

**B.A.N.K. Academy - April 2024**

**Week 9: Discovering True Courage**

**April 8-12/ April 15th-April 19th**

Definition: Courage is the quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without fear.

Pledge of Understanding: I know throughout my life I will need to have courage to do many things. I must have the courage to fail, try new things, have adventures and live a full life.

Objective: Students consider true courage and the importance of standing up for what they believe in, both themselves and others.

Question of the week: What does it mean to have courage? Do you know someone that is courageous?

**Lesson Goals: Certified Teacher:**

**Central Focus:** Help students identify what kind of mindset they have- growth or fixed. Mindset is the established set of attitudes and thought processes that a person lives by.

**Activity: Kid-Grit Holistic Wheel**

**Time: 20-30 minutes**

**Key Vocabulary in Lesson: Responsible Decision Making**

**Materials:** B.A.N.K. Student Binder, Holistic Wellness Wheel

**Prior Academic Learning and Prerequisite Skills:** Overview of

definitions

**Responsible Decision making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences on various actions and a consideration of the well-being of oneself and others.

**Implementation:** Holistic Wellness Wheel and open discussion

**Implementation Area: Mindful Moments**

**Activity: Pledge of Understanding and Question of the Day open discussion**

**Kahoot It! (see google classroom)**

**Time: 15-20 minutes**

**Activity: Mini Projects- I am**

**Time: 20-30 minutes**

**Key Vocabulary in Lesson:** affirmations, mantras

**Materials:** B.A.N.K. Student Binder

**Prior Academic Learning and Prerequisite Skills:** KidGrit

**Implementation:** Ask students to identify a community that needs positive reinforcement:

- Classroom, afterschool program, a friend in need, area in school, at home

Have students create posters “I am...” statements to encourage self-talk.

**Closing:** n/a

**Activity: Courageous Reminders**

**Time: 20-30 minutes**

**Key Vocabulary in Lesson:** SMART goals, goal setting

**Materials:** B.A.N.K. Student Binder, construction paper, coloring tools,  
hole puncher, string

**Prior Academic Learning and Prerequisite Skills:** n/a

**Implementation:** Students will create their own “courageous reminders”, it can be a poster, bookmark, binder cover etc.

Have students write motivational messages to themselves or pair with a partner to create for each other.

\*\*Its testing week for 3rd-5th graders, encourage and motivate them

**Closing:** n/a

**Implementation Area: Mindful Moments- Deep Dive- Literacy (K-5)**

**Activity: Student Awareness; Courage, Dreams, Goal Setting**

**Time: 20-30 minutes (daily)**

**“Salt in His Shoes- Interactive Literacy activity**

<https://oercommons.org/courseware/lesson/70270/student/?section=3>

**Implementation: Team, this is to be implemented throughout the week, for deeper dives do not cram in one day, take time for comprehension, engagement, classroom discussion. (See google drive)**

**Implementation Area: S.T.E.A.M.: Advocating in April: Growth Mindset and Mental health:**

**Mindful moments board:**

[https://www2.heart.org/site/DocServer/Growth\\_Mindset\\_Poster\\_Pack.pdf](https://www2.heart.org/site/DocServer/Growth_Mindset_Poster_Pack.pdf)

**Implementation Area: S.T.E.A.M.: Advocating in April: Growth Mindset and Mental health**

**Science:** American Heart Association (Kids Challenge) Mental Health; Mindfulness (Physical/Life Science)

[https://www2.heart.org/site/SPageNavigator/ym\\_school\\_resources\\_breathing\\_series\\_1.htm](https://www2.heart.org/site/SPageNavigator/ym_school_resources_breathing_series_1.htm)

Materials: yoga mats, carpet squares, carpeted area

**Technology:** Thinking Brain Game- <https://kidshelpline.com.au/games/thinking-brain>

**Engineering/Arts/Math: National Kite Month! Utilize these positive Heart Challenge coloring pages to make into kites**

[https://www2.heart.org/site/DocServer/FY23\\_AHC\\_Coloring\\_Book.pdf](https://www2.heart.org/site/DocServer/FY23_AHC_Coloring_Book.pdf)

**DIY Kite:** <https://www.youtube.com/watch?v=t96s74TKkMo>

**Have students view on iPads**

## 21st CCLC Objectives and Academic Alignment

To reinforce and complement the regular academic program, our 21st CCLC program will provide additional services, programs, and activities aimed at increasing essential skills. This performance measure can include educational enrichment activities that support essential skills including performance based activities that support learning through enriching opportunities that participants would not otherwise receive.

Enrichment activities include positive youth development, Service-Learning, career exploration, competency-based learning.

Key focuses:

- creativity skills
- innovation skills
- critical-thinking skills
- problem-solving skills
- communication skills
- collaboration skills
- social and cultural awareness
- civic engagement
- initiative and self-direction
- flexibility;
- productivity and accountability
- character and leadership

### Academic Alignment and Ohio K-12 Standards Breakdown

**\*\*Please note that all program implementations during “Mindful Moments” adhere to the guidelines of Ohio K-12 Standards and CASEL Framework, specifically incorporating the Five Competencies each focus weekly. Each week there is an exit ticket to obtain a student’s level of understanding.**

The Framework for Systemic Social and Emotional Learning (CASEL, 2017) identifies and defines five competencies, which Ohio used as its basis for the standards. These five competencies are self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

- Self-Awareness – The ability to accurately recognize one’s own emotions and thoughts, including how they relate to one’s identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one’s strengths and

limitations with a sense of integrity, confidence and optimism.

- **Self-Management** – The ability to navigate one’s emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Selfmanagement includes the ability to set and work toward personal and academic goals.
- **Social Awareness** – The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.
- **Relationship Skills** – The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.
- **Responsible Decision-making** – The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one’s actions and a consideration of the well-being of self and others.

### 21st Century Community Learning Center Objectives

*Objective 1:* Participants in Ohio's 21st CCLC programs will demonstrate educational and social benefits and positive behavioral changes.

*Objective 2:* Ohio’s 21st CCLC programs will deliver high-quality programs with evidence-based educational and developmental services that positively affect student outcomes in school attendance and academic performance and that result in decreased disciplinary actions or other adverse behaviors.

*Objective 3:* Ohio’s 21st CCLC programs will ensure that the out-of-school activities target the student’s academic needs and align with instruction during the school day.

*Objective 4:* Ohio’s 21st Century Community Learning Centers will deliver evidence-based educational development opportunities that promote family involvement and family literacy and that result in family members engaging in their children’s learning — either at home, at programs sponsored by the center, or elsewhere — in ongoing and meaningful ways.

*Objective 5:* Ohio’s 21st Century Community Learning Centers will establish and maintain relationships with other community-based organizations and local education agencies that provide ongoing partnerships of mutual support and that result in strengthened implementation of the 21st CCLC program.