

Week of Feb. 15th

Monday	No School
Tuesday	<p>Goals:</p> <ul style="list-style-type: none">• Vision of a Graduate : Identity & Agency <p>Lesson:</p> <ul style="list-style-type: none">• Identity - I have strong knowledge and awareness of who I am based on my personal values, allowing me to advocate and take initiative to drive change.• Earlier this year we talked about identity and our self identities. An important part of self-identity is being able to recognize the similarities and differences between yourself and others in your community and connecting through those similarities and respecting our differences. We learned that there are many characteristics that make up our identities, and something else to consider is that we each have different values.• Silent Reflection time (students can jot notes down or just think about their responses):<ul style="list-style-type: none">○ What in life is important to you?○ How do you know when something is important to you - that you value it?○ Values Statements - look at this sample list of *some* values. While looking at it, pick what your top 5 value statements are. Are there any values that would be in your top 5 that are not on this list?• After doing this activity, it's important to remember that not only do we each have different identities, but we also can have different values from one another. It's important to keep that in mind throughout the year as we work in our classroom community because these differences will help us learn from one another, but they are also important to be aware of because not everyone thinks like us or has the same values, we we need to be respectful and open minded when working together in our community.
Wednesday	<p>Goals:</p> <ul style="list-style-type: none">• Vision of a Graduate : Cultural Diversity & Awareness <p>Lesson:</p> <ul style="list-style-type: none">• Definition from Vision of Graduate: I embrace differences in culture, race, religion, etc. I understand that diversity drives growth. I show empathy and compassion for others.• Before we can talk about cultural diversity and awareness, we need to have an understanding of each of our own personal cultures, just as we talked yesterday about having an understanding of our identities. When we say

	<p>CULTURE, what does that mean?</p> <ul style="list-style-type: none"> ● Culture refers to the patterns of daily life that can be seen in language, arts, customs, holiday celebrations, food, religion, beliefs/values, music , clothing and much more. Culture can be handed down from one generation to the next and can be related to racial/ethnic identity and the country or countries where your family or ancestors are from. Culture can originate from a specific country but it can also come from <ul style="list-style-type: none"> ○ The region of the U.S. you live in (in midwest we say Bubbler vs Drinking fountain) ○ Whether you live in a city, suburb, or rural setting ○ Aspects of your home and family life ○ Your community and neighborhood ○ How you celebrate holidays ○ Your religion ○ Words you use and how you say certain things ● Culture is a dynamic and complex concept! Sometimes complex things can make it hard for us to understand one another and misunderstandings are what can lead to conflict. Therefore, it's super important that we learn about other cultures and connect with others that are different from us to become aware of differences so we can appreciate and understand one another. ● What are some ways at school we can learn about other cultures from our peers? What do you think it's important to be culturally diverse and aware?
Thursday	<p>Goals:</p> <ul style="list-style-type: none"> ● Vision of a Graduate : Growth Mindset <p>Lesson:</p> <ul style="list-style-type: none"> ● Growth Mindset is not a new concept to us. Ask students what they know about Growth Mindset. We know that we've learned that growth mindset is an approach to learning (and life) that we always have more to learn, that we can adapt and be flexible and that mistakes help grow our brains. Let's revisit what Growth Mindset looks like in our brains. ● Video (approx. 3:15 in length): Growth Mindset: The Truth About Your Brain ● Growth vs. Fixed Mindset Visual <ul style="list-style-type: none"> ○ Discuss the difference. Have students think about if any particular example is an area where they are more fixed that growth (for example challenges lead to more fixed mindset but I'm really good at taking feedback positively). Why is it that you may be more fixed in this area? ● Where do you see a growth mindset being important/utilized for adults? ● If time permits, an animated clip (6 mins) called Soar, that represents Growth Mindset.
Friday	<p>Goals:</p> <ul style="list-style-type: none"> ● Vision of a Graduate : Collaboration & Independence

- [Article](#) for Staff on the art of teaching collaboration skills

Lesson:

- We all have a preference in how we like to get our work done. Some like to do things by themselves (independently) others prefer to work with their friends and/or peers (collaborate) and some like both. Regardless of which way you prefer to learn and work, it's essential that we all have the ability and skills to successfully navigate working and learning both independently and with others.
- *Independence* - I can complete a task and move on by myself. What skills or tools do we need to have to be able to work independently?
 - What can be hard about working independently?
 - Know when to ask questions/ what questions to ask/ who to go to with questions.
 - Know what resources are available to you and how to use them to assist you.
 - What to do when you're stuck and help is not available.
 - What do you like about working independently?
- *Collaboration* - working with others towards a common goal. I value the unique perspectives of others. I build on the ideas of others. I use my strengths to support the work of others.
 - What can be hard about working in a group?
 - Examples: taking turns sharing ideas/one person talking at a time, listening to others ideas, respecting ideas that are different than mine, making a decision or coming to an agreement, time management, etc..
 - What do you like about working with others?
- [Duck! Rabbit! by Amy Krouse Rosenthal](#)
 - Based on the well-known optical illusion, two unseen narrators debate a pivotal question about the identity of the book's adorable main character: is it a duck, or is it a rabbit? Readers will undoubtedly find themselves in one camp or the other and, through clever illustrations, come to appreciate the perspective of the other side.