

SEL and Social Justice Curriculum	Grade: 4
<p>Understanding Ability</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, there are people who learn, communicate and move in different ways, and the differences and similarities that exist between people of varying abilities. 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: Empathy & Skills for Learning</u></p> <p><u>Bend II: Bullying Prevention</u></p> <p><u>Bend III: Growth Mindset/Grit</u></p> <p><u>Bend IV: Emotion Management</u></p> <p><u>Bend V: Problem Solving</u></p> <p><u>Bend VI: Understanding Disabilities</u></p> <p><u>Bend VII: Differences Between Us</u></p> <p><u>Bend VIII: Similarities Amongst Us</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:

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.
Diversity 9	DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
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

Essential Questions

- ☐ What is a growth mindset?
- ☐ What is grit?

- ☐ Grit allows us to make mistakes and keep learning.

Evidence of Learning (Assessments)

Formative Assessments:

- Book club talks
- Student reflections
- Conferences and small groups

Summative Assessments:

- Action Research Projects
- Reflections

Benchmark Assessments:

- Nonsense Words
- [Teachers College Running Records](#)
- [Letter Sound ID](#)
- [High Frequency Word Assessment](#)

Alternative Assessments:

- 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
- LLI; Test Preparation Lesson Framework F&P levels

Accommodations and Modifications

Special Education:

- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)
- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

Differentiation:

- Preview content and concepts
- Behavior management plan
- Highlight text
- Small group setting

High-Prep Differentiation:

- Alternative formative and summative assessments
- Guided Reading
- Personal agendas
- Project-based learning
- Tiered activities/assignments
- Varying organizers for instructions

Low-Prep Differentiation:

- Clubbing activities
- Exploration by interest
- Flexible groupings

English Language Learners:

- [Unit 1: Curriculum for ELL](#)
- [ESL K-2](#)
- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

Students at Risk for Failure:

- [Subgroup Accommodations and Modifications](#)
- [Differentiation for All Students \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

Gifted and Talented

- [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">Tolerance.orgFlorham Park District CurriculumEdutopia.org</div> <div>Supplemental Professional Resources:</div> <div><ul style="list-style-type: none">Icivics</div>	<div>Core Instructional Resources:</div> <div>BOOKS<ul style="list-style-type: none">The Deaf Musicians by Christie SeegerA Friend for Henry by Jenn BaileyThe Doctor with an Eye for Eyes by Julia Finley MoscaMoses Goes to a Concert by Isaac MilmanThe Black Book of Colors by Menena CottinJust Ask! Be Different, Be Brave, Be You by Sonia Sotomayor & Rafael LopezThank You, Mr. Falker by Patricia PolaccoMama Zooms by Jane Cowen-FletcherKeep Your Ear on the Ball by Genevieve PetrilloEmmanuel’s Dream by Laurie ThompsonThe Amazing Erik by Mike HuberBenny Doesn’t Like to Be Hugged by Zetta ElliotThe Girl Who Thought in Pictures: The Story of Temple Grandin by Julia Finley MoscaDarlene, by Eloise GreenfieldDon’t Call Me Special, by Pat ThomasSusan Laughs, by Jeanne WillisFeatherless, by Juan Felipe HerreraRolling Along: The Story of Taylor and His Wheelchair, by Jamee HeelanThe Dot by Peter Reynolds</div> <div>VIDEOS</div> <div>Experiences with Autism<ul style="list-style-type: none">Carly FleischmannTemple GrandinEthan Lisi</div> <div>Deafness<ul style="list-style-type: none">Kids Meet a Deaf PersonLearn School Signs</div> <div>Growth Mindset & Grit<ul style="list-style-type: none">Carson - Ted TalkGrit videoFamous Failures video</div>

	<ul style="list-style-type: none"> • Perseverance short <hr/> <p>Supplemental Resources:</p> <hr/> <ul style="list-style-type: none"> • Sesame Street • The Best Children's Books • Social Justice Books <hr/> <p>Intervention Resources:</p> <hr/> <ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLS</p>
<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.
<p>Integration of 21st Century Themes and Skills</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • RazKids 	<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 • Use print materials to practice reading and comprehension skills

<ul style="list-style-type: none"> • Use Screencastify to record student reading, partner feedback, and/or student goal • Digital Story Books • Epic Digital Storybook • Brinpop Jr. 	
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: Empathy & Skills for Learning (September-October)	
Second Step Unit 1 <i>Lesson 1: Empathy and Respect</i>	<p>Connection:</p> <ul style="list-style-type: none"> • Introduce the program and assign Second Step partners • Introduce the video that each lesson will build on <p>Mini Lesson: Today I want to teach you that having respect and empathy helps you get along with others. Play the video for the class. Discuss how the character displayed empathy and name that as “understanding what others are feeling”. Have students discuss what respect means to them in their partnerships. Name respect as “considering how others want to be treated, and treating them that way.”</p> <p>Small Group Work/Asynchronous Learning: Discuss how the teacher in the story showed empathy for the student. Play the “Walk Walk Walk” video, distribute handout 1 and lead students through the handout one question at a time.</p>

<p><i>Lesson 2: Listening with Attention</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play the “Walk Walk Walk” music video • Prompt kids to count how many times they hear the word “empathy” • Show the first screen and play a game of telephone <p>Mini Lesson: Today I want to teach you that listening with attention helps you learn, work with others and make friends. Play the video about a student who is having a hard time listening. Discuss how Alisha is not listening with attention, how you can tell and what the effects of this are for her. Play the video and show how Alisha had a second chance to listen with attention by focusing on the speaker’s words.</p> <p>Small Group Work/Asynchronous Learning: Practice the skills for listening with attention with partners. Distribute handout 2 and read each scenario aloud. Give students time to finish the work together. After they’ve completed the handout, have two partnerships join together to discuss each other’s weekend plans. Debrief about what skills for listening with attention kids had to use to complete this activity.</p>
<p><i>Lesson 3: Being Assertive</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play the “Walk Walk Walk” music video • Show the first screen and introduce the word “assertive” • Discuss the differences between aggressive, assertive and passive <p>Mini Lesson: Today I want to teach you that being assertive means asking for what you need in a calm, firm, respectful voice. Being assertive helps you be successful in a variety of situations. Play the video about Karley and notice how she is behaving. Discuss her voice and body language and name whether she is being passive, assertive or aggressive. Play the scene again, this time paying attention to Ethan. Discuss his voice and body language and name whether he is being passive, assertive or aggressive. Play the scene again, this time paying attention to Necie. Discuss her voice and body language and name whether she is being passive, assertive or aggressive. Talk about whether Necie was able to get what she wanted or not.</p> <p>Small Group Work/Asynchronous Learning: Practice being assertive. Distribute handout 3, read the directions aloud and review the assertiveness steps. Monitor partnerships as they complete the handout.</p>
<p><i>Lesson 4: Respecting Similarities and Differences</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play the “Walk Walk Walk” music video • Display image 1 and identify the students emotions and body clues • Display image 2 and explain today’s lesson concept

<p><i>Lesson 5: Understanding Complex Feelings</i></p>	<p>Mini Lesson: Today I want to teach you that people can have similar or different feelings about the same situation. Being able to notice and then understand others' feelings is an important part of empathy.</p> <p>Play the video about Enrique and Maia. Have half the students in the class tell things about Enrique, while the other half of the class tells you about Maia. Discuss their differences and similarities. Have partners talk about how you can find out more about other people and how this builds empathy.</p> <p>Small Group Work/Asynchronous Learning: Practice getting to know more about one another's feelings. Put students in groups of three and distribute handout 4 to each student. Read the directions and give students 5 minutes to complete the handout. Then, have group members compare answers. Refer to the Empathy Poster to wrap up the lesson.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Play the "Walk Walk Walk" music video • Display the first screen and tell a story about feeling excited for school, but also worried about having enough time for the lesson I planned for today. • Discuss today's lesson concept <p>Mini Lesson: Today I want to teach you that it is possible to have more than one feeling at the same time. Being able to understand that others might have complex feelings is an important part of empathy.</p> <p>Play the video about Gabriella and Emma. Prompt kids to identify their feelings and what body clues helped them figure that out. Think about a time when someone might have more than one feeling about something a friend wants to do. Ask kids, "How do you think EMma could handle her feelings?" Discuss how trying to understand your friend's feelings can help build empathy. See how Emma handles the situation.</p> <p>Small Group Work/Asynchronous Learning: Practice identifying more than one feeling for a situation and thinking about why someone might have those feelings. Distribute handout 5 to each student and give them 10 minutes to complete it. Have kids share their responses.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Play the "Walk Walk Walk" music video • Display the first screen and ask students to observe the image and write down their answers • Point out how different people saw different things, because they had a different perspective
<p><i>Lesson 6: Understanding Different Perspectives</i></p>	

<p><i>Lesson 9: Showing Compassion</i></p>	<p>Small Group Work/Asynchronous Learning: Practice skills for joining in. Distribute handout 8 to each student and give them 10 minutes to practice the skills.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review assertiveness ● Display the first screen and talk about what the pictures have in common ● Review what it means to have empathy ● Play the “Walk Walk Walk” video <p>Mini Lesson: Today I want to teach you about compassion. Compassion means saying kind words or doing something helpful to show you care about how another person feels. Having empathy helps you show compassion. Play the video about Derek showing compassion for his friend Enrique. Identify how each boy feels and why Derek wants to do something nice for Enrique. Talk about what compassion looks like in this situation and observe what Derek does to show compassion. Discuss the results of this compassionate exchange.</p> <p>Small Group Work/Asynchronous Learning: Practice showing compassion. Pass out handout 9 to each pair of students and give them time to complete it. Share out responses with the class.</p>
<p>Bend II: Bullying Prevention (October)</p>	<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, Report, Refuse</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Review the class rules ● Show the slides provided and define “bullying” ● Show examples of bullying ● Show the scenario and read it aloud, asking kids to identify whether or not bullying has occurred. ● Review the Three Rs poster <p>Mini Lesson: Today I want to teach you that bullying is mean or hurtful behavior that keeps happening. It is unfair and one-sided. Adult intervention is often required to end bullying effectively. Show the next slide and watch the first part of the video, prompting kids to think about whether what is happening is bullying or a conflict. Do a Think, Turn, Tell about how you’d feel if you were Victor. Play part 2 of the video and discuss how after the bullying was</p>

<p><i>Lesson 2: Bystander Power</i></p>	<p>recognized, Victor reported it to a teacher. Talk about how to be assertive when reporting bullying. Do a Think, Turn, Tell about what you could say or do to get the bullying to stop if you were being bullied like Victor.</p> <p>Small Group Work/Asynchronous Learning: Practice recognizing, reporting and refusing bullying. Show scenario 1 and read it aloud. Ask students to stand if they think this shows bullying. Show the answer and move on to the next scenario. Repeat these steps for the remainder of the scenarios to continue practice.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review the Three Rs poster ● Show the visual and play the audio to see what the boy is thinking ● Discuss uncomfortable feelings that may come up ● Go to the next image and discuss emotions <p>Mini Lesson: Today I want to teach you that bystanders are people who see or know about bullying happening to others. Witnessing bullying can trigger uncomfortable feelings. There are many ways bystanders can help stop bullying. Show the next slide and watch the first part of the video, prompting kids to think about how Lenae feels about what just happened to Bria. Recognize the bullying that has occurred. Have partners do a Think, Turn, Tell to discuss what the bystanders should do. Play part 2 of the video and discuss how it helps to have someone come with you when you report or refuse bullying. Talk about how our class can support each other so something like this doesn't happen in our classroom.</p> <p>Small Group Work/Asynchronous Learning: Create Be Kind and Respectful posters with partners.</p>
<p><i>Lesson 3: Bystander Responsibility</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Review the Three Rs poster ● Show the visual and discuss communities ● Show the next visual and compare doing nothing about litter to doing nothing about bullying <p>Mini Lesson: Today I want to teach you that bystanders have a responsibility to help stop bullying. Bystanders can choose to either help stop bullying or become part of the bullying problem. Show the next slide and watch the first part of the video, prompting kids to think about how Andrew is being bullied and why it's not okay to treat people who act differently or are "annoying" badly. Do a Think, Turn, Tell about why no one is standing up for Andrew and how these bystanders are part of the bullying problem. Do another Think, Turn, Tell about what the right thing is to do in this situation. Play part 2 of the video and discuss how the bystander helped stop the bullying and what it means to be a "buddy". State that doing the right thing takes courage.</p>

<p><i>Lesson 4: Bystanders to Cyberbullying</i></p>	<p>Small Group Work/Asynchronous Learning: Practice doing the right thing when you are a bystander to bullying. Show the first scenario and prompt kids to work with their partners to decide what they would do to help stop bullying (report, refuse or support). Repeat with scenarios 2 and 3.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Review what bystanders do to stop bullying • Discuss students’ familiarity with various types of technology (email, cell phones, social media, online games, etc.) • Define cyberbullying <p>Mini Lesson: Today I want to teach you that cyberbullying is bullying using electronic technology. Bystanders can do things to help stop cyberbullying.</p> <p>Show the next slide and watch the first part of the video, prompting kids to think about the bystanders in the video. Prompt kids to recognize the cyberbullying that has occurred and how this type of bullying can be even more hurtful than face-to-face bullying. Discuss how the bystanders are part of the bullying problem. Do a Think, Turn, Tell about what the bystanders can do to help stop the bullying. Play part 2 of the video and notice why Sal and Kai decided to do the right thing. State that the more kids who are willing to do the right thing when they see any kind of bullying happening, the easier it will be for other bystanders to do the right thing, too.</p> <p>Small Group Work/Asynchronous Learning: Practice doing the right thing when you are a bystander to cyberbullying. Read the scenario and say to kids, “Think with your partner about something supportive you could write back in a message to help stop this cyber bullying.” Repeat for scenarios 2 and 3.</p>
<p>Bend III: Growth Mindset/Grit (November)</p>	<p>Teaching Points</p>
<p><i>Session 1: What does it mean to grow? & Growth and Fixed Mindset</i></p>	<p>Part 1:</p> <p>Connection: I want to ask you what does it mean to GROW? What kinds of things grow?</p> <ul style="list-style-type: none"> ○ Stop and think to yourself for a moment <p>TP: Today I want to teach you that Grow = develop, change, mature, evolve. Living things grow - plants, animals, and people. Even our brains can grow!</p> <ul style="list-style-type: none"> ○ Turn and talk to a partner and share your thoughts. <p>Independent practice</p> <p>Have students write about how they have grown and share</p> <p>Part 2:</p>

<p><i>Session 2: Read Aloud - The Dot</i></p>	<p>Connection: When you think of the brain or minds, what do you think MINDSET means?</p> <p>TP: Today I want to teach you that Mindset is the way your brain views ourselves and the world. Our mindset can help us look at problems and mistakes in a positive way, or a negative way. We can have a growth mindset or a fixed mindset. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset.</p> <p>So what does a Growth Mindset vs. a Fixed Mindset look like in action?</p> <p>Carson - Ted Talk 6 minutes 48 seconds</p> <p>Discussion questions:</p> <p>What is a growth mindset?</p> <p>How did Michael Jordan have a growth mindset?</p> <p>Why would coaches want someone with a growth mindset?</p> <p>What is the difference between a growth mindset and a fixed mindset?</p> <p>How did Carson, the 5th grader speaking in the video, use a growth mindset in reading?</p> <p>How can you have the mindset of a champion?</p> <p>Independent practice:</p> <p>Have students complete "Imagine if" worksheets and share</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.</p> <p>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>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?
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<p><i>Session 3: Growth Mindset in Our Class and School</i></p>	<ul style="list-style-type: none"> ● Is there anything you learned today that you will apply when you feel stuck next time? <p>Independent Practice:</p> <ul style="list-style-type: none"> ● 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>Connection: How can we apply growth mindset in school? What Does it look like? 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? Ex: Growing from challenges, trying new things, having a positive outlook/attitude</p> <p>What does growth mindset feel like? Ex: Positive, Encouraging, helpful</p> <p>What does growth mindset sound like? 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! Activity: Play the Growth Mindset Game as a class split into teams -Growth Mindset Game</p> <p>Part 1: Connection: What could Grit mean? 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 Show Perseverance short</p>
<p><i>Session 4: What is Grit? & Famous Examples of Grit</i></p>	

<p><i>Session 5: Grit Interviews</i></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? • 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: pages 5-7 Perseverance activities <p>Part 2:</p> <p>Connection: Success comes with having grit.</p> <p>TP: Today I 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 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>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>
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	<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>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>
Bend IV: Emotion Management (December)	Teaching Points
<p>Second Step Unit 2</p> <p><i>Lesson 10: Introducing Emotion Management</i></p> <p><i>Lesson 11: Managing Strong Feelings</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Review the skills for listening and empathy poster • Switch up partnerships for this unit • Play the video to introduce the concept of strong emotions <p>Mini Lesson: Today I want to teach you that when you feel strong feelings, it's hard to think clearly. Unmanaged, strong feelings can lead to negative behavior and consequences.</p> <p>Play the video and tell students to watch carefully for what happens when something leads to strong emotions taking over your bodies and brains. Discuss what caused the strong emotion and your emotional/physical response. Watch the next part of the video and have students turn and talk about what happened in Maia's brain when James taunted her. Name that negative self-talk can lead to bad things.</p> <p>Small Group Work/Asynchronous Learning: Distribute handout 10 to each student and give them time to complete it. Share responses about times when they have felt negative strong emotions.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Review what happens in the brain and body when you feel a strong emotion • Display the first screen and play a game • Play the "Calm Down Song"

<p><i>Lesson 12: Calming Down Anger</i></p>	<p>Mini Lesson: Today I want to teach you that staying in control of your emotions and actions helps you get along better with others and be successful at school. Review where you left off with Maia and her strong emotions. Refer to the Calm Down Poster and play the video. Name two things Maia did to calm down. Prompt kids to write down their own stop signal. Talk about how students think using a stop signal and naming their feelings can be helpful when you have a strong emotion (share with partners). Review the first two steps of the calm down poster before moving on.</p> <p>Small Group Work/Asynchronous Learning: Distribute handout 11A and 11B to practice the first two steps for calming down. Give students time to practice and demonstrate their skills with another pair.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review the first two Calming-Down Steps ● Display the first screen and play the “Calm Down” music video ● Name the strategies: breathe, count, use positive self-talk <p>Mini Lesson: Today I want to teach you that calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. Review where you left off with Maia and her strong emotions and explain that today’s video will show how she calms down. Discuss why Maia should calm down and what she said to make herself feel better. Have students name one or two positive things they could say to themselves when they’re feeling mad. Play the video and see what Maia does when she’s calm.</p> <p>Small Group Work/Asynchronous Learning: Practice calming down when you’re angry with an activity. Have students jog in place for 30 seconds, sit down and practice belly breathing. Prompt kids to notice what happens to their bodies when they do this. Practice counting and positive self talk using handout 12.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review the first two Calming-Down Steps you’ve learned ● Display the first screen and ask kids to take out a blank paper to take a quick math quiz ● Check in about their feelings to introduce the concept of anxiety <p>Mini Lesson: Today I want to teach you that effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</p>
<p><i>Lesson14: Managing Anxiety</i></p>	

<p><i>Lesson 14 & 15: Avoiding Jumping to Conclusions & Handling Put-Downs</i></p>	<p>Play the video to show a student in a very anxious situation. Prompt kids to think about how this student could use the Calming-Down steps to manage his anxiety. Get ideas from students, then play the next part of the video to see what Ethan does. Have partners turn and talk about what they could do to ease anxiety when it's time to take a test.</p> <p>Small Group Work/Asynchronous Learning: Use handout 13 to simulate another math test. Practice calming down first (stop signal, name the feeling, breathe, count, positive self-talk) then beginning the test. Prompt students to stop and calm down if they start feeling anxious while taking the test.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Play the “Calm It Down” music video • Name two problems kids might have when feeling strong emotions (jumping to conclusions, handling put downs) • Display the first screen for lesson 14 and define the phrase “jumping to conclusions” • Display the first screen for lesson 15 and discuss put-downs • Review the steps on the Calm Down Poster <p>Mini Lesson: Today I want to teach you that calming down strong emotions helps you think clearly about a situation so you can avoid jumping conclusions and handle difficult situations. This can help prevent a conflict from escalating.</p> <p><u>Lesson 14:</u> Play the video to show a girl who jumps to conclusions before she knows what's really going on with her friends. Identify Darlene's feelings and what she is assuming. Discuss the possible consequences of not calming down her feelings and acting impulsively. Review what Darlene should do to calm down and discuss how she could get more information about the situation to avoid jumping to conclusions. Play the video to see what Darlene does.</p> <p><u>Lesson 15:</u> State that jumping to conclusions is only one thing that happens in relation to strong emotions. Play the video and show one student being put down by another student. Identify Derek's feelings and discuss the possible consequences of not calming down his feelings and acting impulsively. Review what Derek should do to calm down and discuss how he could handle the situation in a safe and calm way. Play the video to see Derek's response and state the importance of seeking adult help when someone puts you down.</p> <p>Small Group Work/Asynchronous Learning: Practice not jumping to conclusions. Distribute handout 14 and give students time to complete the handout and practice. Then, practice handling put-downs using handout 15. Read the directions aloud, review the calming down steps and give students 10 minutes to do the assignment.</p>
<p>Bend V: Problem Solving (January-February)</p>	<p>Teaching Points</p>

Second Step Unit 3

Lesson 16: Solving Problems, Part 1

Connection:

- Review the first two Calming-Down Steps you’ve learned
- Display the first screen and ask kids what typical problems a fourth-grade might have with another person at school and what they would do to solve those problems
- Play the “Step Up” music video

Mini Lesson: Today I want to teach you that following steps can help you solve problems. Saying the problem without blame is respectful and will help you be successful at school.

Play the video to show two students who are having a problem. Discuss what Emma and James did first (calmed down) and teach kids that the next step is to begin solving the problems by S: Saying it without blame. Prompt kids who are role playing Emma to turn to their partner and state the problem from her point of view without blaming. Repeat for the kids role playing James.

Small Group Work/Asynchronous Learning: Give each student handout 16 to practice matching blaming statements with non blaming versions of that statement.

Lesson 17: Solving Problems, Part 2

Connection:

- Play the “Step Up” music video
- Display the first screen and state that students will learn about the next three problem solving steps today

Mini Lesson: Today I want to remind you that following steps can help you solve problems. Solving problems helps you be successful at school.

Play the video of Emma and James again to review the non blaming statement they came up with. State the next steps in the problem solving steps (T: Think of solutions). Remind kids that solutions need to be safe and respectful. Have partners turn and talk about possible solutions and then move on to the next step (E: Explore possible consequences) to think about what would happen if they chose those solutions. Review the first three problem solving steps, then move on to the last one (P: Pick the best solution) and watch the video to see what Emma and James do.

Small Group Work/Asynchronous Learning: Practice the last three problem solving steps by writing the appropriate non-blaming problem statement on the new handout. Then, have each partnership work through the steps and share their choices, highlighting the similarities and differences between groups.

Lesson 18: Making a Plan

Connection:

<p><i>Lesson 19: Solving Playground Problems</i></p>	<ul style="list-style-type: none"> ● Play the “Step Up” music video ● Display the first screen and review the problem solving steps ● Play the video <p>Mini Lesson: Today I want to remind you that some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts.</p> <p>Play the video and explain how Derek and Enrique have a problem that they are going to try and solve. They need to make a plan to carry out their solution. Have partners turn and talk about the steps they need to consider to carry out their solution. Play the video to see what Derek and Enrique do. Debrief about how writing down their plan helped Derek and Enrique.</p> <p>Small Group Work/Asynchronous Learning: Practice making a three-step plan to solve a problem. Distribute handout 18 and give students 10 minutes to complete the activity.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Play the “Step Up” music video ● Display the first screen and prompt kids to listen to some voices and to try to identify the emotions they are expression ● Play the video ● Discuss how you need to calm down before solving problems <p>Mini Lesson: Today I want to remind you that you are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.</p> <p>Play the video of students talking about some conflicts that happen at their schools and prompt students to listen for scenarios that have happened to them too. Make a list of problems you might see on the playground/at recess. Distribute handout 19 to partnerships. Direct students to choose one of the problems on your list and write a description of the problem at the top of the handout.</p> <p>Small Group Work/Asynchronous Learning: Practice using the problem solving steps to solve a real problem. Watch the video to show kids how to do this work. Choose where you want to conduct your activity (outside or inside) and follow the directions in the activity portion of this lesson. After completing the problem solving drawings or arranging the handouts, give students time to physically step through the problem solving steps and check off each step on their handouts as they go.</p>
<p><i>Lesson 20: Taking Responsibility for Your Actions</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Play the “Step Up” music video ● Display the first screen and discuss what is going on in the cartoon ● State that students will practice taking responsibility in different ways today

<p><i>Lesson 21: Dealing with Peer Pressure</i></p>	<p>Mini Lesson: Today I want to remind you that taking responsibility for your actions is the respectful thing to do. Play the video and prompt kids to watch carefully for how taking responsibility for his actions became a problem for Derek. Use the problem solving steps to work through Derek’s problem. Play the video to see which solution Derek picked for the last step. Discuss safe and respectful ways to take responsibility (admitting you’re wrong, apologizing, making amends by offering to do something nice). Talk about the results of this solution (Carlos’ feelings, Derek’s feeling, accepting an apology).</p> <p>Small Group Work/Asynchronous Learning: Practice taking responsibility using handout 20. Read the directions and give students time to complete the practice, prompting partners to switch roles halfway through the activity. Discuss what was most challenging about taking responsibility and why.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Play the “Step Up” music video • Display the first screen and prompt kids to listen to the voice to figure out what might be happening • Play the video and introduce peer pressure <p>Mini Lesson: Today I want to remind you that it is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. Play the video and prompt kids to watch and listen carefully for clues about how Alisha is feeling about being pressured to do something she doesn’t want to do. Use the problem solving steps to work through Alisha’s problem. Play the video to see what solution Alisha picked. Discuss how Alisha needs to be assertive when you are dealing with peer pressure.</p> <p>Small Group Work/Asynchronous Learning: Practice being assertive when saying no to peer pressure. Distribute handout 21 to each student and give students time to practice the skills. Discuss what’s difficult about being assertive with your friends.</p>
<p>Bend VI: Understanding Disabilities (March-April)</p>	<p>Teaching Points</p>
<p><i>Session 1: How Our Brains Work: What is Disability?</i></p>	<p>Connection: Begin the lesson by posing the question, “Have you ever seen a person that moves or speaks differently than you?” Have students turn and talk about their responses and share out examples (speaking different languages, using a wheelchair to move, etc.).</p>

<p><i>Session 4: Reading With Your Fingers: Blindness</i></p>	<p>Mini Lesson: Today I want to teach you that sometimes people have disabilities you can see from the outside. A person who has a disability that you can see may move or communicate in different ways.</p> <p>Explain how a person can be born deaf or become deaf due to an illness. Even when people are deaf, they can have a rich life that makes them part of a new community, the deaf community. There are schools and universities for deaf students and also ways we can accommodate people with hearing impairments in schools like ours. Explain to students how deafness includes people with no hearing as well as people with limited or impaired hearing. Tell kids that most people who are deaf communicate using American Sign Language.</p> <p>Small Group/Asynchronous Learning: As a class, watch the “Learn School Signs” video together and attempt the ASL phrases and words. After watching the video, ask students to share their thoughts about the level of difficulty and what feelings they have about the idea of having to learn a new language to communicate.</p> <p>Connection: Describe a familiar object without using any visual details. For example, describe a book by saying, “This object is a rectangle with a smooth front and back, a thin middle with rough edges.” and see if the students can guess what the object is. Talk about how it would feel to navigate the world without being able to see.</p> <p>Mini Lesson: Today I want to remind you that sometimes people have disabilities you can see from the outside. A person who has a disability that you can see may move or communicate in different ways.</p> <p>A person who is blind has an impairment in their vision that makes it difficult or entirely impossible to see. Blind people have many tools for learning and moving around their communities. To understand what it means to be blind, listen to the book, The Black Book of Colors. Talk about how it would feel to navigate the world without your vision. Describe how some blind people are born without vision and others lose their vision. Talk about the ways that blind people read (Braille) and get around (walk sticks and seeing eye dogs).</p> <p>Small Group/Asynchronous Learning: In partnerships or small groups, ask students to conduct research on seeing eye dogs. Students should look to find out information about training, etiquette when interacting with a blind person and their dog and functions of a seeing eye dog.</p>
<p><i>Session 5: My Brain Learns Differently: Learning Disabilities</i></p>	<p>Connection: Show this quote from Harry Potter to the class and discuss the significance of this sentiment. Use this idea to introduce the next disability.</p> <p>Mini Lesson: Today I want to remind you that some people have disabilities that you can’t see from the outside. A person who has a disability that you can’t see may think and learn in different ways.</p>

<p><i>Session 6: Getting Around: Physical Disabilities</i></p>	<p>A person who has a learning disability may have difficulty understanding written or spoken language. People with learning disabilities may learn differently, and they're smart! Revisit the idea of "invisible" disabilities that you can't see just by looking at a person. Talk about how people with learning disabilities have brains that help them learn things like reading and writing in a different way. Reinforce that these differences aren't a bad thing, they're just the way things are. Even people who need help learning are smart, because they can learn!</p> <p>Small Group/Asynchronous Learning: As a whole class, look at a series of statements about learning that kids might hear in school or at home. As you read them, sort the statements into "Positive" and "Negative" groups. Have students turn and talk to discuss how these statements would make them feel. Then task students with turning these negative statements into "yet" statements (in conjunction with growth mindset-ex. Instead of, "I'm not a good reader." change the statement to, "I'm not a good reader, yet!"). Then as a class, come back together and replace the negative statements with these growth mindset statements and display in the classroom.</p> <p>Connection: Show students the accessibility icons and ask them what they know about them. Tell students that people with physical disabilities need accommodations, like handicap parking, to move around and function in the world.</p> <p>Mini Lesson: Today I want to remind you that sometimes people have disabilities you can see from the outside. A person who has a disability that you can see may move or communicate in different ways.</p> <p>Discuss that physical disabilities include many disabilities that impact how people move and function. Reiterate that physical disabilities are the ones that you can see as soon as you meet a person. Talk about the ways in which people with physical disabilities get around and what challenges they face.</p> <p>Small Group/Asynchronous Learning: Break students into three groups and distribute the role play cards. In each group have kids assign roles and act out the scene. Then, ask students to create a possible solution to the problem presented.</p>
<p><i>Session 7: Famous Figures</i></p>	<p>Connection: Talk to students about how people with disabilities are often treated badly in the world, because their brains and bodies work differently. Delve into the injustice of this and that people with disabilities are just as valuable to our community as people without disabilities.</p> <p>Mini Lesson: Today I want to teach you that people with disabilities are just as valuable to our community as non disabled people. Many people with disabilities have done amazing and powerful things in their lives. It is important to celebrate what people with disabilities can do and have done!</p> <p>Explain that people with disabilities are able to advocate for others and accomplish great things, despite and because of their disabilities. Model how to research a famous figure with a disability with the whole class by getting information about someone they all know about,</p>

<p><i>Session 8: Collaborative Project</i></p>	<p>Helen Keller. Show the class how to learn about the person through research (reputable sites only) and by completing the research data sheet provided.</p> <p>Small Group/Asynchronous Learning: Students will be asked to research a famous figure in the world of disability. Students should find out and write down important information about their figure using this worksheet. Suggestions include:</p> <ul style="list-style-type: none"> • Helen Keller • Stephen Hawking • Temple Grandin • Ludwig Van Beethoven • More can be found here. <p>Connection: Remind students of all the things they've learned about disabilities thus far. Stress the importance of celebrating different types of people in the world, not just those that look or act like us.</p> <p>Mini Lesson: Today I want to remind you that people with disabilities are just as valuable to our community as non disabled people. When we learn about people with disabilities who have done amazing things for their communities, we can celebrate them through art.</p> <p>Show students the many self portraits that famous artists have done and point out that some of these artists also had disabilities (Frida Kahlo, for one). Point out the different styles in which each were done, and tell about how this is indicative of the artist's style and personality. Tell students that we can honor those that have done good in the world of disabilities by creating a portrait of them that represents their accomplishments.</p> <p>Small Group/Asynchronous Learning: In partnerships, task students with creating a portrait of their famous figure in a way that would describe them best. Push students to think of the best way to represent this person through art, not just in conventional ways. Display these projects throughout the school to highlight individuals with disabilities.</p>
<p>Bend VII: Differences Between Us (May)</p>	<p>Teaching Points</p>
<p><i>Session 1: Communication</i></p>	<p>Connection: Talk to students about a time when you lost your voice. Describe how you felt and what it was like to have to communicate in a different way.</p>

<p><i>Session 2: Physical Access</i></p>	<p>Mini Lesson: Today I want to teach you that differently abled people communicate in different ways. People may use their hands, their voices or technology to communicate with others around them and others may not communicate at all.</p> <p>As a group, brainstorm the ways in which people communicate. Make a list of students' ideas and supplement additional methods of communication to teach into. Stress how important communication is to learning and functioning in the world safely.</p> <p>Small Group/Asynchronous Learning: Gather various communication devices (PECS, AAC, Braille, ASL) or methods or provide videos of these being used and allow students to observe them. Challenge students to communicate with one another using different means than they typically do (for most this will mean communicating without talking). Discuss as a group how this went and what feelings it brought up for kids.</p> <p>Connection: Have students turn and talk about their favorite places to go. Share out some ideas, then present the question, “how would you move around these places if you had a physical disability?”. Share out some responses.</p> <p>Mini Lesson: Today I want to teach you that differently abled people access the world around them in different ways. Even though people can use wheelchairs, canes, crutches or other tools to get around, some places may be hard for them to get to.</p> <p>As a class, brainstorm some ideas of kids favorite activities that they do during recess, PE or after school. Make a list on the board and remind them about the different ways in which people can move. Talk about which activities would be easy/hard to include a person with a physical disability in.</p> <p>Small Group/Asynchronous Learning: Ask small groups of students to come up with solutions or ways to include kids with physical disabilities in their favorite activities. Kids may even research alternative sports programs for people with disabilities to see ways that accommodations can be made to include people of all abilities.</p>
<p><i>Session 3: Learning Tools</i></p>	<p>Connection: Show the video Chimps & Tools and ask students to turn and talk about their observations. Explain that tools are essential for all living things.</p> <p>Mini Lesson: Today I want to teach you that differently abled people learn in different ways. People can use various learning tools and support from adults to access their education and acquire knowledge.</p> <p>As a class, begin brainstorming the definition of “tool”. First, brainstorm different examples of tools and think about what they all have in common. Then, ask partnerships or triads to come up with a definition. They can write these on a post-it or on a white board. Share out definitions and congratulate students on their work.</p>

Session 4: Independence

Small Group/Asynchronous Learning: In your classroom, ask students to go on a scavenger hunt for one learning tool they use. Get creative! Even if kids don't have pencil grips or wobble seats, they can see other objects (such as a clipboard or dictionary) as a tool that they use. Reinforce the idea that even though we all use different kinds of tools in the classroom, we all need them to learn!

Connection: Pose the following scenario to the class, "Imagine we are observing another 4th grade class during math. One student in the class completes the math problems on his own, but takes 10 minutes, while another student uses a hundred chart and highlighter, but takes 8 minutes. Which student is better at math?" Allow students time to think, pair, share about this scenario. Challenge kids to think about why they chose the student they did.

Mini Lesson: Today I want to teach you that differently abled people have different levels of independence. People may need help moving around, taking care of themselves or learning throughout, and that's okay!

As a class, ask students to write what the word "independence" means to them on a post-it. Place post-its on the board and allow students to observe what others wrote. Discuss feelings associated with independence and those you might feel when you are not independent. Explain that independence is the act of doing things or acting on your own and that all people are about to do one thing or another with independence. Sometimes, though, people with disabilities need help doing things that we can do with independence (dressing, toileting, getting into a car, learning, etc.)

Small Group/Asynchronous Learning: Ask students to independently write and draw about a time when they need help. Reinforce the idea although we all have times when we want or can be independent, we all need help sometimes.

Session 5: Explore the "Access & Ability" Exhibit at the Cooper Hewitt Museum of Design

Connection: Tell students about a time when you designed/thought of an invention that would help someone. Ask students to share times when they've done the same and reflect on how that made them feel.

Mini Lesson: Today I want to teach you that there are people dedicated to helping individuals with various disabilities. One way people help is by designing objects that assist people with disabilities in their daily lives. The Cooper Hewitt Museum of Design In New York City is one place where you can see these amazing inventions!

As a whole class, show students the Cooper Hewitt Museum of Design website, specifically the ["Access & Ability"](#) exhibit. Explore some of the exhibits and read about what they do to help people with disabilities.

<p><i>Session 6: Celebrate Innovation</i></p>	<p>Small Group/Asynchronous Learning: Give students time to explore the objects shown on their own iPads/Chromebooks in partners. Encourage kids to read and find out about the objects they find most interesting. Complete a worksheet telling the name of the object, what it does and who it helps after researching.</p> <p>Connection: Rally students to celebrate all the work they've done to build empathy for those who learn and move differently than them. Get excited about today's celebration of innovation.</p> <p>Mini Lesson: Today I want to teach you that you have the power to create something to help others too! You can think about a problem differently abled people may have and design a solution to fix it!</p> <p>Remind students of the many challenges that people with disabilities face on a daily basis. Talk about how we can take action to make life more fair to those who think and move differently by designing our own inventions to help solve daily problems.</p> <p>Small Group/Asynchronous Learning: Task students with designing their own helpful tool to help someone with a disability. Present this task as you do with scientists (make a plan, test it out, change it, evaluate it) and encourage kids to plan something they can actually create in school or at home. If it is not able to be created in school, have kids create a diagram of their invention and display them around the classroom.</p>
<p>Bend VIII: Similarities Amongst Us (June)</p>	<p>Teaching Points</p>
<p><i>Session 1: We're Not So Different</i></p>	<p>Connection: Show the class a blank Venn Diagram and discuss what this is used for. Highlight the fact that there are three categories (A, B and A & B) but no category is labeled "good" or "bad". Use this to introduce the lesson about celebrating similarities and differences.</p> <p>Mini Lesson: Today I want to teach you that even when we can see differences between us, we have many similarities. All people, no matter how they move, learn or communicate, have feelings.</p> <p>Review the Zones of Regulation with the class. Talk about how there are no "good" or "bad" feelings, but rather "expected" and "unexpected" times to have those feelings. Even when we have an unexpected feeling, we can cope with it in a healthy way.</p> <p>Small Group/Asynchronous Learning: Hang four pieces of chart paper throughout the room, each with one of the following phrases on it, (1) When I learn something easily I feel... (2) When I don't understand something in school I feel... (3) When I get a good grade on a test I feel... (4) When the teacher calls on me and I don't know what to say I feel... Students will complete a carousel writing activity where they all walk around at the same time and write their answer to each phrase on the chart paper. At the end of the activity, observe each poster as a class and circle similarities and differences. Discuss how many of us, despite</p>

<p><i>Session 2: Respectful Language Around Disability</i></p>	<p>our differences, had the same feelings in these scenarios. Highlight how when we know how others feel, we can support and encourage them.</p> <p>Connection: Present the quote to students, “Sticks and stones may break my bones, but words can never hurt me.” Prompt students to comment on the validity of this statement. Tell the class that we may choose to let words not affect us, but hurtful language can do a lot of damage in the long run.</p> <p>Mini Lesson: Today I want to teach you there are respectful and disrespectful ways to speak about disabilities with others. In our community, it is important to use respectful language when speaking about differences. Everyone, no matter their ability, deserves respect.</p> <p>Write the word “stupid” on the board inside of a circle. Model as a whole class the ways in which to complete a word web. Ask students to turn and talk about how this word makes them feel and what it makes them think of. Write ideas as parts of the word web and tell students that they will be given both positive and negative words around disability to do the same activity with.</p> <p>Small Group/Asynchronous Learning: Divide students into small groups and give each group a word web with a word related to disability on it (these may include “slow learner”, “differently-abled”, “retard”, “normal”, “person with autism”, “wheelchair bound”- see this website for some reference) . Students will brainstorm what they think of when they hear this word and write their ideas on the web. Come back together as a whole class and discuss which words are respectful words to use related to disability and which promote stereotypes and unfairness. As a class, make a pledge to use only respectful language.</p>
<p><i>Session 3: Labels Don’t Make Me</i></p>	<p>Connection: Show a grocery item that has a label (such as “ketchup”). Ask students to think about what this label tells them and if it is helpful.</p> <p>Mini Lesson: Today I want to teach you that labeling others can have negative effects. We are more than the labels that others give us, we are unique individuals with many sides and qualities!</p> <p>Show the class a list of labels that might apply to people in our school or in our lives. Suggestions include: autistic, wheel-chair bound, Level ____, resource room, etc. Tell students that today we are no longer our labels. Our labels are part of us, but they don’t define who we are, so we shouldn’t call ourselves those things. Explain how talking about people only based on their labels diminishes the other parts of their personality and identity.</p>

<p><i>Session 4: Cultivating Compassion with Dignity</i></p>	<p>Small Group/Asynchronous Learning: Give an example of reading levels and explain that we will be creating poems to work through this process of shedding our labels. Poems can go like, “I am not a Level M, I am a mystery book reader!” Students will work on their poems independently, with the teacher circulating to provide suggestions and encouragement.</p> <p>Connection: Tell a story about a time when someone showed you compassion. Describe the feeling of having someone offer their help and support to you in a time of need.</p> <p>Mini Lesson: Today I want to teach you that all people deserve compassion. Compassion is the desire to help others, especially those going through hardship. Differently abled people need compassion in different ways.</p> <p>Discuss and write the definitions for “compassion” and “dignity” on the board. Talk about how important it is for people with disabilities to maintain their dignity, even in times when they have little independence and need a lot of help. Tell the class how maintaining your dignity also means maintaining your identity.</p> <p>Small Group/Asynchronous Learning: Give partnerships a scenario about a person and a problem and task them with writing a story about a way that they would show compassion towards this person while keeping their dignity intact. Have students share stories with each other and discuss how this might impact their own lives.</p>
<p><i>Session 5: Assessing Access (1)</i></p>	<p>Connection: Show the class this cartoon about fairness. As students turn and talk about the fairness of this statement and what the alternative would be to make it more fair.</p> <p>Mini Lesson: Today I want to teach you that it is important to look at our communities with a critical eye. We can look at spaces in our school community and think, “Is this fair?” to think critically about access for all people.</p> <p>Tell students that today they will be assessing the accessibility of their school building for differently-abled people. Remind students that this could mean people who walk, people who use wheelchairs, short people, tall people, etc. Before the activity, brainstorm a list of places to observe and as the kids walk around, mark whether they are accessible to differently-abled people.</p> <p>Small Group/Asynchronous Learning: As a class, go on a walk throughout the school and evaluate the accessibility of different areas. Encourage kids to think critically about whether these spaces are fair to all types of people and make notes as you go.</p>

<p><i>Session 6: Assessing Access (2)</i></p>	<p>Connection: Remind the class of all the things they've learned about empathy, dignity and fairness over the past school year. Congratulate them for being open-minded and understanding of all types of people.</p> <p>Mini Lesson: Today I want to teach you that when we look at spaces with a critical eye, we can take action to fix them! We can design our own solutions to provide access for all.</p> <p>Small Group/Asynchronous Learning: In small groups or partnerships, task students with creating a plan to solve accessibility problems you observed in the last session. Talk about who could help implement these plans and what other spaces in the community may need solutions for accessibility.</p>
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