

## Grade 1 SEL and Social Justice Curriculum

SEL and Social Justice Curriculum	Grade: 1
<p data-bbox="170 311 548 349"><b>We All Sing the Same Song</b></p> <p data-bbox="170 349 422 386"><b>Unit Description:</b></p> <p data-bbox="170 386 1942 581">This unit is designed to help students build the foundation for being a responsible school citizen through SEL and Social Justice lessons, as well as service projects to help their community. The Second Step Elementary curriculum helps teach kids skills that can help them in school, at work and in life, such as listening, focusing attention, making friends and problem-solving. It also includes lessons that directly confront bullying and how to recognize, report and refuse such behavior. In turn, through the Social Justice curriculum students will learn: how a growth mindset allows us to learn and take risks, grit gives us the opportunity to persevere through challenges, families help us learn and grow, our identities include what we look like on the outside, and ways we can celebrate our differences and appreciate our similarities. All of this work is part of a spiral curriculum that is designed to create more aware and active citizens and help address our districts' definition of social justice.</p> <p data-bbox="170 609 541 646"><u><a href="#">Bend I: Skills for Learning</a></u></p> <p data-bbox="170 646 527 683"><u><a href="#">Bend II: Growth Mindset</a></u></p> <p data-bbox="170 683 583 721"><u><a href="#">Bend III: Bullying Prevention</a></u></p> <p data-bbox="170 721 369 758"><u><a href="#">Bend IV: Grit</a></u></p> <p data-bbox="170 800 422 837"><u><a href="#">Bend V: Empathy</a></u></p> <p data-bbox="170 837 611 875"><u><a href="#">Bend VI: Emotion Management</a></u></p> <p data-bbox="170 875 543 912"><u><a href="#">Bend VII: Problem Solving</a></u></p> <p data-bbox="170 954 709 992"><u><a href="#">Bend VIII: Who Am I On the Outside?</a></u></p> <p data-bbox="170 992 646 1029"><u><a href="#">Bend IX: Different Names &amp; Faces</a></u></p> <p data-bbox="170 1029 653 1066"><u><a href="#">Bend X: Different Likes &amp; Dislikes</a></u></p>	
<p data-bbox="170 1096 947 1133"><b>Social Justice Definition for Florham Park School District</b></p> <p data-bbox="170 1175 1942 1393">Social justice does not manifest in a singular fashion, nor is it achieved through a specific means of instruction. We see social justice as a means to be aware of and support equality and equity. We aim to develop students' sense of awareness of the world around them and create a willingness to contribute to making our community a better place. Social justice can and, often does, progress from awareness to civic action. In educational settings, schools must prepare students for the different phases of social justice to ensure that America upholds a democracy based on the principles that all people are created equal. Social justice guarantees fundamental human rights and the social inclusion and participation of every citizen. It also ensures every person will be provided with access to equitable economic, educational, healthcare, and political opportunities.</p>	

Schools should provide equal access to knowledge and should operate free of any constraints to ensure that all persons have the best opportunities to succeed. Our desire is to teach students about emotion regulation, understanding differences, problem solving and conflict resolution, self advocacy and advocacy for others as they develop an awareness of how they can help others. A socially just curriculum addresses historically rooted and institutionally sanctioned stratification, particularly for socially constructed groups that include race, ethnicity, class, gender, sexual orientation, religion, immigration status, language, and ability. Throughout this process and their tenure, students should be prepared to accept their roles as citizens in a participatory society. Specifically as they engage in socially just work and examine themselves and others while exploring possible solutions to problems identified around concepts of equality and freedom.

## NJ Student Learning Standards

### Social Justice Standards

Identity 1	IDK-2.2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.
Identity 2	IDK-2.2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.
Identity 3	IDK-2.2.3	I know that all my group identities are part of me-but that I am always ALL me.
Identity 4	IDK-2.2.4	I can feel good about myself without being mean or making other people feel bad.
Identity 5	IDK-2.2.5	I see the way my family and I do things both the same and different from how other people do things, and I am interested in both.
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
Justice 12	JU.K-2.12	I know when people are treated unfairly.
Action 16	AC.K-2.16	I care about those who are treated unfairly.

Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	
<b>Enduring Understandings/Goals</b>		<b>Essential Questions</b>	
Students will understand that... <ul style="list-style-type: none"> <li><input type="checkbox"/> Growth mindset allows us to learn new things and take risks</li> <li><input type="checkbox"/> Grit allows us to make mistakes and keep learning.</li> <li><input type="checkbox"/> Families have helpers that we should acknowledge and feel grateful for.</li> <li><input type="checkbox"/> They have physical traits that contribute to their identity.</li> <li><input type="checkbox"/> There are differences between them and others.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> What is a growth mindset?</li> <li><input type="checkbox"/> What is grit?</li> <li><input type="checkbox"/> Who am I on the outside?</li> <li><input type="checkbox"/> Who are family helpers?</li> <li><input type="checkbox"/> How am I the same and different from people around me?</li> </ul>	
<b>Evidence of Learning (Assessments)</b>		<b>Accommodations and Modifications</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Book club talks</li> <li>Student reflections</li> <li>Conferences and small groups</li> </ul>		<b>Special Education:</b> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Alternative formative and summative assessments</i></li> <li><i>Guided Reading</i></li> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul>	
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Action Research Projects</li> <li>Reflections</li> </ul>			
<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li><i>Nonsense Words</i></li> <li><a href="#">Teachers College Running Records</a></li> <li><a href="#">Letter Sound ID</a></li> <li><a href="#">High Frequency Word Assessment</a></li> </ul>			
<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>F &amp; P Running Records</li> <li>Scholastic Running Records</li> <li>BeBop Books for running records</li> <li>G &amp; T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies</li> <li>Reasoning</li> <li>Yopp-Singer test of Phoneme Segmentation</li> <li>Sentence-Writing Grade Placement Test</li> <li>Linguistics Phonemic Awareness Screener</li> </ul>		<b>English Language Learners:</b> <ul style="list-style-type: none"> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">ESL K-2</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>	

<ul style="list-style-type: none"> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> <li>• PRIM checklist</li> <li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li> </ul>	<div> <b>Students at Risk for Failure:</b> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> </div> <div> <b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> </div> <div> <b>Students with 504 Plans</b> <ul style="list-style-type: none"> <li>• <a href="#">Subgroup Accommodations and Modification</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> </div>
<b>Core Instructional and Supplemental Materials Professional Resources:</b>	<b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b>
<div> <b>Core Professional Resources:</b> <ul style="list-style-type: none"> <li>• Tolerance.org</li> <li>• Florham Park District Curriculum</li> <li>• Edutopia.org</li> </ul> </div> <div> <b>Supplemental Professional Resources:</b> <ul style="list-style-type: none"> <li>• <i>Icivics</i></li> </ul> </div>	<div> <b>Core Instructional Resources:</b> <div> <b>BOOKS</b> <ul style="list-style-type: none"> <li>• Hair Love by Matthew H. Cherry</li> <li>• I Love My Hair by Natasha Anastasia Tarpley</li> <li>• The Name Jar by Yangsook Choi</li> <li>• I Am Latino: The Beauty in Me by Myles C. Pinkey</li> <li>• Black is Brown is Tan by Arnold Adoff</li> <li>• Black is a Rainbow Color by Angela Joy</li> <li>• Tea Cakes for Tosh by Kelly Starling Lyons</li> <li>• Two Eyes, A Nose and A Mouth by Roberta Grobel Intrater</li> <li>• My Name is Yoon by Helen Recorvits</li> <li>• The Girl Who Never Made Mistakes by Gary Rubinstein &amp; Mark Pett</li> <li>• Short story <a href="#">Seven Golden Stars</a></li> </ul> </div> <div> <b>VIDEOS</b> <ul style="list-style-type: none"> <li>• <a href="#">We All Sing the Same Song</a></li> <li>• <a href="#">We're Different, We're the Same read aloud</a></li> <li>• <a href="#">I Love My Hair</a></li> <li>• <a href="#">Color of Me</a></li> <li>• <a href="#">Lupita Nyong'o Loves Her Skin</a></li> </ul> </div> </div>

	<ul style="list-style-type: none"> <li>• <a href="#">Power of Yet - Sesame Street</a></li> <li>• <a href="#">Class Dojo - your brain is like a muscle</a></li> <li>• <a href="#">class dojo - the magic of mistakes</a></li> <li>• <a href="#">Class Dojo - Power of Yet</a></li> <li>• <a href="#">Class Dojo - The Dip</a></li> <li>• <a href="#">Climbing out of the Dip</a></li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Sesame Street</li> <li>• <a href="#">The Best Children's Books</a></li> <li>• <a href="#">Social Justice Books</a></li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> <li>• Six Minute Solutions</li> <li>• Fountas and Pinell Guided Reading</li> <li>• Fountas and Pinell Shared Reading</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies.</li> <li>• In Social Studies discuss routines in the community</li> <li>• Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>• Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students.</li> <li>• Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>• Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a word study word sort in Inspiration.</li> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>• Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<p><b>Integration of 21st Century Themes and Skills</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• Social Justice Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character</li> </ul>

<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> <li>• RazKids</li> <li>• Use Screencastify to record student reading, partner feedback, and/or student goal</li> <li>• <a href="#">Digital Story Books</a></li> <li>• <a href="#">Epic Digital Storybook</a></li> <li>• <a href="#">Brinpop Jr.</a></li> </ul>	<ul style="list-style-type: none"> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>• Use print materials to practice reading and comprehension skills</li> </ul>
Career Education	Global Perspective
<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Educational Field Trip</a></li> <li>• <a href="#">Connect With Rick Riordan</a></li> <li>• <a href="#">Author Visit Kit</a></li> <li>• <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Hispanic-Latino Heritage Month</li> <li>• National Disability Employment Awareness Month</li> <li>• National American Indian Heritage Month</li> <li>• Black History Month</li> <li>• National Women's History Month,</li> <li>• National Irish-American Heritage Month</li> <li>• National Italian American Heritage Month</li> <li>• Asian Pacific American Heritage</li> <li>• Older Americans' Month</li> <li>• Jewish American Heritage Month</li> <li>• Week of Respect</li> <li>• Red Ribbon Week</li> <li>• International Dot Day (September 16)</li> <li>• <a href="#">Heritage Month Observations</a></li> </ul>

<b>Bend I: Skills for Learning (September)</b>	
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<p><b>Second Step Unit 1</b></p> <p><i>Lesson 1: Learning to Listen</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Play My Turn, Your Turn and prompt kids to think about what helped them be successful while playing</li> <li>● Bring our Snail and use him to introduce/review the four listening rules</li> </ul> <p><b>Mini Lesson: Today I want to teach you that following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard to listen.</b></p> <p>Show the photo and tell the story of Ms. Marquez’s class. Draw students attention to what Zack is doing and ask students to identify if he is listening or not. Review the Listening Rules in regards to the photo.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Play My Turn, Your Turn again, but with the listening rules. Do one round with you saying the rule and kids acting them out, and one round where you do the action and students dictate the rule.</p>
<p><i>Lesson 2: Focusing Attention</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Play My Turn, Your Turn and remind kids that following the Listening Rules will help them be successful during this game</li> <li>● Bring out Puppy and review how to be a focused listener</li> <li>● Listen to “The Learner Song”</li> </ul> <p><b>Mini Lesson: Today I want to teach you that focusing attention involves using your eyes, ears, and brain. Using self-talk can help you focus your attention.</b></p> <p>Show the photo and tell the story of Abraham. Prompt kids to think about what Abraham can do to help himself understand and remember how to play. Tell kids about their “attent-o-scope” and practice using it together. Link this to focusing your attention in your own classroom.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Play My Turn, Your Turn again, giving kids three movements to do at once to really push them to pay attention. Debrief about how this version of the game was easier/harder to do and why.</p>
<p><i>Lesson 3: Following Directions</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Bring Puppy and Snail out to play My Turn, Your Turn</li> <li>● Review learned concepts about listening and focusing</li> <li>● Play “The Learner Song”</li> </ul>

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<p><i>Lesson 3: Following Directions</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Bring Puppy and Snail out to play My Turn, Your Turn</li> <li>● Review learned concepts about listening and focusing</li> <li>● Play “The Learner Song”</li> </ul>





<p><i>Session 2: Growth and Fixed Mindset</i></p>	<p><b>TP: Today I want to teach you that Grow = develop, change, mature, evolve. Living things grow - plants, animals, and people. Even our brains can grow!</b></p> <ul style="list-style-type: none"> <li>○ Turn and talk to a partner and share your thoughts.</li> </ul> <p>Independent practice</p> <p>Have students draw/write about how they have grown since last school year!</p> <p><b>Connection:</b> When you think of the brain or minds, what do you think MINDSET means?</p> <p><b>TP: Today I want to teach you that Mindset is the way your brain views ourselves and the world. Our mindset can help us look at problems and mistakes in a positive way, or a negative way. A growth mindset is believing in the power of yourself and your brain! When we try hard things, use the right strategies, and don't give up, we can grow and strengthen our skills. So a growth mindset is when we know, with practice, we will get better at something. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset.</b></p> <p>Independent Practice:</p> <p><a href="#">Class Dojo - your brain is like a muscle</a></p> <p><a href="#">1st video discussion questions</a></p> <p><a href="#">class dojo - the magic of mistakes</a></p> <p>Discussion - <a href="#">discussion questions re: mistakes</a></p> <p>Activity: Have students draw a picture of themselves having a growth mindset and a fixed mindset.</p>
<p><i>Session 3: Read Aloud - The Girl Who Never Made Mistakes</i></p>	<p><b>Connection:</b> Introduce the book The Girl Who Never Made Mistakes by Mark Pett &amp; Gary Rubinstein</p> <p><b>TP: Today I want to read you a story and I want you to think about if the character has a fixed or growth mindset.</b></p> <p>Read story - The Girl Who Never Made Mistakes <a href="#">The Girl Who Never Made Mistakes</a> Engage in class discussion.</p> <p>Independent Practice:</p> <p>Students will draw a picture of Beatrice having a fixed mindset and a growth mindset, share and discuss</p> <p>Have students think about times where they had a growth mindset and times when you had a fixed mindset. Reference the last lesson about a growth mindset and how our brains get stronger when we put in effort and don't give up.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>● Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing?</li> <li>● What about a time you felt stuck?</li> <li>● Is there anything you learned today that you will apply when you feel stuck next time?</li> </ul>

<p><i>Session 4: : The Power of Yet and Growth Mindset</i></p>	<p><b>Connection:</b> What could the Power of Yet be?</p> <p><b>TP: Today I want to teach you about something very special that we can say. We call it the power of yet! Let's watch this video and see if we can figure out what is the power of yet?</b></p> <p><a href="#">Power of Yet - Sesame Street</a> - engage in classroom discussion, transition into second video below which will explain the power of yet.</p> <p><a href="#">Class Dojo - Power of Yet</a> - 2 min 32 seconds</p> <p><b>Independent practice:</b></p> <p><a href="#">Power of Yet discussion questions</a></p> <p>pages 2 - 4 <a href="#">power of yet activity k-2</a></p> <p>Ask students to think about what they can do to have a growth mindset in this classroom? Have a class discussion about this. Create a list with the class that can be displayed in your classroom as a reminder.</p>
<p><b>Bend III: Bullying Prevention (October)</b></p>	<p><b>Teaching Points</b></p> <p><b>*Please note, these lessons are to be completed during the Read Aloud period on Fridays. Prior to Lesson 1 please establish class rules, using the introductory lesson as a guideline.</b></p>
<p><b>Second Step Bullying Prevention Unit</b></p> <p><i>Lesson 1: Recognizing Bullying</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Ask partners to Think, Turn Tell about: <ul style="list-style-type: none"> <li>○ Bullying that hurts someone's body</li> <li>○ Bullying that hurts someone with words</li> <li>○ Bullying that gets other kids to be mean to someone</li> </ul> </li> <li>• Point to the "Recognize" part of the Three Rs of Bullying poster and introduce the lesson</li> </ul> <p><b>Mini Lesson: Today I want to teach you that bullying is mean or hurtful behavior that keeps happening. Bullying is not safe, respectful or kind and recognizing that it's happening is the first step to getting it to stop.</b></p>

<p><i>Lesson 2: Reporting Bullying</i></p>	<p>Play the full story video, then play Part 1 again, stopping to discuss what’s going on. Continue this process with each part of the video, pointing out the bullying that occurs. End with a Think, Turn, Tell about how to help the student being bullied and what helped other students recognize that bullying was taking place.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Play a game called, “Bullying Detectives” to help kids practice looking for clues that bullying is happening.</p> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Review what students learned in the last session</li> <li>● Introduce the idea of reporting bullying, pointing to the “Report” section of the Three Rs of Bullying Chart</li> </ul> <p><b>Mini Lesson: Today I want to teach you that if you recognize bullying is happening and you haven’t been able to get those mean behaviors to stop, you should tell a caring adult.</b></p> <p>Play the full story video, then play Part 1 again, stopping to discuss what’s going on. Continue this process with each part of the video, pointing out the bullying that occurs and why it’s happening. End with a Think, Turn, Tell about why a parent or caring adult is a safe person to report bullying to. Prompt kids to discuss who they would report bullying to and what would happen if the bullying didn’t stop.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Remind kids that when they report bullying, they need to be assertive. Practice reporting bullying as a whole group by role playing through each of the scenarios with different groups of kids.</p>
<p><i>Lesson 3: Refusing Bullying</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Review what students learned about reporting bullying in the last session</li> <li>● Reiterate how you can use a strong, respectful voice when being assertive in different situations, including reporting and refusing bullying</li> <li>● Point to the “Refuse” section of the Three Rs of Bullying Chart</li> </ul> <p><b>Mini Lesson: Today I want to teach you that you can refuse to let bullying happen to you or to others. You can be assertive when you’re refusing bullying.</b></p> <p>Play the full story video, then replay each part, stopping to discuss what’s going on. Prompt kids to indicate whether the student must report bullying or not. Highlight how the student refused bullying by using an assertive voice. End with a “Think, Turn, Tell” to get kids to share their thoughts about why it’s important to use an assertive voice when refusing bullying and what the student did to get the bullying to stop.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Remind kids that when they refuse bullying, they need to be assertive. Practice refusing bullying as a whole group by role playing through each of the scenarios with different groups of kids.</p>



<p><i>Session 3: Goals</i></p>	<p>Sample questions:          What is something really difficult that you tried?          What did you have to do to reach your goal?          How have you shown grit?          Tell me about a time when you failed the first time.          Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this?          Come together as a class and discuss questions.          Pair students up in the classroom to interview each other.          Have students draw a picture of the person they interviewed being gritty!</p> <p><b>Connection:</b> What are goals and why are they important?  <b>TP: Today I want to teach you about goals - Stop and think for a moment what you may know about goals, and list ideas across your fingers.</b>          Have a class discussion about what a goal is and why goals are important</p> <p>I am going to read you a story and I want you to think about why goals are important.  <a href="#">Seven Golden Stars</a>          Read The Seven Golden Stars to the class and have class discussion.</p> <p>Independent Practice:          Have students fill out pledge (attached above in Seven Golden Stars) and draw themselves accomplishing their goals</p> <p>Come back together as a class and share some of their goals and what will help them achieve their goals. Goals can be displayed in the classroom as a reminder and motivator for students!</p>
<p><b>Bend V: Empathy (December-January)</b></p>	
<p><b>Second Step Unit 2</b></p> <p><i>Lesson 6 &amp; 7: Identifying Feelings</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Think, Turn, Tell about feelings, asking kids to identify feelings based on facial expressions</li> <li>• Bring out Snail and Puppy to review the Listening Rules</li> </ul>

<p><i>Looking for More Clues</i></p>	<ul style="list-style-type: none"> <li>● Play “The Feelings Song”</li> </ul> <p><b>Mini Lesson: Today I want to teach you that identifying your own feelings helps you know how others feel. Some feelings are comfortable and some are uncomfortable. Physical and situational clues can help you identify others’ feelings.</b></p> <p><u>Physical Cues:</u> Show photo 6A and tell the story of Jharell. State that one way to figure out how people feel is by looking at their faces. Identify Jharell’s feeling and why he’s feeling that way. Repeat this process with photo 6B.</p> <p><u>Situational Cues:</u> Show photo 7A and tell the story of Julian. State that one way to figure out how people feel is by looking at the situation around them. Identify Julian’s feelings and why he’s feeling that way. Repeat this process with photo 7B.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Help kids practice showing how they feel with their faces and bodies with a game. Read the scenario (those from Lesson 6 &amp; 7), then have 2-3 volunteers show their feelings. The rest of the students will guess the emotion based on the faces/situation. End by introducing the Empathy Poster.</p>
<p><i>Lesson 8: Similarities and Differences</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Play Simon Says, having kids listen for the words “same” and “different”</li> <li>● Review the ways you can identify feelings (face, body, what the person says, situation)</li> <li>● Play “The Feelings Song”</li> </ul>
<p><i>Lesson 9: Feelings Change</i></p>	<p><b>Mini Lesson: Today I want to teach you that people can have different feelings about the same situation. It is okay for people to have different feelings about the same thing!</b></p> <p>Play the video and prompt kids to look for clues to how the kids are feeling. Discuss similarities and differences between Sally and Louisha. Have partners Think, Turn, Tell about the feelings of the main characters and the feelings of the other kids in the video, pointing out that it’s okay for different people to feel different things.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Have two volunteers help you lead the game to practice identifying emotions. Read a scenario, have kids show their feelings using the face and bodies, then ask the group whether the students have the same feeling or not.</p> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Play Simon Says with mixed up rules</li> <li>● Bring out Puppy and Snail to review concepts from the previous lesson</li> </ul>

	<p><b>Mini Lesson: Today I want to teach you that people may have different feelings about the same situation at different times, and people's feelings may change! Being inviting and welcoming can change people's feelings about a situation.</b></p> <p>Play the video and prompt kids to pay attention to what Louisha does and how Sally feels. Debrief, talking about how Sally's feelings changed from the beginning to the end of the video. End with a Think. Turn, Tell about why Sally's feelings changed.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Bring out Puppy and Snail and have kids line up in two lines. One at a time, have students practice inviting Puppy or Snail to play, using the scenarios listed in this lesson script.</p>
<i>MWT-Lesson 10: Accidents</i>	<p>As kids work or play, voiceover your observations about an accident you noticed. Tell how an accident is when you do something you didn't mean to do. Give an example and say how it is important to accept responsibility for an accident in order to prevent it from happening again. Remind kids that accidents happen and that we need to assume they were unintentional first.</p>
<i>Lesson 11: Showing Care and Concern</i>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Play Clap and Wait, prompting kids to use their self-talk to keep track of the rules</li> <li>• Review the concept of accidents and remind kids to say "I'm sorry" as a way of showing you care</li> <li>• Use Snail to introduce today's concept</li> </ul> <p><b>Mini Lesson: Today I want to teach you that compassion is empathy in action. People feel better when others show them care and concern.</b></p> <p>Show the photo and tell the story of Ben and Dara. Prompt kids to identify how Ben feels and how they can tell. Do the same with Dara. Do a Think, Turn, Tell about what Dara could say to Ben to show she cares. Tell about how listening is a way to show you care.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice showing compassion by playing a partner game. Read a scenario out loud, then have partners take turns practicing what they could do or say to show care and concern.</p>
<b>Bend VI: Emotion Management (February)</b>	
<b>Second Step Unit 3</b>	

<p><i>Lesson 12 &amp; 13: Identifying Our Own Feelings &amp; Strong Feelings</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Play Step or Stay and review what students learned about showing care and concern for others</li> <li>• Bring out Puppy to introduce identifying feelings</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that you can identify your own feelings by physical clues in your body. Feelings vary in strength. Strong feelings need to be managed right away.</p> <p>Show the photo for Lesson 12 and tell the story of Jharell. Prompt kids to identify how he is feeling and why. Discuss how your body feels when you are disappointed. Think, Turn, Tell about how Jharell could make himself feel better.</p> <p>Now show the photo for Lesson 13 and tell the story of Nikki. Prompt students to look for clues as to how Nikki is feeling. Discuss how your body feels when you are frustrated, and identify this as a strong feeling. Tell kids that when they have a strong feeling, they can say, “Stop” as they place their hands on their tummy.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Have kids practice recognizing body clues first. Dictate and model an action for each body part (heart, head, shoulders) that shows an uncomfortable feeling as well as a comfortable one. Then, use the scenarios in Lesson 13 to practice identifying strong feelings and stopping them.</p>
<p><i>Lesson 14 &amp; 15: Calming Down Anger &amp; Self Talk for Calming Down</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Play Move or Wait as you play The Feelings Song</li> <li>• Review the first two Calming-Down Steps on the Calm Down poster</li> <li>• Play “The Anger Song” to introduce belly breathing</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that when you have a strong feeling, like anger, you can calm yourself down using belly breathing or self-talk. These things can help you prevent being mean or hurting others when you’re feeling angry.</p> <p>Play part 1 of the video for Lesson 14, stopping to have kids identify the students feelings and to categorize those feelings as comfortable or uncomfortable. Play part 2 of the video and practice belly breathing. Then, watch the belly breathing video.</p> <p>Offer up an alternative way to calm down by showing the photo from Lesson 15 and telling the story of Tiffany and Rita. Prompt kids to identify their feelings and tell about how when one calm down strategy doesn’t work, you have to try another one. Think, Turn, Tell about positive things Tiffany can say to herself and how that helps her calm down and get her work done.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Have students practice the two calm down strategies (belly breathing and positive self-talk). Read the scenarios from Lesson 15 to partnerships and have them Think, Turn, Tell about some self-talk they could do to calm themselves. Prompt them to belly breathe before initiating their positive self-talk.</p>
<p><i>Lesson 16: Managing Worry</i></p>	<p><b>Connection:</b></p>



	<ul style="list-style-type: none"> <li>• Play Move or Wait and prompt kids to use the Calming-Down Steps to wait</li> <li>• Review the Ways to Calm Down that you learned last session using Snail</li> </ul> <p><b>Mini Lesson: Today I want to teach you that counting is also an effective way to calm down. The Ways to Calm Down can help kids manage worry.</b></p> <p>Play part 1 of the video and identify how Shane feels. Prompt kids to identify the clues that led them to identify that emotion (worry). Talk about times when you were worried. Classify the feeling as strong or not, then practice saying “stop” and taking three belly breaths to calm down. Do a Think, Turn, Tell to brainstorm positive self-talk statements Shane could say. Play part 2 of the video and review the Calm Down Poster.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice using the Ways to Calm Down to manage worry. Read each scenario and prompt kids to demonstrate how they would calm down in that situation.</p>
<b>Bend VII: Problem Solving (March)</b>	<b>Teaching Points</b>
<p><b>Second Step Unit 4</b></p> <p><i>Lesson 17: Solving Problems, Part 1</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Play “Idea Machine” to practice brainstorming lots of ideas</li> <li>• Review ways to calm down using Puppy</li> <li>• Play “The Problem Solving Song” to introduce the lesson</li> </ul> <p><b>Mini Lesson: Today I want to teach you that you need to calm down before you solve a problem. The first step to solving a problem is to use words to describe it. The second step in solving a problem is to think of lots of solutions.</b></p> <p>Play part 1 of the video and identify how Brianna feels and how Ann feels. Ask kids what clues they saw that led them to identify those emotions. Use the Problem Solving Poster to guide kids through how to solve the problem in the video. Play part 2 of the video.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Use Puppy and Snail to help you practice the first two problem solving steps. Do a Think, Turn, Tell to brainstorm solutions to Puppy’s problem. Act out the rest of the scene with Puppy and Snail</p>
<i>Lesson 18: Solving Problems, Part 2</i>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Play “Idea Machine” to practice brainstorming lots of ideas</li> </ul>

<p><i>Lesson 19 &amp; 20: Fair Ways to Play &amp; Inviting to Join In</i></p>	<ul style="list-style-type: none"> <li>● Review ways to calm down using Puppy and Snail</li> <li>● Play “The Problem Solving Song” to introduce the lesson</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that part of problem solving is thinking about consequences. The final step of problem solving is to pick the best solution so that you can get along better with others.</p> <p>Show the photo and play the video. Review how Brianna and Ann calmed down, then they said their problem. Prompt kids to review some of the solutions, then go to the Problem Solving Poster to introduce the E for “Explore.” Give examples of positive or negative consequences to their solutions, then move on to the P for “Pick” the best solution. Play the video to see what the girls pick.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice exploring consequences and picking a solution with Snail and Puppy. Have kids turn and tell their partners the solution they think would work best for Puppy and Snail.</p> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Play Shape Moves to warm up</li> <li>● Review the Problem Solving Steps Poster</li> <li>● Play the “Fair Ways to Play Song”</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that sharing, trading and taking turns are fair and fun ways to play. It is important to use these fair ways to play and to invite others to play in order to show empathy.</p> <p>Show the photo from Lesson 19 and tell the story of the two boys. Prompt kids to identify feelings and how they can tell. Use the problem solving steps poster to help solve the boys’ problem. Do a Think, Turn, Tell to decide the fair solution and how the boys could communicate this solution. Challenge kids to solve another problem by showing the photo from Lesson 20. Use the problem solving steps poster to work through the problem as a class. Do a Think, Turn, Tell to brainstorm ideas for what Lamarr could do and how he could use assertive words to solve his problem.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice inviting others to join in using partnerships. Read the scenario then have each partner take turns practicing inviting the other to play, using a friendly and assertive voice. Allow kids to have some play time, reminding them to use one of the fair ways to play they learned about today.</p>
<p><i>Lesson 21: Handling Name Calling</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Play Shape Moves to warm up</li> <li>● Review inviting to join in</li> <li>● Play the “The Problem Solving Song” and name the problem: name-calling</li> </ul>

	<p><b>Mini Lesson:</b> Today I want to teach you that it is not okay to call people names that hurt their feelings. If someone calls you a name, you can ignore the person or speak assertively to solve your problem.</p> <p>Show the photo and tell the story of Nikki. Prompt kids to identify how Nikki is feeling and why. Review the Calm-Down steps to see how Nikki can calm down before solving her problem. Then, direct your attention to the Problem Solving Steps Poster to work through the problem. Think, Turn, Tell about what Nikki could do, and the consequences of those solutions. As a class, work through a series of solutions and consequences.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Have kids practice being assertive with the help of Puppy. Pretend Puppy calls you a name and practice responding in an assertive voice.</p>
<p><b>Bend VIII:</b> <b>Who Am I On</b> <b>the Outside?</b> <b>(April)</b></p>	<p><b>Teaching Points</b></p>
<p><i>Session 1: Identity Observations</i></p>	<p><b>Connection:</b> State that we will be embarking on a new journey, a journey of self-discovery! Tell students that we have so much to learn about ourselves and that it is important to celebrate how great we are. Play the <a href="#">“We All Sing the Same Song”</a> video and ask partners to turn and talk about what they noticed.</p> <p><b>Mini Lesson:</b> Today I want to teach you that each of us have a special identity. Your identity is made up of all the things that make you, YOU! One way we can celebrate how special we are is by noticing what we see when we look at ourselves.</p> <p>Take out the book, “Brown Bear, Brown Bear What Do You See?” By Bill Martin Jr. and do a sneak peek. Read the book aloud, then ask students to turn and talk, naming the animals in the story. Voice over any helpful hints like, “Be specific in your naming. What color was that animal?” Discuss how each animal is unique in that they all look different and even have special colors. Tell about how this makes the story wonderful and celebrates all different types of outside attributes.</p> <p>Create or reveal the premade chart below to the class. Read the chart and state that these are the steps you can take to celebrate how special you are.</p> <p><u>How to Celebrate You!</u></p> <ol style="list-style-type: none"> <li>1. Name yourself</li> <li>2. Look at yourself</li> <li>3. Think about yourself</li> <li>4. Celebrate yourself!</li> </ol> <p><b>Small Group Work/Asynchronous Learning:</b> Distribute papers with the heading, “Brown Bear, Brown Bear What Do You See?” and the sentence stem, “I see a _____ looking at me.” Provide an example for how to complete this sentence. For example, “I see a smart girl looking at</p>

<p><i>Session 2: Self Portraits</i></p>	<p>me.” or “I see a tall boy looking at me.” Explain to students that they should celebrate themselves by looking closely at themselves and saying something about themselves. Encourage students to share their sentences with one another.</p> <p><b>Connection:</b> Show a series of self-portraits done by influential people in history, like those found <a href="#">here</a>. Name the people on the screen and state that people draw themselves based on how they see themselves. Tell students how important it is to celebrate who we are, because we are so special to our school community.</p> <p><b>Mini Lesson:</b> Today I want to teach you that one way to celebrate ourselves is to draw or paint a self-portrait! By creating a drawing of ourselves, we can show the world how great we really are!</p> <p><u>How to Celebrate You!</u></p> <ol style="list-style-type: none"> <li>1. Name yourself</li> <li>2. <b>Look at yourself</b></li> <li>3. <b>Think about yourself</b></li> <li>4. Celebrate yourself!</li> </ol> <p>Tell the class how they can move through each of these steps before, during and after they create their portrait. Explain how this process is a great way to celebrate who you are.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Distribute paper and drawing materials to each student. Ask each student to write their name at the top of their paper. If available, have students look at themselves before beginning their portraits. As students work, circulate around and voice what you notice about each students’ work. When completed, students may share their work with someone near them.</p>
<p><i>Session 3: My Body Helps Me-Gratitude</i></p>	<p><b>Connection:</b> Share a story about a time when you were proud of something that your body could do. For example, share a story about being able to kick a soccer ball farther than you ever could after practicing. Talk about how even when people have different bodies, they all have something that they can do that they can be proud of.</p> <p><b>Mini Lesson:</b> Today I want to teach you that one way to celebrate who you are is by being grateful. You can have gratitude for all the things that your body helps you to accomplish!</p> <p><u>How to Celebrate You!</u></p> <ol style="list-style-type: none"> <li>1. Name yourself</li> <li>2. <b>Look at yourself</b></li> </ol>

<p><i>Session 4: Taking Care of Myself (on the outside)</i></p>	<ol style="list-style-type: none"> <li>3. <b>Think about yourself</b></li> <li>4. <b>Celebrate yourself!</b></li> </ol> <p><b>Small Group Work/Asynchronous Learning:</b> Distribute the <a href="#">blank pages</a> that will make up the class book to each student. As a class, brainstorm ways that your body can help you and things that your body can do. Then, let each child complete their page by finishing the sentence starter, “I’m grateful that my body can ____.” Reinforce the idea of gratitude for what we can do, even if we can’t do some things or need help doing other things.</p> <p><b>Connection:</b> Ask kids to turn and talk about something that needs to be taken care of. Shout out suggestions, like babies, pets, kids, etc. Explain how many things need to be taken care of, including ourselves!</p> <p><b>Mini Lesson:</b> Today I want to teach you that it is important to take care of the things that we love. When we love ourselves, we have to take care of our bodies! We can do this in many ways.</p> <p><u>How to Celebrate You!</u></p> <ol style="list-style-type: none"> <li>1. Name yourself</li> <li>2. Look at yourself</li> <li>3. <b>Think about yourself</b></li> <li>4. <b>Celebrate yourself!</b></li> </ol> <p>Review ways to take care of your body that students learned in kindergarten.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Play charades in small groups by having students act out different ways to take care of yourself on the outside. <a href="#">Charades cards</a> may include:</p> <ul style="list-style-type: none"> <li>● Washing your hands</li> <li>● Washing your hair</li> <li>● Brushing your teeth</li> <li>● Doing exercise</li> <li>● Stretching</li> </ul>
<p><i>Session 5: We All</i></p>	

<i>Fit Together</i>	<p><b>Connection:</b> Remind students that each class in our school is unique because it is made up of all different kinds of kids. No two kids are exactly alike, even twins! State the importance of celebrating how great we are as individuals in order to come together to make an amazing classroom community.</p> <p><b>Mini Lesson:</b> Today I want to teach you that one way to celebrate ourselves is to show how our individual identities fit together to make our classroom community! Being a good friend can make our classroom community a happy place to be!</p> <p><b>Reinforcing SEL Concept:</b> Friendship Review what it means to be a good friend in your classroom. Reinforce how one way we can celebrate ourselves is by showing that we are a good friend.</p> <p>Tell the class that today we will be showing how each of us as individuals come together as a class to create a happy classroom community. State that one way to show your positive identity is to be a good friend. Model an example and non example of good/bad friendship. Have students give you a thumbs up or down to show if you are being a good friend or not. Tell students that one way to celebrate yourself as part of the community is to show that you are a good friend.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Task students with the job of playing games together (groups or partners). This can be framed as free time, but remember to remind students to show positive friendship attributes. At the end of free time have students give a thumbs up or down to show if they were a good friend during this time. Then, distribute paper puzzle pieces and drawing materials to each student. Ask each student to write their name in the center of the puzzle piece and to decorate it as desired. Collect puzzle pieces and show how they fit together to make a classroom puzzle, just like different kids come together to make a classroom community.</p>
<b>Bend IX: Different Names &amp; Faces (May)</b>	<b>Teaching Points</b>
<i>Session 1: Our Classroom Names</i>	<p><b>Connection:</b> Sing “The Name Game” using your song, then songs of some kids in your class. Tell about how everything about us starts with our name.</p> <p><b>Mini Lesson:</b> Today I want to teach you that our identity often starts with our name. Names are what make us unique and different from others. Everyone has a first name and a last name that is special to them. We can look at our names and notice differences and similarities between us and our classmates.</p> <p>Model how to look at names by observing your name on the white board. Think aloud about all the things you notice about your name. This may include:</p> <ul style="list-style-type: none"> <li>• My name has _____ letters.</li> <li>• My name has _____ vowels and _____ consonants.</li> </ul>

- I was named after \_\_\_\_\_.
- My name comes from \_\_\_\_\_.
- My last name is \_\_\_\_\_ because my family comes from \_\_\_\_\_.

**Small Group Work/Asynchronous Learning:** Students will write their first and last name on a sentence strip. Ask students to do observations on their name individually, then ask all students to crumple up their sentence strip and throw their “snowball” into the center of the room. Call numbers to choose a “snowball” and sit in their spot on the carpet. Ask each student to read the name on their paper and have that student share out an observation about their name. Other students may stand up if they have a similarity or difference between that students’ name and their own. Continue until all students have shared.

## Session 2: Who Has Hair?

**Connection:** Play [I Love My Hair](#) for the class and ask them to turn and talk to make a prediction about what we will be talking about today.

**Mini Lesson:** Today I want to teach you that another way we may be different or the same from others is our hair! Hair is something that most mammals have. We can look at our own hair closely to notice similarities and differences we have with our classmates.

**Small Group Work/Asynchronous Learning:** Students will use the “[My Hair Book](#)” template below to learn and tell about their own hair. As students work, emphasize the importance of simply answering the questions in the book, rather than naming them as “good” or “bad.” Guide students to answer the questions honestly and use the prompting questions at the bottom of each page to talk to their classmates about this topic.

### Session 3: Faces in Our Library

**Connection:** Talk about how books can show us many different kinds of people. Authors have the power to tell stories of people like them, and people who are not like them.

**Mini Lesson:** Today I want to teach you that another part of our identity is how we look. One way to begin thinking about how we look is by observing how children in our library look. By looking through our classroom library, we can notice characters that look similar and different to us and talk about how that makes us feel!

**Small Group Work/Asynchronous Learning:** Students will be tasked with the job of looking through books in their classroom library and noticing characters in those books. Specifically steer students in the direction of looking for characters who have similar hair textures, skin colors and facial features as them. Encourage students to talk to one another as they work (this work may be done in small groups or with partners). Mark pages with post-its that are especially impactful to students. Provide time for students to share their noticings with another group or partnership. Create space for students to voice how they feel about their observations.

<p><i>Session 4: Colors of Beauty</i></p>	<p><b>Connection:</b> Play the <a href="#">Color of Me</a> song for the class and point out all the ways that the actors talked about their skin colors. They didn't use words like, "black" or "white" but they used all types of words to really describe what their skin looks like.</p> <p><b>Mini Lesson:</b> Today I want to teach you that noticing how we are similar and different is key to creating a respectful classroom community. One way to do this is to look closely at ourselves and remind ourselves of the beauty we all have.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will work to create another self portrait using paints. Provide students with the opportunity to mix paints themselves to create their own skin color. Again, emphasize the importance of just noticing your own skin color, rather than labeling it "black" or "white" or "tan". Students should work to get as close to their own skin color as possible. Share as a class how this activity made students feel and the level of difficulty students had when trying to complete this activity.</p>
<p><i>Session 5: Family Colors (1)</i></p>	<p><b>Connection:</b> Show a picture of your parents to the class. Talk about who they are and the ways in which you look similar and different to them.</p> <p><b>Mini Lesson:</b> Today I want to teach you that the way we look comes from two people, our parents! We can talk to our parents and ask them questions to understand the ways we look alike and different from our classmates. You can learn more about yourself from your family!</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will create a list of questions to ask their family members regarding their outer appearance. As a class, brainstorm a list of questions to ask parents. Make this list on the board, then choose 3-5 questions as your final interview questions. Following this lesson, type and print the interview sheet to send home with students. Parents should complete the interview by writing the answers to the questions on the worksheet.</p>
<p><i>Session 6: Family Colors (2)</i></p>	<p><b>Connection:</b> Talk about what the word "interview" means and where students may have seen one happening. Explain that interviews are a great way to get information from people and learn new things.</p> <p><b>Mini Lesson:</b> Today I want to teach you that talking to our family can help us understand ourselves. When we understand ourselves, we can celebrate who we are as part of our classroom community!</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will debrief on the answers to their interview questions. In small groups, facilitate conversations about the interviews and how it made students feel. Distribute <a href="#">the worksheet</a> that has the sentence stem, "I love our classroom community because _____." and ask students to complete the sentence. Students should also include a drawing to accompany their picture. Create a space to hang these worksheets as a reminder of all the great things about this classroom community.</p>





(1)

*Session 4: We All  
Sing the Same Song  
(2)*

**Mini Lesson:** Today I want to teach you that when we realize that despite our differences, we all are working towards a common goal, you can develop a beautiful and diverse classroom community. We need all of our different voices to help sing the same song.

**Small Group Work/Asynchronous Learning:** Students will be placed into small groups and be given [the lyrics](#) to “We All Sing the Same Song” with some words missing. Depending on who is in their group, they will be tasked with filling in missing words about their group members. For example, when given the line “My hair is \_\_\_\_\_ and \_\_\_\_\_.” the group members would fill in the colors of their hair. Have groups continue until all the information is included.

**Connection:** Remind kids of all they have learned this year and how special they are as individuals and as a collective group. Congratulate them on all their hard work.

**Mini Lesson:** Today I want to remind you that when we realize that despite our differences, we all are working towards a common goal, you can develop a beautiful and diverse classroom community. We need all of our different voices to help sing the same song and we can show that to our community!

**Small Group Work/Asynchronous Learning:** Students will use the sheet that was completed during the last session to complete their cumulative activity. Students can (a) perform their “song” by using iPads to record their performance in groups or (b) rewrite their “song” onto a large piece of paper to be displayed in the school. Have groups choose their activity and complete it during this lesson. Reiterate that even though we may seem so different, we are all working together to create a happy and healthy classroom community where we can learn.