

SEL and Social Justice Curriculum	Grade: 2
<p><b>We Open Our Gifts at Different Times</b></p> <p><b>Unit Description:</b></p> <p>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, our identities include our external and internal traits, and the importance of acknowledging and celebrating individuality and similarities amongst ourselves and others. 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><a href="#"><u>Bend I: Skills for Learning</u></a></p> <p><a href="#"><u>Bend II: Growth Mindset</u></a></p> <p><a href="#"><u>Bend III: Bullying Prevention</u></a></p> <p><a href="#"><u>Bend IV: Grit</u></a></p> <p><a href="#"><u>Bend V: Empathy</u></a></p> <p><a href="#"><u>Bend VI: Emotion Management</u></a></p> <p><a href="#"><u>Bend VII: Problem Solving</u></a></p> <p><a href="#"><u>Bend VIII: Who Am I On the Inside?</u></a></p> <p><a href="#"><u>Bend IX: Different Cultures</u></a></p> <p><a href="#"><u>Bend X: Different Learners</u></a></p>	
<p><b>Social Justice Definition for Florham Park School District</b></p> <p>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.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <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"/> Communities have helpers that we should acknowledge and feel grateful for.</li> <li><input type="checkbox"/> They have internal 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 are community helpers?</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, on the inside?</li> </ul>
Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="195 516 487 542">Formative Assessments:</div> <div data-bbox="247 602 537 678"> <ul style="list-style-type: none"> <li>• Book club talks</li> <li>• Student reflections</li> <li>• Conferences and small groups</li> </ul> </div> <div data-bbox="195 714 499 740">Summative Assessments:</div> <div data-bbox="247 777 497 824"> <ul style="list-style-type: none"> <li>• Action Research Projects</li> <li>• Reflections</li> </ul> </div> <div data-bbox="195 860 501 886">Benchmark Assessments:</div> <div data-bbox="247 924 581 1024"> <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> </div> <div data-bbox="195 1060 501 1086">Alternative Assessments:</div> <div data-bbox="247 1123 884 1404"> <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> <li>• Linguistics Decoding Pre/Post Test</li> <li>• Dyslexia Screener</li> </ul> </div>	<div data-bbox="1075 516 1325 542">Special Education:</div> <div data-bbox="1123 579 1873 680"> <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> </div> <div data-bbox="1075 683 1222 709"><b><i>Differentiation:</i></b></div> <div data-bbox="1123 709 1398 812"> <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> </div> <div data-bbox="1075 812 1320 837"><b><i>High-Prep Differentiation:</i></b></div> <div data-bbox="1123 837 1568 990"> <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> </div> <div data-bbox="1075 990 1314 1016"><b><i>Low-Prep Differentiation:</i></b></div> <div data-bbox="1123 1016 1352 1094"> <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> </div> <div data-bbox="1075 1130 1442 1156">English Language Learners:</div> <div data-bbox="1123 1193 1856 1320"> <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> </div> <div data-bbox="1075 1356 1453 1382">Students at Risk for Failure:</div>

<ul style="list-style-type: none"><li>• PRIM checklist</li><li>• <i>LLI; Test Preparation Lesson Framework F&amp;P levels</i></li></ul>	<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>Gifted and Talented</div> <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>Students with 504 Plans</div> <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>
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div>Core Professional Resources:</div> <ul style="list-style-type: none"><li>• Tolerance.org</li><li>• Florham Park District Curriculum</li><li>• Edutopia.org</li></ul> <div>Supplemental Professional Resources:</div> <ul style="list-style-type: none"><li>• <i>Icivics</i></li></ul>	<div>Core Instructional Resources:</div> <div>BOOKS</div> <ul style="list-style-type: none"><li>• Be Who You Are by Todd Parr</li><li>• The Story of Ferdinand by Munro Leaf</li><li>• Celebrating by Deborah J. Short</li><li>• Fry Bread: A Native American Family Story by Kevin Noble Maillard &amp; Juana Martinez Nea</li><li>• The Keeping Quilt by Patricia Polacco</li><li>• Freedom Soup by Tami Charles</li><li>• Too Many Tamales by Gary Soto</li><li>• The Birthday Swap by Loretta Lopez</li><li>• Bringing In the New Year by Grace Lin</li><li>• Lailah’s Lunchbox by Reem Faruqi</li><li>• Tacky the Penguin by Helen Lester</li><li>• Ruby the Copycat by Peggy Rathmann</li><li>• The Hungry Coat by Demi</li><li>• Big Al by Andrew Celements</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>VIDEOS</div> <ul style="list-style-type: none"><li>• <a href="#">What Makes You Special</a></li><li>• <a href="#">We Are So Much Alike</a></li></ul>

	<ul style="list-style-type: none"> <li>• <a href="#">We're Different, We're the Same</a></li> <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> </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> </ul>

<ul style="list-style-type: none"> <li>• Social Justice Literacy</li> <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>• Build on the intuitive knowledge students have gained from media about the story and character</li> <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> </ul>

<b>Bend I: Skills for Learning (September)</b>	
<b>Second Step Unit 1</b>  <i>Lesson 1: Being Respectful</i>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Begin by assigning partners</li> <li>• Model respectful actions and language when working with a partner</li> <li>• Think, Turn, Tell about what respect means to you</li> </ul> <p><b>Mini Lesson: Today I want to teach you that thinking about how others want to be treated and treating them that way helps you be respectful. Being respectful also helps you learn!</b></p> <p>Show the photo and tell the story of Ms. Nelson's second-grade class. Talk about whether or not the kids are having fun and learning. Prompt partners to Think, Turn, Tell about what they think you have to do to behave respectfully.</p>

<p><i>Lesson 2: Focusing Attention and Listening</i></p>	<p><b>Small Group Work/Asynchronous Learning:</b> Have kids practice being respectful with a partner. Read each scenario out loud and have one partner say, “Being respectful helps you learn!” while the other partner shows and says a respectful response to the scenario.</p> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 1 and review what you learned about respect</li> <li>• Play Sentence Switcheroo to warm up the class</li> </ul> <p><b>Mini Lesson: Today I want to teach you that focusing your attention and listening helps you be a better learner. These are also things respectful people do!</b></p> <p>Show the photo and tell the story of Ayako. Prompt the students to identify how Ayako is feeling and role play what you would do to focus and listen if you were in her shoes. Do a Think, Turn, Tell about what Ayako could do next time to help herself focus her attention and listen.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Show the focus attention and listen cards and practice these skills with a partner. One partner will use a sentence stem to share something about themselves, while the other partner will focus attention and listen. Then, that partner will share what their partner told them with the class.</p>
<p><i>Lesson 3: Using Self-Talk</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 2 and review what you learned about focusing</li> <li>• Play the “Be a Learner” song</li> <li>• Play the Listening Concentration game to warm up</li> </ul> <p><b>Mini Lesson: Today I want to teach you about self-talk. Self-talk means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task and handle distractions.</b></p> <p>Talk about how you inserted some distractions into today’s warm-up game. Then, show the photo and tell the story of Tiana. Prompt kids to focus on the picture and notice what they think is distracting. Do a Think, Turn, Tell about how the students ignored today’s distractions and what Tiana could do in order to ignore distractions.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice self-talk to stay focused using a partner game. One partner will say, “Using self-talk helps you learn!” after the scenario is read, and the other partner will say self-talk in response, using suggested words if necessary.</p> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lessons card 3 and review self-talk for focusing</li> </ul>







<p><i>Lesson 1: Recognizing Bullying</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Introduce bullying as something that is unfair and one-sided</li> <li>● Ask partners to Think, Turn Tell about: <ul style="list-style-type: none"> <li>○ The meaning of “unfair”</li> <li>○ The meaning of “one-sided”</li> <li>○ Bullying that students have observed or experienced themselves</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>Play part 1 of the video, stopping to discuss what’s going on and to recognize bullying (putting others down). Play part 2 of the video, asking students to Think, Turn, Tell about how the student feels and if this situation is “unfair” and “one-sided”. Play part 3 of the video and discuss what’s going on and what the teacher could do to help the student. Play part 4 of the video and ask students what they think Claire should do. End with part 5 of the video and a Think, Turn, Tell about how Adana got the bullying to stop.</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><i>Lesson 2: Reporting Bullying</i></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 part 1 of the video and have kids Think, Turn, Tell about what the bullying that is occurring is, why it’s unfair and if Shaun should report the bullying to a caring adult. Play part 2 of the video and discuss whether reporting this behavior would be “snitching” or “tattling”, and who the caring adult should be that Shaun reports to. Play part 3 of the video and do a Think, Turn, Tell about how others can help report bullying and what you should do after you have reported. Play part 3 of the video and discuss what students in our class should do when bullying occurs and who they could report to.</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>Session 2: Grit Interviews</i></p>	<p><b>TP: Today I want to teach you about the word Grit. Grit is when you work hard and stick with something, even if it is not easy, even if you make mistakes and fail.</b></p> <p>Independent Practice:</p> <p>Show video <a href="#">The Dip - Class Dojo</a></p> <p>Discussion questions: <a href="#">The Dip discussion questions and takeaways</a></p> <p>Show second video <a href="#">Climbing out of the Dip</a></p> <p>Discussion questions: <a href="#">Climbing out of the Dip discussion questions and takeaway</a></p> <p>Talk about strategies students can use when they face challenges: Ex: Take a break to regroup, look at strategies being used and pay attention to what is working and what's not to refocus efforts, celebrating small successes</p> <p>Activity: Have students draw themselves being gritty and share!</p> <p><b>Connection:</b> Ask students what it means to have grit - review from previous lesson. Ask students to think about questions they could ask others about times that they showed grit.</p> <p><b>TP: Today I want to teach you that we can learn about others and how they show grit. One way we can do this is by interviewing them!</b></p> <p>Independent Practice:</p> <p>Have a class discussion to come up with interview questions about grit.</p> <p>Sample questions:</p> <p>What is something really difficult that you tried?</p> <p>What did you have to do to reach your goal?</p> <p>How have you shown grit?</p> <p>Tell me about a time when you failed the first time.</p> <p>Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this?</p> <p>Come together as a class and discuss questions.</p> <p>Pair students up in the classroom to interview each other.</p> <p>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?</p> <p><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></p> <p>Have a class discussion about what a goal is and why goals are important</p>
<p><i>Session 3: Goals</i></p>	



<p><i>Lesson 7: Feeling Confident</i></p>	<p><b>Small Group Work/Asynchronous Learning:</b> Practice identifying feelings by reading a scenario and having students identify the feeling. Have students stand if they would have the same feeling.</p> <p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 6 and review the Empathy Poster</li> <li>• Play Feelings Factory: Choral Clapping ot warm up</li> <li>• Identify the feeling of frustration and practice empathy</li> </ul> <p><b>Mini Lesson: Today I want to teach you that practicing something helps build your confidence. Feeling confident helps you do your best and makes you proud!</b> Show the photo and tell the story of Estela. Discuss things Estela can do to get better at telling time, and state how after weeks of practice she is now feeling confident. Restate the meaning of confidence. Have partners do a Think, Turn, Tell about one thing that they do to feel confident.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice playing Feelings Factory: Choral Clapping to build confidence. Prompt students to notice if their feelings changed from playing the first time to playing now.</p>
<p><i>Lesson 8: Respecting Different Preferences</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 7 and review last sessions' learning</li> <li>• Play Human Bar Graphs to warm up</li> </ul> <p><b>Mini Lesson: Today I want to teach you that having empathy helps you notice when others have different preferences than you do. Respecting different preferences helps you get along better with others.</b> Show the photo and tell the story of Tiana and Brandon. Identify how Tiana feels and why, then prompt students to notice if Brandon feels the same way or different. Use the Human Bar Graphs actions to show their different preferences for doing the worm activity. Reference the Empathy Poster to work through the scenario. Have partners do a Think, Turn, Tell about something helpful that Tiana could do for BRandom during the worm activity.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice having empathy as a class. Read each of the activities listed and have students show their preferences using Human Bar Graphs actions, noticing their different preferences.</p>

<p><i>Lesson 9: Showing Compassion</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 8 and review how Tiana showed care and concern for Brandon</li> <li>• Play Mum’s the Word to warm up</li> <li>• Reinforce how practice builds confidence</li> </ul> <p><b>Mini Lesson: Today I want to teach you that noticing and understanding what someone is feeling helps you have empathy. When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help. This is called compassion!</b></p> <p>Show the photo and tell the story of Ayako. Identify how she is feeling and how you can tell. Ask students if they’ve ever felt sad or embarrassed. Point out how Kareem notices how upset Ayako is and how he wants to show care and concern for her. Have partners Think, Turn, Tell about what Kareem should do to show his concern and voiceover how this is showing compassion. Ask kids if they’ve ever shown compassion for another person.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice showing compassion in partnerships. Read each scenario and ask students how they would feel. Have partner A tell partner B what they would say and do to show compassion, and have partner B thank partner A for their kindness.</p>
<p><i>Lesson 10: Predicting Feelings</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 9 and review the Empathy Poster</li> <li>• Play If-Then Toss to warm up</li> </ul> <p><b>Mini Lesson: Today I want to teach you that accidents happen. If something happens by accident, think about how it could have been an accident and find out more information. If you do something by accident, think about how the other person feels, apologize and offer to help!</b></p> <p>Show the photo and tell the story of Tanisha. Talk about what caused the mess and how Malek feels. Identify whether or not this was an accident. Do a Think, Turn, Tell about how Malek will feel if he doesn’t find out more information, then ask partners to discuss how Malek will feel if Tanisha says or does something kind.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice dealing with accidents in partnerships. Read each scenario aloud and ask, “How could that be an accident?” Have one partner ask the other if it was an accident. The partner should then take responsibility and apologize. Switch roles as you read each scenario.</p>





<p><i>Extension-Lesson 13: Handling Making Mistakes</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Do the Calm It Down Dance with the video</li> <li>• Play Choral Clapping Challenge to warm up</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down. Try belly breathing!</p> <p>Show the photo and tell the story of Ken. Have partners do a Think, Turn, Tell about how he feels, how you can tell and if the feeling is comfortable or uncomfortable. Name "making mistakes" as a time when you might feel uncomfortable. Do another Think, Turn, Tell about why crumpling up paper is not a good idea. Tell how making mistakes is an important part of learning and that you can use belly breathing to calm down. Watch the belly breathing video.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice calming down when you've made a mistake. Read a scenario, while one partner says, "Stop! Name your feelings." and the other partner says their stop signals and names their feelings.</p>
<p><i>Lesson 14: Managing Anxious Feelings</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 13 and review belly breathing</li> <li>• Play Freeze Frame to warm up</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that negative self-talk can make strong feelings even stronger. When you feel really worried and anxious about something, calming down helps. You can use positive self-talk to help yourself calm down.</p> <p>Show the photo and tell the story of Leah. Notice how Leah feels (anxious, worried, nervous) and why. Ask kids to do a Think, Turn, Tell, thinking of ways for Leah to calm down before presenting her project. Refer to the calming down poster and notice how Leah uses self-talk to calm down.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice using positive self-talk to calm down anxious feelings. Read each scenario to partnerships. One partner will say, "Use positive self-talk!" while the other says the positive self talk for the scenario. Reverse roles.</p>
<p><i>Lesson 15: Managing Anger</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>• Show lesson card 14 and review</li> <li>• Play Feelings Football to warm up</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that everyone feels angry at someone, but hurting other people's feelings or bodies is not okay. It is important to calm down angry feelings so you don't do something hurtful.</p>



<p><i>Lesson 17 &amp; 18: Solving Problems, Part 1 &amp; 2</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Review the Calming-Down steps</li> <li>● Warm up with the chorus for “Step Up” or play Partner Paper Pass</li> </ul> <p><b>Mini Lesson:</b> Today I want to teach you that calming down helps you think so you can solve problems. Following steps can help you solve problems, but solutions to problems must be safe and respectful.</p> <p>Show the photo and tell the story of Connor and Tiana. Play part 1 of the video and identify the problem. Play part 2 of the video and identify the students’ feelings. Play part 3 of the video and discuss how you may blame another person when identifying a problem. Have kids do a Think, Turn, Tell about how they would say the problem, without blaming words. Play part 4 of the video and see how Anthony helps Connor and Tiana say the problem.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice saying the problem without blame. Read each scenario aloud and have one partner say, “Say the problem” while the other partner responds with a problem statement based on the scenario.</p> <p><u>Extension to Lesson 17</u></p> <p>Show parts 1-4 of the video of Connor and Tiana again. Use the problem solving poster to state the next step, “T: Think of solutions.” Play part 5 of the video and prompt kids to think about the solution. Play part 6 of the video and guide kids through E: Explore consequences. Play part 7 of the video and prompt kids to P: Pick the best solution.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice identifying solutions that are safe and respectful by reading each scenario and having partnerships discuss.</p>
<p><i>Lesson 19: Taking Responsibility</i></p>	<p><b>Connection:</b></p> <ul style="list-style-type: none"> <li>● Review the Problem Solving Steps Poster</li> <li>● Play Dance Double to warm up</li> </ul> <p><b>Mini Lesson:</b> Today I want to remind you that following steps can help you solve problems. When you hurt someone’s feelings, it’s important to take responsibility. Taking responsibility means admitting what you did, apologizing and offering to make amends.</p> <p>Show the photo and tell the story of Estela and her friend Ayako. Prompt kids to identify Ayako’s feelings and how they can tell. Explain Estela’s feeling of guilt and direct kids to the Calm Down poster to offer advice on how she can calm herself before solving her problem. Identify the problem, then do a Think, Turn, Tell to name some possible solutions. Then, explore the consequences of those solutions and pick the best one.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Practice taking responsibility by admitting fault, apologizing and making amends. Read each scenario aloud and have one partner face the other and take responsibility. Have the other partner accept the apology.</p>



<p><i>Session 2: Internal Self Portraits</i></p>	<p><b>Mini Lesson:</b> Today I want to teach you that each of us have an identity. Your identity is made up of all the things that make you, YOU! Your identity is not just what you look like, it's also about what's on the inside. One way to learn about identities is to observe others and think about their identities.</p> <p>After <a href="#">observing the portraits</a>, read the short bio's under each photograph to the students. Have them respond about whether their inferences about these people were accurate or not. Stress how important it is to get to know someone on the inside before claiming to truly understand them.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will be placed in groups and given various photographs of staff members at Briarwood. Students will also be given a short bio on each person that they will have to match with each photograph. Students will work together to create their matches and the teacher will circulate to confirm that they are matched correctly or not. After students have completed this activity, reconvene on the carpet and discuss the experience. Tell students that they were only able to make guesses based on what they already know about the person and how they look. Tell students that when we talk about identity, it's not enough to judge someone based solely on their appearance. We have to get to know people on the inside in order to know who they truly are.</p> <p><b>Connection:</b> Play the <a href="#">What Makes You Special</a> video for the class and discuss all the ways that the kids were special in the video. Tell students that even the smallest details about you are what make you unique and special and help form your identity.</p> <p><b>Mini Lesson:</b> Today I want to teach you that one way to be able to talk about your own identity is to think about yourself. Reflecting on who you are is a great way to reveal all the awesome things about you!</p> <p>Model how to complete the "Internal Self Portrait" with the whole group. Use the paper provided to write things about you that make up your identity. These can include favorites, talents, hobbies, likes/dislikes, family information, etc. Explain how thinking about yourself can help you understand how you are similar to others.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Distribute papers with an <a href="#">outline of a person</a> on them. Instruct students to independently write or draw things inside the body that tell about them. Encourage students to go deeper than the surface level. Provide your model as an example and instruct students to show as much about themselves as possible. When students have completed their internal self portraits, hang them on the wall and complete a gallery walk for all students to observe them. As a class, share out things students noticed about similarities and differences between them and their classmates.</p> <p><i>Session 3: My Gifts</i></p> <p><b>Connection:</b> Tell students to turn and talk about a time when they got a gift. Have some students share out the gifts that they received and discuss how gifts make us feel.</p>
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<p><i>Session 4: Taking Care of Myself (on the inside)</i></p>	<p><b>Mini Lesson:</b> Today I want to teach you that everyone in this classroom and in this school has a gift to give the world. Your gift is something you can discover all on your own or with the help of your classroom community members!</p> <p>Do a read aloud of the book, Spoon by Amy Krause Rosenthal and discuss the positive attributes that Spoon has. Explain that the spoon has many gifts that make him unique and special. Tell the students that we can discover our own gifts by thinking about what we're good at or what we like about ourselves.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Each student will receive a box or envelope with their name on it, which will be considered their gift box (the thing that holds their gifts). Students will also receive small slips of paper where they will write their gift (you can phrase this as, something about themselves that is a gift to the world, or something they like about themselves). As a group, brainstorm gifts that kids could give to the world and make a list on the board, such as "I help my friends when they are hurt" or "I share my ideas in class". Students will then write one gift about themselves that they will put in their own box. If students finish early, they can write something about a classmate that they can place in their gift box.</p> <p><b>Connection:</b> Tell students a story about a time when someone took care of you. Share about the feelings associated with taking care of another person and being taken care of. Use this to preface today's lesson.</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 and our minds! We can take care of our minds in many ways.</p> <p>Model a way in which you take care of your own mind. Talk about a time when you were stressed or upset and how you dealt with that (I got a bad grade on a test, so I went home and watched my favorite TV show). Ask students to turn and talk to share if this is something they have done before and when.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will work in groups for this activity. Give each group a container with papers that have a <a href="#">scenario related to a negative emotion</a> on them. Each child will choose a paper one at a time and act out ways to cope with that feeling and scenario and take care of themselves on the inside. Scenarios may include: you got a bad grade on a test, your friend told on you to the teacher, someone at recess hit you with a ball, etc.</p> <p><b>Connection:</b> Play <a href="#">this video</a> for the class and ask them to turn and talk about what they thought. Discuss how the girl in the video is using positive affirmations to pump herself up and feel good about who she is. Get excited about how happy this video makes us!</p>
<p><i>Session 5: Celebrating Ourselves and Others</i></p>	

	<p><b>Mini Lesson:</b> Today I want to teach you that when we are celebrating our awesome identities, we can do so not just by saying nice things about ourselves, but by saying nice things about others. We can love ourselves without putting down others who are different from us.</p> <p>Discuss and define what a “positive affirmation” is and why/how we use them. Ask students to brainstorm positive things they can say about themselves and make a list on the board of all of their ideas. When one student shares an affirmation, have other students give a thumbs up if this applies to them too.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will work as partners or in groups to create affirmations posters to hang throughout the building. State that affirmations are statements that people can say to themselves that reminds them of all the good things about them. We can write affirmations that include everyone’s differences, but also show how similar we all are. Some examples of affirmations (that affirm diversity) you may write are:</p> <ul style="list-style-type: none"> <li>• I am an important part of my community/class/school</li> <li>• I can communicate</li> <li>• I am unique</li> <li>• I am special</li> <li>• I have feelings</li> </ul>
<b>Bend IX: Different Cultures (May)</b>	<b>Teaching Points</b>
<i>Session 1: What is culture?</i>	<p><b>Connection:</b> Show students one of the <a href="#">Grover Global</a> videos, then ask them to turn and talk about what they noticed. Tell students that today we will be talking about culture and what that means in our world.</p> <p><b>Mini Lesson:</b> Today I want to teach you that culture is something beautiful that is all around us, and a part of us! Culture includes the things that people in a certain group believe, think and do.</p> <p>Discuss how culture is a tricky thing to study, because it is a collection of actions and beliefs, rather than something concrete. Tell students that you can learn about culture by studying books. Model studying a cultural book and jotting about facts you learned. You may want to use a book you’ve already read aloud to the class and ask for student input in marking pages that teach about this culture.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Distribute books about different cultures (one book per partnership) and ask partnerships to discover facts about this culture. Students may put post-it notes in their books with jots to remember things about this culture. Partnerships can share what they learned with one another at the end of the lesson.</p>

<p><i>Session 2: Holidays &amp; Traditions</i></p>	<p><b>Connection:</b> Play a game with the whole class where they have to say as many holidays as they can until they can't think of any more.</p> <p><b>Mini Lesson:</b> Today I want to teach you that part of your culture is what holidays you celebrate and how you celebrate them. We can talk about the holidays we celebrate and see how we are the same and different from our classmates!</p> <p>Show students your drawing about a holiday that you celebrate and explain what you drew. Explain the traditions that are specific to your family and tell about how they let you and your family celebrate special days.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Independently, have students draw a picture of what they do on a holiday of their choice, or if they do not celebrate holidays, something special they do with their family. Create two circles in the classroom (one on the inside one on the outside) and have the circles walk in opposite directions. When you say "stop", the class will have their partners that they are to share with. Encourage kids to notice both similarities and differences in the ways they celebrate.</p>
<p><i>Session 3: Foods</i></p>	<p><b>Connection:</b> Share a story about a time when you had a wonderful and special meal with family. Tell about how food brings people together and gives them an opportunity to spend time together.</p> <p><b>Mini Lesson:</b> Today I want to teach you that your culture may have something to do with the foods you eat at home. We can talk and learn about different kinds of foods that different groups of people eat to learn about our classroom community!</p> <p>With the whole group, show <a href="#">this slideshow</a> of cultural celebration foods. Ask students to give feedback on foods they recognize or not using a thumbs up or down. Explain the cultural significance of each food and when it is eaten.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Ask students to draw and label a food that is special in their home. For homework, ask students to bring in a recipe to create a class recipe book, full of dishes from different cultures.</p>
<p><i>Session 4: Clothing</i></p>	<p><b>Connection:</b> Pose the question to students "why do we wear clothes?" Some responses may be funny, but encourage students to think outside of the obvious boxes and delve deeper. Share a time when you get to wear a special outfit (wedding, birthday, etc.).</p> <p><b>Mini Lesson:</b> Today I want to teach you that different cultures wear different clothing. People may have cultural clothing for holidays, religious reasons or celebrations!</p>





	<p><b>Mini Lesson:</b> Today I want to remind you that it is important to understand your own culture. You can learn about your culture by talking to your family members and thinking about the things that you do together. You can celebrate your culture and cultures that are different from yours in many ways!</p> <p>Ask the family members who have come to the class to join their students at their desk. Explain to the class that you will be creating a quilt together to highlight all the beautiful things about your family's culture. Students may also complete their Family Data Sheet if necessary.</p> <p><b>Small Group Work/Asynchronous Learning:</b> With their family member, students will complete the <a href="#">Nine-Patch quilt block</a> to show their culture. These quilts will be displayed throughout the classroom as a celebration of the diversity in the class. This lesson may be conducted over the course of two days if needed.</p>
<b>Bend X: Different Learners (June)</b>	<b>Teaching Points</b>
<i>Session 1: Learning Styles</i>	<p><b>Connection:</b> Begin today's class by telling the students that they will all be learning today using the same pencil, the same type of paper and nothing else. Kids will all be asked to stand at their desks rather than sit. Then, gather the whole class on the rug and gauge their reaction. Discuss how they felt when they heard this news, and reveal that it isn't realistic to expect every kid in the class to complete their work in the same way.</p> <p><b>Mini Lesson:</b> Today I want to teach you that in our school, we have all different types of learners. This includes kids and adults! Every learner has a different style that suits them best.</p> <p>Tell kids about the various learning styles that exist and have them give a thumbs up if they like to learn in that way. The learning styles you discuss could include: active learners (movement), people who learn by listening, people who learn by talking, people who learn through music, etc.</p> <p><b>Small Group Work/Asynchronous Learning:</b> As the teacher, place a sign saying "agree" in one end of the classroom and a sign saying "disagree" in another area of the classroom. Read off various <a href="#">learning style statements</a> to the class and have them answer independently by moving to one side of the room or the other. Voice over observations about similarities and differences and how there are no correct answers! Some statements you may want to say are:</p> <ul style="list-style-type: none"> <li>• I learn best when it's quiet/when I listen to music.</li> <li>• I learn best when I have a chair to sit in/I can stand up and move around.</li> <li>• After sitting for a long time, I need a break to move.</li> <li>• I like to learn by playing games.</li> <li>• I like to learn by reading.</li> <li>• My favorite way to learn is by talking to my friends about new ideas.</li> </ul>

<p><i>Session 2: Learning Tools</i></p>	<p><b>Connection:</b> Show a picture of various tools on the board. Ask students to turn and talk about what these are and what they’re used for. State that tools are things that are used to build things to help you do a job.</p> <p><b>Mini Lesson:</b> Today I want to teach you that different learners use different tools to help them. We can see how each learner is treated fairly by providing them with the tools that are right for them!</p> <p>Talk to students about how there are many different tools in our very own classroom that help kids learn. Tools may be used for doing work, being in the classroom and even for moving your bodies to get ready to learn. Tell about a tool that you use to learn in your own life as an example.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will go on a discovery mission in their classroom for different learning tools. They will make notes about what they saw on a post-it and place their post-it on the chart labeled “Learning Tools” at the front of the room. Have a brief discussion about how not every student had the same tools and why that is fair. Reiterate how fair doesn’t mean that everyone gets the same thing, but rather what they need to succeed. As an extension, with the whole group, sort the tools into different categories.</p>
<p><i>Session 3: Observing Learners</i></p>	<p><b>Connection:</b> Talk to kids about why it is important to observe the way others work and do things. Build empathy by discussing how amazing it is that we can all learn the same content but in different ways while using different tools.</p> <p><b>Mini Lesson:</b> Today I want to remind you that in our school, we have all different types of learners. One way we can be aware of all the wonderful ways we learn is by observing others! We can watch what learners do and celebrate their success.</p> <p>Set students up for their discovery mission. Tell them that they will be detectives looking for clues about how kids learn. Model how to do this by setting up a fishbowl with one student working in the middle while you act as the detective. Model how to jot notes about what tools the child you’re observing is using and have the students observe how you work. Think aloud as you do this.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will walk around the building and peer into various classrooms to see how kids are learning. Have them work with a partner to notice if they see similar or different things than they do in their own classroom. Reconvene in the classroom and discuss what you noticed. You may also reiterate how “fair” and “equal” are not the same thing.</p>
<p><i>Session 4: Letters to Our Staff</i></p>	<p><b>Connection:</b> Remind kids of what “gratitude” is and why it’s important. Tell about all the helpers in our school that have shaped us into the learners we are today. Stress how important it is to give back to those people or ask them for help when you need it.</p>

	<p><b>Mini Lesson:</b> Today I want to teach you that if we see something happening in our school that we like or don't like, we can say something. We can write letters to our OT, teachers or staff assistants thanking them for what they do to help us. If we see a need, we can write a letter asking them for help!</p> <p>Tell students that today we will be working together to take action about our learning. Ask the group to give a thumbs up or down to indicate whether they need a learning tool to help them. Do the same thing when asking if a staff member in Briarwood has helped them learn. Then, tell students that they can take action to reach out for help or thank a staff member for helping them by providing a learning tool or service.</p> <p><b>Small Group Work/Asynchronous Learning:</b> As a culminating activity, give students the opportunity to write a letter to a staff member. This could be (a) a thank-you letter for helping someone learn (using a tool or a service) or (b) an action letter asking for help to solve a learning problem.</p>
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