

SEL and Social Justice Curriculum	Grade: 3
<p>Family Issues</p> <p>Unit Description:</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, families come in all shapes and sizes, no family structure is the right family structure, and it takes a family and a community to raise a child. 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><u>Bend I: Skills for Learning</u></p> <p><u>Bend II: Growth Mindset</u></p> <p><u>Bend III: Bullying Prevention</u></p> <p><u>Bend IV: Grit</u></p> <p><u>Bend V: Empathy</u></p> <p><u>Bend VI: Emotion Management</u></p> <p><u>Bend VII: Problem Solving</u></p> <p><u>Bend VIII: Family Structures</u></p> <p><u>Bend IX: Divorce & Separation</u></p> <p><u>Bend X: "It Takes a Village"</u></p>	
<p>Social Justice Definition for Florham Park School District</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	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Enduring Understandings/Goals

Students will understand that...

- ☐ Growth mindset allows us to learn new things and take risks
- ☐ Grit allows us to make mistakes and keep learning.
- ☐ There are many types of family structures.

Essential Questions

- ☐ What is a growth mindset?
- ☐ What is grit?
- ☐ What are family structures?

<input type="checkbox"/> Changes can happen to families, including divorce and separation. <input type="checkbox"/> Communities contribute to the growth and development of children.	<input type="checkbox"/> How can families change? <input type="checkbox"/> Who helps raise and teach children?
Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Book club talks Student reflections Conferences and small groups 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation:</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i> <i>Behavior management plan</i> <i>Highlight text</i> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Guided Reading</i> <i>Personal agendas</i> <i>Project-based learning</i> <i>Tiered activities/assignments</i> <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Clubbing activities</i> <i>Exploration by interest</i> <i>Flexible groupings</i>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Action Research Projects Reflections 	
<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> <i>Nonsense Words</i> Teachers College Running Records Letter Sound ID High Frequency Word Assessment 	
<p>Alternative Assessments:</p> <ul style="list-style-type: none"> F & P Running Records Scholastic Running Records BeBop Books for running records G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies Reasoning Yopp-Singer test of Phoneme Segmentation Sentence-Writing Grade Placement Test Linguistics Phonemic Awareness Screener Linguistics Decoding Pre/Post Test Dyslexia Screener PRIM checklist <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<p>English Language Learners:</p> <ul style="list-style-type: none"> Unit 1: Curriculum for ELL ESL K-2 Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

	<div>Students with 504 Plans</div> <div><ul style="list-style-type: none">Subgroup Accommodations and ModificationDifferentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</div>
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
<div>Core Professional Resources:</div> <div><ul style="list-style-type: none">Teachingtolerance.orgFlorham Park ELA PD Sharing WebsiteThe Reading Strategies Book by Jen SeravalloPrompting GuideWriting Resources and Scope and SequencesUnits of Study Online Resources</div> <div>Supplemental Professional Resources:</div> <div><ul style="list-style-type: none">Leveled Literacy Intervention KitsWhen Readers Struggle - Teaching What Works - Irene Fountas and Gay Su PinnellRubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z (Teachers College)Benchmarks for Oral Fluency Rate - Words Per Minute (Teachers College)Primm BookFountas and Pinnell Guided Reading SeriesPrompting Guide Part 1 - For Oral Reading and Early WritingPrompting Guide Part 2- For Comprehension : Thinking, Talking, WritingTeachers College Units of Study - Phonics K-2Reading Strategies Book - Jennifer SerravalloFlorham Park ELA PD Sharing WebsiteConferring Menus</div>	<div>Core Instructional Resources:</div> <div>BOOKS</div> <div>Families</div> <div><ul style="list-style-type: none">The Family Book by Todd ParrAnd Tango Makes Three by Justin RichardsonA Father Like That by Charlotte ZolotowHappy Like Soccer by Maribeth BoeltsHeather Has Two Mommies by Leslea NewmanLuis Paints the World by Terri Farish</div> <div>Divorce</div> <div><ul style="list-style-type: none">It's Not Your Fault Koko Bear by Vicki LanskyTwo Homes by Claire MasurelMy Family's Changing by Pat ThomasI Don't Want To Talk About It by Jeanie Franz Ransom</div> <div>Separation</div> <div><ul style="list-style-type: none">You Weren't With Me by Chandra Ghosh IppenSoon, Annala by Riki LevinsonMango Moon by Diane de AndaWaiting For Papa by Rane Coltano LainezMama's Nightingale by Edwidge Danticat</div> <div>Adoption</div> <div><ul style="list-style-type: none">Tell Me Again About the Night I Was Born by Jamie Lee CurtisI Don't Have Your Eyes by Carrie A. KitzWe Belong Together by Todd ParrElliot by Jule PearsonPablo's Tree by Pat Mora</div> <div>Growth Mindset</div> <div><ul style="list-style-type: none">The Dot by Peter ReynoldsSeven Golden Stars - short story</div> <div>VIDEOS</div> <div><ul style="list-style-type: none">Gina Adopts a BabyA Muppet in Foster CareLittle Children, Big Challenges-Divorce</div>

	<ul style="list-style-type: none"> • Deployment Stories • Little Children, Big Challenges-Incarceration • Carson - Ted Talk • Grit video • Famous Failures video • Perseverance short <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Sesame Street • The Best Children's Books • Social Justice Books <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • 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. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • 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. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Build on the intuitive knowledge students have gained from media about the story and character • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic

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

Bend I: Skills for Learning (September)	
Second Step Unit 1 <i>Lesson 1: Being Respectful Learners</i>	<p>Connection:</p> <ul style="list-style-type: none"> • Play Triple T with a Twist to warm up • Use the Skills for Learning poster to introduce the lesson <p>Mini Lesson: Today I want to teach you that focusing your attention and listening help you be a better learner. Focusing your attention and listening are also ways to show respect.</p> <p>Show the photo and tell the story of Sita. Remind kids that to focus their attention they need to : use your eyes to watch, your ears to listen, and your brain to hold attention. Do a Think, Turn, Tell to brainstorm ideas for how to focus their attention. Do another Think, Turn, Tell to discuss ways to show you're listening and how this helps you learn.</p>

<p><i>Lesson 2: Using Self-Talk</i></p>	<p>Small Group Work/Asynchronous Learning: Practice being a respectful learner by focusing your attention and listening. Show students the photo, then have partner A say, “Tell me three things you see!” while partner B responds. Partner A will then report partner B’s responses to the group.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 1 and review ● Play Who’s Talking? To warm up <p>Mini Lesson: Today I want to teach you that 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.</p> <p>Point to the Skills for Learning Poster and discuss the distractions that were present during today’s game. Show the photo and tell the story of Omar. Do a Think, Turn, Tell about what you kids said to themselves to help them ignore the distraction during the game. Have partners discuss what self-talk you would use if you were Omar.</p> <p>Small Group Work/Asynchronous Learning: Practice using self-talk to ignore distractions in an activity called Phone Frenzy.</p>
<p><i>Lesson 3: Being Assertive</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 2 and review ● Play Doodle Dance to warm up <p>Mini Lesson: Today I want to teach you that being assertive means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want.</p> <p>Show the photo and tell the story of Naomi. Ask students to identify whether Naomi needs something and model Naomi asking to join in to the group. Discuss how your voice is assertive and model non examples.</p> <p>Small Group Work/Asynchronous Learning: Practice asking for what you want or need in an assertive way using different scenarios. Read each aloud, then have partner A say, “Be assertive!” while partner B responds in an assertive manner.</p>
<p><i>Lesson 4: Planning to Learn</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 3 and review ● Play the “Be a Learner” song ● Play Sentence Switcheroo to warm up

<p><i>Session 3: Read Aloud - The Dot</i></p>	<p>How can you have the mindset of a champion?</p> <p>Independent practice: Have students complete page 3 and share Sketch It Activity</p> <p>Connection: Introduce the book The Dot by Peter Reynolds Ask the class - How do you feel when you start/try something new? How do you feel if the new thing you are trying is difficult? How many of you like art/ to draw but don't think you are very good?</p> <p>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. Read The Dot by Peter Reynolds The Dot - Peter Reynolds</p> <p>Discussion: The Dot, utilize pages 1 & 2 for discussion Dot Discussion</p> <p>Independent Practice: Dot growth mindset activities - students will write a letter to another student in the class about a time when something was difficult for them, but they used a growth mindset strategy to persist. Then exchange letters!</p> <p>TP: Today I want to ask you to think about times where you had a growth mindset and times when you had a fixed mindset. Everywhere you look, you can find examples of others either quitting or overcoming their challenges as we just did in The Dot.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> ● Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing? ● What about a time you felt stuck? ● Is there anything you learned today that you will apply when you feel stuck next time?
<p><i>Session 4: Growth Mindset in Our Class and School</i></p>	<p>Connection: How can we apply a growth mindset in school? What Does it look like?</p> <p>Today I want to teach you that we can create a growth mindset in our classroom and school.</p> <p>Now that students have a better understanding of growth mindset- Ask students to think about/draw about/discuss how growth mindset LOOKS, FEELS, and SOUNDS in school</p> <p>What does growth mindset look like?</p>

	<p>Ex: Growing from challenges, trying new things, having a positive outlook/attitude</p> <p>What does growth mindset feel like?</p> <p>Ex: Positive, Encouraging, helpful</p> <p>What does growth mindset sound like?</p> <p>Ex: We learn from our mistakes, we try new things, even if they are difficult</p> <p>How can we help each other have a growth mindset in our classroom? You can hang up this list in your classroom to help as a reminder for the rest of the school year!</p> <p>For additional activity - Connect to Book and Movie Characters</p> <p>“In so many of your favorite books and movies, the characters are learning to have growth mindsets too. Let’s pick one now and try to find all the ways we see it happening!”</p> <p>Activity: Play the Growth Mindset Game as a class split into teams -Growth Mindset Game</p>
Bend III: Bullying Prevention (October)	<p>Teaching Points</p> <p>*Please note, these lessons are to be completed during the Read Aloud period on Fridays.</p>
<p>Second Step Bullying Prevention Unit</p> <p><i>Lesson 1: Recognizing Bullying</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Introduce bullying as something that is unfair and one-sided • Ask partners to Think, Turn Tell about: <ul style="list-style-type: none"> ○ The meaning of “unfair” ○ The meaning of “one-sided” ○ Bullying that students have observed or experienced themselves • Point to the “Recognize” part of the Three Rs of Bullying poster and introduce the lesson <p>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.</p> <p>Play part 1 of the video, stopping to discuss what’s going on and whether students have something they’re really interested in that most other people aren’t interested in. Play part 2 of the video, asking students to identify whether bullying has occurred. Play part 3 of the video and discuss the effects bullying may have on your enjoyment of a hobby or activity. Identify what has changed for Dante. Play part 4 of the video, then have students do a Think, Turn, Tell to discuss how Mr. Martinez helps Dante. Play part 5 of</p>

<p><i>Lesson 2: Reporting Bullying</i></p>	<p>the video and do a Think, Turn, Tell about what Jonah should do now. Play part 6 of the video and do a Think, Turn, Tell about what Dante did to get the bullying to stop.</p> <p>Small Group Work/Asynchronous Learning: Play a game called, “Bullying Detectives” to help kids practice looking for clues that bullying is happening.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review what students learned in the last session ● Introduce the idea of reporting bullying, pointing to the “Report” section of the Three Rs of Bullying Chart <p>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.</p> <p>Play part 1 of the video and discuss how Ella feels about getting stuck doing icky stuff for her friends. Play part 2 of the video and do a Think, Turn, Tell to identify that bullying has occurred and what the bullying action is. Do another Think, Turn, Tell to discuss why Ella does what Jada wants and whether this friendship is unfair or one-sided. Play part 3 of the video and discuss whether Ella telling a caring adult would be “snitching” or “tattling”. Play part 4 of the video and do a Think, Turn, Tell about what makes a parent or caring adult a safe person to report bullying to. Play part 5 of the video and do a Think, Turn, Tell about what Jada should do after an adult speaks with her. PPlay part 6 of the video and Think, Turn, Tell about what students in our class should do if bullying happens to them.</p> <p>Small Group Work/Asynchronous Learning: 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>Connection:</p> <ul style="list-style-type: none"> ● Review what students learned about reporting bullying in the last session ● Reiterate how you can use a strong, respectful voice when being assertive in different situations, including reporting and refusing bullying ● Point to the “Refuse” section of the Three Rs of Bullying Chart <p>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.</p> <p>Play part 1 of the video and discuss how you would feel if someone called you names you didn’t like. Play part 2 of the video and identify the bullying that has occurred. Reiterate that it is not okay to play mean jokes on your friends, even if you’re “just kidding”. Play part 3 of the video and discuss whether Hugo must report Jake, Omar and Raphael’s bullying to a teacher and what he should</p>

<p><i>Lesson 4: Bystander Power</i></p>	<p>say when reporting. Play part 4 of the video and do a Think, Turn, Tell about how the teacher helps Hugo refuse bullying. Play part 5 of the video and do a Think, Turn, Tell about why it's important for Hugo to use a strong, respectful voice when he talked to his friends and how Hugo refused bullying.</p> <p>Small Group Work/Asynchronous Learning: 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>Connection:</p> <ul style="list-style-type: none"> ● Review what students learned about refusing bullying in the last session ● Introduce today's lesson concept about bystanders and point to the "Recognize" section of the Three Rs of Bullying chart <p>Mini Lesson: Today I want to teach you that bystanders are people who see or know about bullying happening to others. There are things bystanders can do to help stop bullying.</p> <p>Play part 1 of the video and discuss whether bullying is occurring and how you know. Identify the bystander in the video. Play part 2 of the video and tell that it is not okay to be mean or make a joke about Calvin because his brain works a little differently from the way most other kids' brains work. Play part 3 of the video and do a Think, Turn, Tell to discuss what Mishon should do now to stop the bullying. Play part 4 of the video and discuss Mishon's empathy for Calvin and what they decide to do to help stop the bullying. Play the last two parts of the video and discuss Mishon's bystander power.</p> <p>Small Group Work/Asynchronous Learning: Help kids practice identifying ways that bystanders can help by playing, "Bystander Heros". Explain and model the first scenario, then prompt students to stand up when they hear a bystander do something to help stop bullying.</p>
<p>Bend IV: Grit (October)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is Grit?</i></p>	<p>Connection: What could Grit mean?</p> <p>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.</p> <p>Show Grit video discuss what they learned about grit as a group</p> <p>Show Perseverance short</p> <p>Video Debrief</p> <ul style="list-style-type: none"> ● What challenges did the llama face? ● How did the llama persevere toward his goal? ● What feelings do you think he experienced while chasing the fruit?

<p><i>Session 2: Famous examples of Grit</i></p>	<ul style="list-style-type: none"> • How does it feel when you face challenges when you're working toward a goal? • What kind of things can you say to yourself to help you persevere toward a goal? • Review things that students can say to themselves to build themselves up while working toward a goal: "I can do this! It might be hard, but if I keep trying, I'll get there." "I have the skills to succeed!" "I can find strategies that work for me!" • Talk about strategies students can use when they face challenges: Take a break to regroup, Analyze strategies and pay attention to what is working and what's not to refocus efforts, Celebrate small successes • Independent practice - Perseverance activities - pages 5-7 <p>Connection: Success comes with having grit.</p> <p>Today I also want to show you that the most successful people failed and had to try over and over again to get to where they are today!</p> <p>Show video - famous failures - you may want to pause the video to allow students to read the captions-: Famous Failures video</p> <p>Discuss: What did you gain from this video? What surprised you? Did you hear about the failures and hurdles that these people overcame to get to where they are before today's video?</p> <p>Independent practice - Have students research a successful person who showed grit.</p>
<p><i>Session 3: Grit Interviews</i></p>	<p>Connection: 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>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!</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><i>Session 4: Goals</i></p>	<p>Come together as a class and discuss questions.</p> <p>Activity:</p> <p>Pair students up in the classroom to interview each other.</p> <p>Have students write about how their partner showed grit!</p> <p>Connection: What are goals and why are they important?</p> <p>TP: Today I want to teach you about goals - Stop and think for a moment what you may know about goals</p> <p>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.</p> <p>Seven Golden Stars</p> <p>Read The Seven Golden Stars to the class and have class discussion.</p> <p>Independent Practice:</p> <p>Have students fill out a pledge (attached above in Seven Golden Stars) and write out a goal they have for the school year.</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>Bend V: Empathy (December-January)</p>	
<p>Second Step Unit 2</p> <p><i>Lesson 5: Identifying Others Feelings</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Show lesson card 4 and review how making a plan can help you at school • Play Same or Different to warm up <p>Mini Lesson: Today I want to teach you that people can have different feelings about the same situation and their feelings can change. Empathy is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them.</p> <p>Show the photo and tell the story of Jenni, Meg, Brian, and Kyle. Direct students to first focus their attention on their faces and bodies for clues about how they're feeling. For each photo, have students name the feeling and describe the clues that helped them decide. Play the video, then do a Think, Turn, Tell about Jenni's situation and what Kyle could do next.</p>

<p><i>Lesson 6: Understanding Perspectives</i></p>	<p>Small Group Work/Asynchronous Learning: Practice recognizing same and different emotions by having kids work with their partners. Distribute the lesson 5 handout, read the directions and have the students complete it together.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 5 and review ● Have each students draw what an object of your choice looks like from their perspective <p>Mini Lesson: Today I want to teach you that looking for clues on a person’s face or body and in the situation helps you notice and understand how that person is feeling. People can have different feelings about the same situation. Show lesson card 5 and discuss how the students were feeling at the end of last session’s video. Find out what Kyle chose to do as you watch the video. Discuss how Jenni feels now once Kyle apologized. Do a Think, Turn, Tell about why Jenni’s feelings changed and how Meg’s feelings changed. End the discussion about how feelings can change by referring to the Empathy Poster and playing “The Empathy Song.”</p> <p>Small Group Work/Asynchronous Learning: Practice focusing your attention and listening to help you notice if your partner’s feelings change. Read a scenario aloud and have each partner show how they are feeling. Read a second scenario aloud and repeat. Have each partner identify how their partner's feelings changed.</p>
<p><i>Lesson 7: Conflicting Feelings</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 6 and review ● Play “The Empathy Song” ● Play Switch it Up! To warm up <p>Mini Lesson: Today I want to teach you that you can have conflicting feelings about a situation. Having empathy helps you notice when other’s feelings are the same or different as yours. Show the photo and tell the story of Eva. Identify how Eva feelings about touching Oobleck. Do a Think, Turn, Tell about why Eva feels curious, then do another Think, Turn, Tell about why Eva feels nervous. Discuss how these feelings are conflicting and what Eva can do to help herself decide what to do.</p> <p>Small Group Work/Asynchronous Learning: Practice naming and explaining different feelings for the same situation. Read the scenario aloud and ask, “How do they feel?” Have each partner say a feeling and explain why. Have partners stand up if they would have the same conflicting feelings that they identified.</p>

<p><i>Lesson 8: Accepting Differences</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 7 and review ● Play Common Ground to warm up <p>Mini Lesson: Today I want to teach you that having empathy helps you understand and accept how others are the same and different as you. Accepting and appreciating others' differences is respectful.</p> <p>Show the photo and tell the story of Yasaman and Olivia. Discuss their differences and why students might laugh at Yasaman. Then discuss how they might be alike or similar. Do a Think, Turn, Tell about how Olivia could get to know Yasaman better. Then do another Think, Turn, Tell about what Olivia could say to the other students if they tease or laugh at Yasaman. End by playing The Empathy Song.</p> <p>Small Group Work/Asynchronous Learning: Use today's activity to have kids get to know their partner better. Distribute one copy of the lesson 8 handout to each student. Read the directions then give students ten minutes to complete their work.</p>
<p><i>Lesson 9: Showing Compassion</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 8 and review ● Play Back to Front to warm up <p>Mini Lesson: Today I want to teach you that focusing attention on and listening to others can help you have empathy and show compassion. You can say kind words or do helpful things to show your compassion.</p> <p>Show the photo and tell the story of Cody and Raj. Discuss how Cody feels missing the kickball game. Point out the skills for learning that are helping Raj listen to Cody. Refer to the empathy poster and connect how Raj is developing empathy for Cody. Do a Think, Turn, Tell about what Raj can say or do to show his concern.</p> <p>Small Group Work/Asynchronous Learning: Practice showing compassion. Read the scenario aloud and have one partner prepare to focus and listen while the other partner tells how they would feel. Have the listening partner say something kind or name something helpful they could do to show compassion. End with a thank you from the partner sharing their feelings.</p>
<p><i>Lesson 10: Making Friends</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 9 and review ● Play "The Empathy Song" ● Play Chat Chain To warm up

<p><i>Lesson 13 & 15: Handling Accusations & Managing Anger</i></p>	<p>Mini Lesson: Today I want to teach you that using a stop signal and naming your feeling are the first two Calming-Down Steps. Show the photo and remind kids about Mateo who was feeling anxious about taking a test. Do a Think, Turn, Tell about why running out of the classroom and hiding are bad ideas. Refer to the Calm Down Poster to teach the first two steps to calming down strong feelings. Do another Think, Turn, Tell about words you could use as a stop signal.</p> <p>Small Group Work/Asynchronous Learning: Practice doing the first two Calming-Down Steps for when you have strong feelings. Read each scenario while partner A says, “Stop! Name your feeling.” Partner B will say their stop signal and name their feeling. Repeat and switch roles for each scenario.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Refer to the Calm Down Poster and review the first two steps ● Play Freeze Frame to warm up <p>Mini Lesson: Today I want to teach you that you can use belly breathing to calm down. Calming down helps you handle accusations and anger calmly and thoughtfully. Show the photo from lesson 13 and tell the story of Travis and Lupita. Notice how Travis feels after being accused of copying. Do a Think, Turn, Tell about how Travis can calm down and start getting back in control. Notice how Travis uses self-talk to stop and name his feeling. Watch the video about belly breathing to learn about another calming down strategy. Do a Think, Turn, Tell about how Travis can get help with his math assignment by using an assertive voice to ask the teacher for help.</p> <p>Show the photo from lesson 15 and talk about how Ahmad is mad. Play part 1 of the video and notice what happened to make Ahmad angry. Do a Think, Turn, Tell about what Ahmad can do to calm down. Play part 2 of the video and have partners reiterate the strategy Ahmad used to calm down (counting).</p> <p>Small Group Work/Asynchronous Learning: Practice handling accusations by calming down before responding. Read each scenario while partner A says, “Stop! Name your feeling. Calm down.” Partner B will say their stop signal, name their feeling and use belly breathing to calm down. Repeat and switch roles for each scenario. Extend this lesson by practicing handling anger using the calming strategy of counting. Read each scenario while partner A says, “Stop! Name your feeling. Calm down.” Partner B will say their stop signal, name their feeling and use counting to calm down. Repeat and switch roles for each scenario.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Show lesson card 13 and review ● Play Paper Pocket to warm up
<p><i>Lesson 14: Managing Disappointment</i></p>	

<p><i>Lesson 16: Managing Hurt Feelings</i></p>	<p>Mini Lesson: Today I want to teach you that negative self-talk can make strong feelings even stronger. You can calm down by using positive self-talk instead. Setting a new goal and making a plan to achieve it are positive ways to handle disappointment.</p> <p>Show the photo and tell the story of Leo. Notice how Leo feelings (disappointed, sad) and how his strong feelings are making him uncomfortable. Point to the Calm Down Poster and ask kids how Leo can calm down. Do a Think, Turn, Tell about the positive self-talk Leo could use to help himself calm down. Talk about how Leo can make a 3-step plan to achieve his goal of being the starting pitcher. Do a Think, Turn, Tell to help Leo make a 3-step plan for handling his disappointment and achieving his goal.</p> <p>Small Group Work/Asynchronous Learning: Practice handling disappointment by using self-talk to calm down and make a plan. Distribute the lesson 14 handout to each student and give them 5-10 minutes to complete part 1. After sharing some answers, complete the remainder of the handout later in the week. Play the “Calm It Down” song to end class.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review the Calm Down Poster ● Play the “Calm It Down” song ● Play Jumpy to Conclusions to warm up <p>Mini Lesson: Today I want to teach you that calming down when your feelings have been hurt can help you avoid jumping to conclusions. Thinking of other explanations and getting more information can help you avoid jumping to conclusions.</p> <p>Show the photo and tell the story of Naomi. Discuss how Naomi feels hurt and upset when her friend Eva decides to play with other girls at recess. Point out the negative self-talk Naomi experiences as a result of her strong feeling. State that Naomi needs to calm down her feelings by using the Calming Down Steps. Do a Think, Turn, Tell to think about what Naomi can do to feel better as well as to discuss another explanation for what happened to Eva.</p> <p>Small Group Work/Asynchronous Learning: Practice thinking of different, more positive explanations for why something happens. With their partners, have kids complete the lesson 16 handout and discuss their answers with each other.</p>
<p>Bend VII: Problem Solving (March)</p>	<p>Teaching Points</p>
<p>Second Step Unit 4</p> <p><i>Lesson 17: Solving Problems, Part 1</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Review the Calm Down Poster ● Show the Problem-Solving Poster and review what each letter stands for

<p><i>Lesson 18: Solving Problems, Part 2</i></p>	<ul style="list-style-type: none"> ● Do a Think, Turn, Tell and direct kids to use the letters in STEP to think of a typical third-grade problem <p>Mini Lesson: Today I want to teach you that calming down helps you think so you can solve problems. Following steps can help you solve problems without blaming others.</p> <p>Show the photo and tell the story of Leo and Travis. Play part 1 of the video and identify how each boy is feeling, how you can tell and who is ready to help them solve their problem. Play part 2 of the video and discuss whether the characters are using respectful voices and what may happen when you use blaming language. Do a Think, Turn, Tell to say how you would say the problem. Play part 3 of the video to see how Travis and Leo calm down to say their problem.</p> <p>Small Group Work/Asynchronous Learning: Practice identifying blaming words. Read each scenario from the lesson 17 handout. Have students keep count of the blaming words on their fingers as you say them. Call on students to repeat blaming words, then have kids record them on their handouts.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review the Problem-Solving Steps ● Play Step and Count to warm up <p>Mini Lesson: Today I want to remind you that following steps can help you solve problems. Solutions to problems must be safe and respectful, but they can always have positive or negative consequences.</p> <p>Remind kids of the story they watched yesterday about Travis, Leo and Anthony. Play parts 1-3 of the video again and read the problem statement from the screen. Identify what the meaning of “safe” is and play part 4 of the video. Read each solution on the screen and E: Explore consequences of those solutions while referring to the problem solving poster. Play part 5 of the video and think about the consequences for the solution. Point to the last step on the problem solving poster and brainstorm which idea the boys will choose. Play part 6 of the video and review the problem solving steps.</p> <p>Small Group Work/Asynchronous Learning: Practice thinking of solutions for one of our last lesson’s problems as well as the consequences of those solutions. Distribute the lesson 18 handout and have each student complete it with their partner.</p>
<p><i>Lesson 19: Solving Classroom Problems</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Review the Calm Down Poster ● Play the “Step Up” song ● Play Active Antonyms to warm up

<p><i>Lesson 20: Solving Peer-Exclusion Problems</i></p>	<p>Mini Lesson: Today I want to teach you that calming down helps you think so you can solve problems. When you solve problems, you can get along better with others. Getting along with others helps you be a better learner at school.</p> <p>Show the photo and tell the story of Luptia and Cody. Channel students to focus their attention on Cody and identify how he's feeling (offended) and how you can tell. Pretend you're the teacher and suggest what you think the kids should do to calm down. Work through the problem solving steps as you refer to the poster and the photo scenario. Do a Think, Turn, Tell about three things Lupita or Cody could do next time they are distracted by each other's different work habits.</p> <p>Small Group Work/Asynchronous Learning: Practice thinking of solutions to a classroom problem, while considering other people's perspectives and using empathy. Distribute the lesson 19 handout and read each scenario as kids act out calming down. Decide on a problem statement and write it on chart paper. Have partners brainstorm solutions.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Show lesson card 19 and review • Play the "Step Up" song • Play Paper Sweep to warm up <p>Mini Lesson: Today I want to teach you that following steps can help you solve problems. Being assertive is a safe and respectful solution to problems like being excluded.</p> <p>Show the photo and tell the story of Sita. Channel students to focus their attention on Sita and identify how she's feeling (disappointed, embarrassed) and how you can tell. Use the problem solving steps to help Sita solve her problem. Do a Think, Turn, Tell to prompt kids to think of solutions that are safe and respectful. Then, guide kids to explore the consequences of those solutions. Finally, have students pick the best solution.</p> <p>Small Group Work/Asynchronous Learning: Practice being assertive to solve the problem of being excluded. Read each scenario aloud while partner A says, "Be assertive!" Partner B will then use assertive communication to solve the problem.</p>
<p>Bend VIII: Different Types of Families (April)</p>	<p>Teaching Points</p>
<p><i>Session 1: What Makes a Family?</i></p>	<p>Connection: Show a picture of your family on the board. Ask students to observe the photograph and turn and talk about their observations. Share that this is a picture of your family and that these are some of the most important people in your life.</p> <p>Mini Lesson: Today I want to teach you that a family is a group of people going through life together, often adults and the children they care for. Families are extremely important in how we grow up and navigate the world!</p>

<p><i>Session 2: Family Structures</i></p>	<p>Tell students that families are essential to talk about when reflecting on who we are and where we come from. Discuss how we will expand our definition of “family” as we go through our units, but that many people understand the word by thinking about the people they live with (usually parents and siblings). Mention how families are different and special in their own way.</p> <p>Small Group/Asynchronous Learning: Distribute drawing materials to all students and ask them to independently draw a portrait of their family. Students should draw and label family members (either those who live with them or extended family) and include a sentence to accompany their picture. Students should write, “My family is special because _____.” When students have completed their portraits, collect them for use in the next lesson.</p> <p>Connection: Ask students to turn and talk about what family means to them. Model speaking about this to the whole group by telling about your family and what the word “family” means to you.</p> <p>Mini Lesson: Today I want to teach you that there isn’t just one type of family. Families can have all different types of people in them! Having different types of families makes our world a better place!</p> <p>Talk to students about how every family looks different, both physically and in the way they are structured. Tell students that it is important to see and recognize different family structures in order to have respect for those that are different from us. To begin today’s work, do a gallery walk to observe the family portraits students drew during the last lesson. Students may discuss what they notice as they walk and observe (you may provide sentence stems on the board to fuel discussion).</p> <p>Small Group/Asynchronous Learning: After the gallery walk, students will be given various picture books in small groups (see list above). Students should observe the families in the books and discuss similarities and differences the characters have with their own families. At the end of the session, share out about whether it was easy or difficult to find a family in a book that was similar to your own. Discuss feelings around this and why we might see more of one type of family than another.</p>
<p><i>Session 3: Family Homes</i></p>	<p>Connection: Show these pictures of various types of living structures. Ask students to turn and talk about what these pictures show and what their significance is to a family. State that today we will be discussing what a home is.</p> <p>Mini Lesson: Today I want to teach you different families have different types of homes. Having a home can mean different things to different people, and that’s okay!</p> <p>State that every family needs a home in order to live. Homes can look different and change depending on the family that lives there. Give an example of how your home changed when your sibling was born or share a story of moving to a new home. Then, as a</p>

<p><i>Session 4: Family Roles</i></p> <p>OPTIONAL EXTENSION LESSONS:</p>	<p>whole group, brainstorm ideas about what makes a “home”. List ideas on the white board (these can include types of homes as well as characteristics of a home).</p> <p>Small Group/Asynchronous Learning: Ask students to work in small groups to create a definition for the word “home”. Encourage them to think critically about their own views and the views of others and try to include both in their definition. Have groups share their definition with another group in the class and talk about the homes they live in.</p> <p>Connection: Tell about how every play has roles. The role you play determines what you do, how you speak and how you feel. But, family roles can be different. We might think we know how every family works, but roles can different family to family based on what they need!</p> <p>Mini Lesson: Today I want to teach you that different family members have different roles in their family. Family members help each other by doing different jobs inside and outside of the home.</p> <p>Brainstorm a list of roles or jobs that need to get done in a family. Write the list on the board and ask kids to turn and talk about what roles or jobs their family members do. Prep kids for when they will have to talk about these things in partnerships.</p> <p>Small Group/Asynchronous Learning: Distribute index cards with various names of family members written on each (ex. mom, dad, brother, sister, grandma, aunt, babysitter, etc.). Then, give students an envelope with various household tasks or jobs written on them (ex. Wash the dishes, cook dinner, mow the lawn, go to work, get the mail, etc.). In small groups, ask students to assign roles and jobs to each family member. As they work, circulate the room and prompt kids with questions about their decision making process. As a whole class, discuss how family roles can be assigned in different ways, depending on what works for your family.</p>
<p><i>Session 5: Family Spotlight (1)</i></p>	<p>Connection: Play the video “Celebrating Families” for the class. Highlight how the characters listened to one another and celebrated their families, even though they are quite different. Tell how celebrating differences is an amazing part of life.</p> <p>Mini Lesson: Today I want to teach you that when we learn about different families, we can celebrate them! We can shine a spotlight on each family to show how wonderful and unique they are.</p>

<p><i>Session 1: What is Divorce?</i></p>	<p>Connection: Remind students how we’ve already talked about the ways in which families can change (siblings born, moving homes).</p> <p>Mini Lesson: Today I want to teach you that sometimes families can change. One way in which a family can change is when parents get divorced. A divorce happens when two parents decide not to live together or be married anymore.</p> <p>Before delving into the discussion, remind students that when we’re talking about families and more difficult topics, it’s important to only speak about our own families. Encourage students to reflect on their own experiences and listen to those of others, without speaking badly about families unlike their own. Explain what divorce means and allow students to share about their understanding of this topic if they’d like.</p> <p>Small Group/Asynchronous Learning: Provide students with time to explore books about divorce or with characters who have divorced parents (see list above).. As students read and discuss, have them stop and jot on post-its to mark their thinking. Reconvene as a whole group to answer any questions and share thoughts.</p>
<p><i>Session 2: Divorced Families are Families Too</i></p>	<p>Connection: Remind the students about what the word “empathy” means and why it’s important when talking about differences in families.</p> <p>Mini Lesson: Today I want to teach you that when parents get divorced, it doesn’t mean that they’re not a family anymore! Families can change and grow, and that’s okay.</p> <p>Tell students about how when parents get divorced, it is sometimes hard for kids to understand and accept. Build empathy around the idea of one of your parents moving out of your home and having to split time between them. Explain that even when families are divorced and living in separate places, they are still a family. Families help each other grow, learn and live a healthy life.</p> <p>Small Group/Asynchronous Learning: Independently or in partnerships, have students create posters to raise awareness about different types of families in their school. These posters should contain a short phrase and an illustration that can be hung in the school to raise awareness and validate different family structures.</p>
<p><i>Session 3: Talking About Divorce with Others</i></p>	<p>Connection: Remind students of what you discussed during the last lesson and stress the importance of using kind words when speaking about families that are different from our own.</p> <p>Mini Lesson: Today I want to teach you that if you know someone with divorced parents, you can talk to them about it. You can show respect for their type of family by asking questions and helping them if they need it.</p>

Session 4: Separated Families

Talk about how kids with divorced parents may be afraid to talk about their family with their friends for fear of judgement. Explain how we can talk about difficult things if we know what to say. We can figure out what is fruitful and helpful to say when speaking about divorce in order to show empathy and understanding.

Small Group/Asynchronous Learning: In small groups or partnerships, distribute envelopes containing [phrases people might say about divorced families](#). Ask students to sort these phrases into “hurtful” and “helpful” categories and explain their thinking. Students may complete a writing assignment in conjunction with this activity explaining their thinking. They may finish the sentence, “_____ is hurtful/helpful to say because _____.”

Connection: Listen to the read aloud, [“You Weren’t With Me”](#) and ask students to turn and talk about the feelings the character had throughout the book. Tell students that this book highlights another difficult topic, family separations.

Mini Lesson: Today I want to remind you that sometimes families can change. Another way in which a family can change is when parents are separated. Parents can get separated for many reasons, which can be hard for other family members.

Talk to students about what a separation is and the implications it has for families. Have students brainstorm feelings that may go along with family separations and write them on the board. You may choose to explain reasons for separations, such as incarceration, deployment, immigration or impending divorce.

Small Group/Asynchronous Learning: In partnerships, have students read stories about families who are separated. Students should take on the role of a scientist, studying the story closely and making notes about important parts. Then, have students write a retell of the story, documenting why the family was separated and provide a possible plan for helping that family.

Connection: Remind students of all they have learned about families thus far. Ask them to turn and talk about something they have learned that was impactful to them.

Session 5: Learning About Families to Build Respect (1)

Mini Lesson: Today I want to teach you that by learning about different types of families, we can build respect for others and ourselves. We can feel happy about our families without making others feel bad about theirs.

<p><i>Session 6: Learning About Families to Build Respect (2)</i></p>	<p>Explain that part of building respect for others is by celebrating who we are and who others are. Tell students that one way to do that is to say good things about our families and others families. Reiterate that we do not need to put others down in order to feel good about ourselves and our families.</p> <p>Small Group/Asynchronous Learning: As a class, make a plan to create a class family tree. This is a flexible assignment up for interpretation. Suggestions include:</p> <ul style="list-style-type: none"> • Creating a paper tree with leaves to represent each child and their family • Each child provides a photo of their family • Include a positive quote about families to accompany the tree • Display the tree in the classroom • Teachers/staff assistants should also complete this activity <p>Decide as a class about how to proceed. You will create and assemble your family tree during the next session. In preparation, ask students to bring in a picture of their family.</p> <p>Connection: Share your pride in how students have learned to speak respectfully about families. Build excitement for the construction of your class family tree.</p> <p>Mini Lesson: Today I want to remind you that by learning about different types of families, we can build respect for others and ourselves. We can feel happy about our families without making others feel bad about theirs.</p> <p>Small Group/Asynchronous Learning: Delegate jobs to groups of students in order to assemble the class family tree to display in the classroom. Once the project is complete, you may want to send home a photo of your tree to each family in celebration of our differences.</p>
<p>Bend X: “It Takes A Village” (June)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is a community?</i></p>	<p>Connection: Tell kids to close your eyes and think for one minute about your street or neighborhood. What are some things you like about it? Share one of those things with the class or in a small group.</p> <p>Mini Lesson: Today I want to teach you that we grow up not just in our family, but also in our community. A community is a place where a group of people live, work and play.</p> <p>Review what students already know about communities and write their ideas on the board. Encourage kids to think about the places in their community that they love. Share out some ideas about what is great about Florham Park.</p>

<p><i>Session 2: People That Help Our Community</i></p>	<p>Small Group/Asynchronous Learning: Students will work with a partner to create a map of their community. Remind students that community maps should include important places that exist there. This can be created using objects in the room, through drawings or on an iPad drawing app.</p> <p>Connection: Show the class a photograph of a map of your community or another community that includes places that help others (hospital, police station, etc.). Share about what you see and predict who the people are that live there.</p> <p>Mini Lesson: Today I want to teach you that every community has people that help others. You can look around and notice the people who help in your community and thank them for what they do!</p> <p>Tell students that in their own community there are many people and places that help others. Look at a map of Florham Park and talk about the people who help here. Explain that communities can include your town, your school and your classroom.</p> <p>Small Group/Asynchronous Learning: Walk around the school and explore to discover the people who help in your school community. Make notes as you go and make a plan to thank them personally.</p>
<p><i>Session 3: Places That Help Our Community</i></p>	<p>Connection: Remind students of the people that help in their community (both Florham Park and Brooklake School). State that these people also work in places that help others.</p> <p>Mini Lesson: Today I want to teach you that every community has places that help others. You can look around and notice the places in your community and thank them for what they do!</p> <p>Explain to kids that they will be studying a place that helps our Florham Park community. Brainstorm ideas of these places before beginning small group work.</p> <p>Small Group/Asynchronous Learning: Study organizations and places in the Florham Park community that work to help others. Suggestions include:</p> <ul style="list-style-type: none"> ● Morris County Nutrition Project/ Nourish NJ ● Project Community Pride ● Florham Park PD ● Family Promise of Morris County <p>Students can complete this worksheet to study this helpful organization and reflect on how they help.</p>

<p><i>Session 6: Helping Families in Our Community (2)</i></p>	<p>Small Group/Asynchronous Learning: As a class, create a plan to help families in our school community. Choose a place in the community that helps people and research what you can do to help that organization. Then, brainstorm ideas for making that happen in your school/classroom. Suggestions include:</p> <ul style="list-style-type: none"> • Food drive for Nourish NJ in Morristown- see How to Help flyer • Donate items needed for Family Promise of Morris County • Make a donation to Project Community Pride <p>Connection: Remind students of the impact they can have, even in their own community. Empower them to take action and help make change and reinforce the idea that “it takes a village” to raise a child.</p> <p>Mini Lesson: Today I want to remind you that it’s not enough to just learn about families in our community. We can work to look at our community and family needs and make a plan to do something about it!</p> <p>Small Group/Asynchronous Learning: Using the plan that you concocted during the previous session, execute your plan for helping your community.</p>
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