AND SPEAKING “AUTHENTICALLY” WITH OTHERS. CHECK IN WITH THEM AND SEE WHAT KIND OF IMPACT THEIR “AUTHENTIC” ACTIONS AND “WORDS” ARE HAVING ON THEIR OWN LIVES AND RELATIONSHIPS WITH OTHERS.

8) CONTINUE EXPLORING HOW TO “BE AUTHENTIC” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Extend Throughout the Week:** If possible, break the ball toss activity into multiple days and topics. You can break the activity into multiple days as follows, or do your own schedule:
Day 1: Do a round on “AUTHENTICITY”
Day 2: Do a round on what’s not “AUTHENTIC”
Day 3: Share synonyms of “BEING AUTHENTIC”
Day 4: Share examples of “BEING AUTHENTIC”
- 2) Journaling Authentically:** Encourage students to start a journal on “AUTHENTICITY.” They can write whatever comes to mind and be their “AUTHENTIC” self, but also challenge students to write specifically about any “AUTHENTIC” encounters they have in their daily lives. Reflect in class with students about whether they notice a difference in their relationships or how they feel, or if they feel more positive in general.
- 3) Storytelling:** Work with students to create a story about a character who starts “BEING AUTHENTIC” and how this impacts their life, others around them, and the world. Students can write this individually, in small groups, or as a large group. Share the stories out, and if possible, have students act them out or make short videos of them.

**“ IF YOU TELL THE TRUTH,
YOU DON'T HAVE TO
REMEMBER ANYTHING. ”**

- MARK TWAIN