

SEL and Social Justice Curriculum**Grade: 5****Who Am I and How Do I Treat Others?****Unit Description:**

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, multiple identities exists within us that can change and grow, our group identities say something about our individual identities, and there are people who work to help those who experiences challenges related to difference. 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.

[Bend I: Empathy & Skills for Learning](#)**[Bend II: Bullying Prevention](#)****[Bend III: Growth Mindset/Grit](#)****[Bend IV: Emotion Management](#)****[Bend V: Problem Solving](#)****[Bend VI: How Do I Identify and How Do I Change?](#)****[Bend VII: Expanding and Contracting Friend Groups](#)****[Bend VIII: What Are Allies and What Do They Do?](#)****Social Justice Definition for Florham Park School District**

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.

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 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
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.
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 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudiced 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.
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Enduring Understandings/Goals	Essential Questions
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<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Growth mindset allows us to learn new things and take risks <input type="checkbox"/> Grit allows us to make mistakes and keep learning. <input type="checkbox"/> Our identities are made up of multiple facets that encompass our external and internal traits <input type="checkbox"/> Our identities can and have changed <input type="checkbox"/> Our friend groups say something about our identity <input type="checkbox"/> Others in the past have worked to help people in need 	<ul style="list-style-type: none"> <input type="checkbox"/> What is a growth mindset? <input type="checkbox"/> What is grit? <input type="checkbox"/> How can my identity change <input type="checkbox"/> What are my multiple identities? <input type="checkbox"/> How does my friend group impact my identity? What is an ally?
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Evidence of Learning (Assessments)	Accommodations and Modifications
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Book club talks • Student reflections • Conferences and small groups <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 	<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>Suggested Lessons for Differentiation with Small Groups:</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Unit 1: Curriculum for ELL • ESL K-2 • Subgroup Accommodations and Modifications
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- Linguistics Phonemic Awareness Screener
- Linguistics Decoding Pre/Post Test
- Dyslexia Screener
- PRIM checklist
- *LLI; Test Preparation Lesson Framework F&P levels*

- [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 \(Special Needs, ESL, Gifted Learners, & Mainstream Learners\)](#)

Students with 504 Plans

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

Core Instructional and Supplemental Materials Professional Resources:

Core Instructional, Supplemental, Instructional, and Intervention Resources

Core Professional Resources:

- We are Readers Unit of Study Text by Lucy Calkins
- 2018-19 Teachers College Calendar, Kindergarten We Are Readers Unit
- [2019-20 Teachers College Calendar](#)
- Florham Park ELA PD [Sharing Website](#)
- *The Reading Strategies Book* by Jen Seravallo
- *Prompting Guide*
- [Writing Resources and Scope and Sequences](#)
- [Units of Study Online Resources](#)

Supplemental Professional Resources:

- *Leveled Literacy Intervention Kits*
- [When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell](#)

Core Instructional Resources:

[List of books about Change Makers](#)
[List of books about Identity and Culture](#)
 The Dot by Peter Reynolds

VIDEOS

Introducing Allies

- [Greta Thunberg](#)
- [Harriet Tubman](#)
- [Susan B. Anthony](#)
- [Ruby Bridges](#)
- [Little Rock Nine](#)
- [John Lewis](#)
- [Malala Yousafzai](#)
- [Kid President](#)

Speeches

- [Rubric 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 Book*
- *Fountas and Pinnell Guided Reading Series*
- *Prompting Guide Part 1 - For Oral Reading and Early Writing*
- *Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing*
- *Teachers College Units of Study - Phonics K-2*
- *Reading Strategies Book - Jennifer Serravallo*
- [Florham Park ELA PD Sharing Website](#)
- [Conferring Menus](#)

- [Greta Thunberg- "How Dare You"](#)
 - [Kid President- A Pep Talk](#)
 - [John Lewis- March on Washington](#)
 - [Malala Yousafzai Nobel Peace Prize](#)
 - [Ruby Bridges TED Talk](#)
- Growth Mindset & Grit**
- [Carson - Ted Talk](#)
 - [Grit video](#)
 - [Famous Failures video](#)
 - [Perseverance short](#)

Supplemental Resources:

- Sesame Street
- [The Best Children's Books](#)
- [Social Justice Books](#)

Intervention Resources:

- Leveled Literacy Intervention Texts
- Six Minute Solutions
- Fountas and Pinell Guided Reading
- Fountas and Pinell Shared Reading

Interdisciplinary Connections

- 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.

Integration of Technology through NJSLs

- 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.
- Ongoing:
- 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.
- Other:
- 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 • 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"> • 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
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)	
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Second Step Unit 1

Lesson 1: Empathy and Respect

Connection:

- Display the first screen and introduce the second step program

Mini Lesson: Today I want to teach you that having respect and empathy helps you get along with others.

Play the video and challenge students to identify at least three topics they will learn about and practice this year. Call on students to share their responses. Begin by defining “empathy” and “respect”. Discuss the golden rule and have students share ideas about how they can act respectfully towards others. Talk about how when you respect someone you don’t use “put-downs”.

Small Group Work/Asynchronous Learning: Assign second step partners and watch the music video about empathy, “Walk Walk Walk”. Give students 5-10 minutes to interview each other, then ask each pair of students to discuss their interview with another partnership.

Lesson 2: Listening with Attention

Connection:

- Play the “Walk Walk Walk” music video and review the empathy poster
- Display the first screen and begin with a game
- Debrief, discussing what students had to do to make sure they knew what to say when it was their turn

Mini Lesson: Today I want to teach you that listening with attention helps you learn, work with others and make friends.

Play the video and prompt students to watch for all the things Kaden does that get in the way of him listening with attention to his friend. Have students turn and tell their partner how they can tell that Kaden wasn’t paying attention and how Antonio felt when he realized that Kaden wasn’t listening to him. Discuss what Kaden can do to make sure he is listening with attention. Play the video to see the listening skills he uses.

Small Group Work/Asynchronous Learning: Practice listening with attention. Distribute handout 2 to each student and give them 5 minutes to practice the skills. After the practice, have each pair of students join another pair and describe three things about their partners to the group.

Lesson 3: Being Assertive

Connection:

- Play the “Walk Walk Walk” music video
- Display the first screen and set kids up in a circle with their partner.
- Have kids silently “sculpt” their partner into an aggressive shape, then repeat with a passive shape

- Discuss the differences

Mini Lesson: Today I want to teach you that being assertive means asking for what you need or want in a calm, firm, respectful voice. Being assertive can help you be successful in a variety of social and academic situations.

Play the video and have partners talk about what Sierra wants or needs to happen. Identify whether Jayla is being passive, aggressive or assertive and how you can tell. Walk students through Sierra's process of telling Jayla assertively that she wants to participate in the project too. Have partners discuss clear, respectful statements Sierra can say to Jayla. Play the video to see how Sierra responds to Jayla.

Small Group Work/Asynchronous Learning: Practice being assertive. Distribute handout 3 and read the directions. Give students time to do the activity and debrief as a class.

Lesson 4: Predicting Feelings

Connection:

- Play the "Walk Walk Walk" music video
- Display the first screen and assign a partner A and a partner B
- Distribute handout 4A and have partner B read the directions and fill it out
- Have partner A put their heads up and discuss who predicted what their partner would do
- Make a list of what you use to predict others feelings

Mini Lesson: Today I want to teach you that being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others.

Play the video and have students look for clues that show how each person is feeling. Have partners talk about how Aaron and Lucas are feeling. State that when you make plans or decisions that will affect another person, you need to consider how that person might feel about it (this is called predicting feelings). Prompt kids to respond to these questions, "What can Lucas do to help himself predict how Aaron would feel about playing basketball?" and "What do you think Lucas could do or say to help Aaron feel more included?". Play the video to see what happens.

Small Group Work/Asynchronous Learning: Practice predicting others feelings using handout 4B.

Lesson 5: Taking Others' Perspectives

Connection:

- Play the "Walk Walk Walk" music video and discuss the feeling words you heard
- Display the first screen and direct students to draw an object of the teacher's choice
- Discuss how and why the drawings look different

Lesson 6: Accepting Differences

Mini Lesson: Today I want to teach you that others may have different perspectives. Being able to recognize someone else's perspective helps you get along with others.

Play the video to see the story from Lydia's perspective. Discuss what happened, how Lydia felt and how you can tell. Play the video to see the story from Alexis's perspective. Discuss what happened, how Alexis felt and how you can tell. Talk about how Lydia's feelings might change if she were able to see the scene from Alexis's perspective. And visa versa. Review the empathy poster before moving on.

Small Group Work/Asynchronous Learning: Practice looking at a situation from different perspectives. Distribute handout 5 and give students time to do the activity with their partners.

Connection:

- Play the "Walk Walk Walk" music video and discuss the phrase "take a look and see what they're seeing."
- Display the first screen and talk about the hypothetical scenario
- Introduce the word "prejudice"

Mini Lesson: Today I want to teach you that accepting differences and finding similarities can create mutual respect and friendship.

Play the video and ask students to look for similarities and differences between Miguel and Kaden. Have partners talk about how the boys are similar and why he and Miguel are not friends at school. Talk about how it is easy to judge or be prejudiced by what you see on the outside. Watch the video to see what Kaden and Miguel find out about each other. Tell partners to talk about what the boys found out about each other and if they will become friends.

Small Group Work/Asynchronous Learning: Use handout 6 to help kids find out some things they have in common with their classmates. Follow the activity directions to complete the exercise to help kids get to know each other.

Lesson 7: Disagreeing Respectfully

Connection:

- Play the "Walk Walk Walk" music video
- Display the first screen and ask students to write down their opinion of an activity you describe
- Discuss what happens when you use disrespectful language in a disagreement

Mini Lesson: Today I want to teach you that disagreeing respectfully involves using assertiveness skills. Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings and prevent aggressive conflicts.

Play the video and ask students to listen carefully for blaming language. Talk as a class and in partnerships about how the boys' voices sounded in the video, examples of blaming language they used and the likelihood of them solving their problem. Play another video to show another disagreement that was handled in a respectful way. Discuss the aspects of a respectful disagreement.

<p><i>Lesson 8: Responding with Compassion</i></p>	<p>Small Group Work/Asynchronous Learning: Practice disagreeing respectfully by being assertive and listening with attention to your partner. Distribute handout 7 and give students time to work through the skill practice together.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review listening with attention and assertiveness skills ● Display the first screen, write the word “compassion” on the board and ask students to draw something that the word makes them think of ● Review empathy and relate this idea to showing compassion <p>Mini Lesson: Today I want to teach you that showing compassion for others is the respectful, kind thing to do. Having empathy helps you show compassion.</p> <p>Play the video showing another story about Miguel and Kaden. Ask students to watch carefully to see if they notice who could use a little compassion. Debrief and talk about how Miguel feels and what Kaden can do to try to understand him. State that when you show someone you care about their problems, you are showing compassion. Play the video to see what Kaden does and debrief as a class.</p> <p>Small Group Work/Asynchronous Learning: Use handout 8 to practice showing compassion in different scenarios. Discuss those scenarios in which you need to put someone else’s feelings before your own.</p>
<p>Bend II: Bullying Prevention (October)</p>	<p>Teaching Points *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: Recognize, 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.</p>

<p><i>Lesson 2: Bystander Power</i></p>	<p>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 why Angie is being so mean to Kiana. Prompt kids to “Recognize” this behavior as bullying. Play part 2 of the video to see the different options Kiana imagines to make the bullying stop. Give partners time to talk about what Kiana should do (give the three choices). Discuss each option and tell students that we won’t find out what Kiana decides to do but do state that if it continues, she should “Report” the bullying to an adult.</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. Finally, have kids practice refusing bullying with their partner by using respectful words assertively.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review the Three Rs poster and the scenario from last session ● Talk about another student in the scene and identify them as the bystander ● Discuss uncomfortable feelings that may come up when you are a bystander <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.</p> <p>Show the next slide and watch the first part of the video, prompting kids to think about how Tyrice feels about how his classmate Gabe is feeling. Recognize the bullying that has occurred and state that calling someone “gay” or something they are doing “gay” is not allowed in our school. Have partners do a Think, Turn, Tell to discuss what the bystander (Tyrice) should do. Play part 2 of the video and discuss that one way to refuse bullying is to stand up to someone. Talk about why Tyrice chose not to stand up to Reggie and what he did to help Gabe instead. Do a Think, Turn, Tell about how having empathy for Gabe gave Tyrice the courage to do the right thing.</p> <p>Small Group Work/Asynchronous Learning: Look at the Bystander Heroes comic together, then have partners create the final frame together.</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 review how we talked about how it is never okay to bully someone because of the things they like to do, or call someone or things they do “gay” ● Prompt kids to look at the other bystanders next to Tyrice as you read the quote ● Discuss why bystanders sometimes choose to do nothing

<p><i>Lesson 4: Bystanders to Cyber Bullying</i></p>	<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.</p> <p>Show the next slide and watch the first part of the video, prompting kids to think about whether the bystanders are doing the right thing. Do a Think, Turn, Tell and ask kids to discuss whether or not it's okay for Noah to put his arm around Olivia and tease her when it makes her uncomfortable. Prompt kids to recognize this as bullying because of the continuous behavior that makes another person uncomfortable. Discuss how the bystanders who laugh are part of the problem and the bystanders that take action are doing the right thing. Do another Think, Turn, Tell to discuss how you think one person doing the right thing can make a difference at our school.</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.) ● Discuss how you can use these tools respectfully ● Define cyberbullying ● Have students take the quiz about cyberbullying and discuss the answers as you go <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 whether the bystanders are part of the bullying problem or helping to stop it. Prompt kids to recognize the cyberbullying that has occurred. Do a Think, Turn, Tell about why this cyberbullying is hurtful to Simone. Talk about the bystanders to this bullying and how Linh did something to refuse the bullying that happened. Play part 2 of the video and notice how the bystanders who made the original post or added comments are part of the bullying problem. State that it is important to report all bullying to a caring adult. Have students discuss what they would do to stop cyberbullying they see.</p> <p>Small Group Work/Asynchronous Learning: Practice doing the right thing when you are a bystander to cyberbullying. With partners, tell kids to read the electronic messages on the screen and think of something supportive you can write back in a message to help stop this cyberbullying from continuing. Then, have kids write the name of an adult you can report the bullying to. Repeat for scenarios 1-3.</p>
<p>Bend III: Growth Mindset/Grit (November)</p>	<p>Teaching Points</p>

Session 1: What does it mean to grow? & Growth and Fixed Mindset

Part 1:

Connection: I want to ask you what does it mean to GROW? What kinds of things grow?

- Stop and think to yourself for a moment

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!

- Turn and talk to a partner and share your thoughts.

Independent practice

Have students write about how they have grown and share

Part 2:

Connection: When you think of the brain or minds, what do you think MINDSET means?

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.

So what does a Growth Mindset vs. a Fixed Mindset look like in action?

[Carson - Ted Talk](#) 6 minutes 48 seconds

Discussion questions:

What is a growth mindset?

How did Michael Jordan have a growth mindset?

Why would coaches want someone with a growth mindset?

What is the difference between a growth mindset and a fixed mindset?

How did Carson, the 5th grader speaking in the video, use a growth mindset in reading?

How can you have the mindset of a champion?

Independent practice:

Have students complete ["Imagine if" worksheets](#) and share

Session 2: Read Aloud - The Dot

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?

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.

*Session 3: Growth Mindset
in Our Class and School*

Read The Dot by Peter Reynolds [The Dot - Peter Reynolds](#)

Discussion: The Dot, utilize pages 1 & 2 for discussion [Dot Discussion](#)

Everywhere you look, you can find examples of others either quitting or overcoming their challenges as we just did in The Dot.

Class discussion:

- 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?

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!

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.

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

What does growth mindset look like?

Ex: Growing from challenges, trying new things, having a positive outlook/attitude

What does growth mindset feel like?

Ex: Positive, Encouraging, helpful

What does growth mindset sound like?

Ex: We learn from our mistakes, we try new things, even if they are difficult

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><i>Session 4: What is Grit? & Famous Examples of Grit</i></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 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 <p>Independent Practice: Pages 5-7 Perseverance activities</p> <p>Part 2: Connection: Success comes with having grit. 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>
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<p><i>Session 5: Grit Interviews</i></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? 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: Have a class discussion to come up with interview questions about grit. Sample questions: What is something really difficult that you tried? What did you have to do to reach your goal? How have you shown grit? Tell me about a time when you failed the first time. Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this?</p> <p>Come together as a class and discuss questions. Activity: Pair students up in the classroom to interview each other. Have students write about how their partner showed grit!</p>
<p>Bend IV: Emotions Management (December-January)</p>	<p>Teaching Points</p>
<p>Second Step Unit 2</p> <p><i>Lesson 9: Introducing Emotion Management</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Recap the pre-lesson video: Brain, Body and Emotions Part 1 ● Assign partnerships ● Display the first screen and review what happens to your amygdala when you have a strong emotion ● Play the "Calm Down" music video and review the calm down poster

Lesson 12: Managing Frustration

Mini Lesson: Today I want to teach you that managing your anxiety effectively makes it easier to focus and succeed in social and academic situations.

Play the video and have kids think about how Aaron could follow the How to Calm Down poster to manage his anxiety. State why Aaron is feeling anxious and how you can tell. Have partners turn and talk about what Aaron could do to help himself feel less anxiety the next time he's worried and uncomfortable in a social situation. Play the video to see what he did to manage his anxiety.

Small Group Work/Asynchronous Learning: Practice calming down in a situation that is causing you anxiety. Direct students to turn their handouts over to the back, read the scenarios and write their positive statements in the blanks.

Connection:

- Watch the "Calm Down" music video
- Display the first screen and tell students they'll be trying something new today
- Show the demo video and challenge all students to "get it right" in 30 seconds
- Debrief, talking about the frustration kids felt

Mini Lesson: Today I want to teach you that frustration can get in the way of learning. Managing frustration reduces the chance of doing something you may regret later.

Play the video and have kids look for what happens to this student as his frustration overwhelms him. State what Antonio is feeling, the physical signs that tell you that and why he is so frustrated. Discuss how Antonio can use the calm down steps to manage his frustration and watch the video to see what he does. Have partners turn and talk about the kinds of situations 5th graders find frustrating.

Small Group Work/Asynchronous Learning: Practice calming down in a situation that is causing you frustration. Assign groups of 7-8 students and give the directions for the game. Prompt kids to practice calming down frustrating feelings as they play. Distribute handout 12 and have kids complete the handout.

Lesson 13: Resisting Revenge

Connection:

- Watch the "Calm Down" music video
- Display the first screen and watch what happens in the short scene
- Discuss what might happen in this situation and define "revenge"
- Prompt kids to think of a time when they felt like getting revenge

Mini Lesson: Today I want to teach you that getting revenge can make problems worse.

Lesson 14: Handling Put Downs

Play the video and have kids think about what might happen if Lucas does not resist the urge to get revenge. Talk about how Lucas is feeling and why. Think of some examples of positive self-talk that could help Lucas resist the urge to get revenge. Play the video to see what Lucas does and debrief.

Small Group Work/Asynchronous Learning: Practice calming down instead of seeking revenge. Distribute handout 13 to each student and give them 5-10 minutes to complete the handout and practice with their partners.

Connection:

- Watch the “Calm Down” music video
- Display the first screen and set kids up to play a game showing how they feel with their bodies
- Discuss what happens when someone says mean, disrespectful and hurtful things to you

Mini Lesson: Today I want to teach you that calming down helps you handle put-downs and avoid escalating conflicts.

Play the video and have kids look for how the student in this story handles put-downs. Have partners discuss the first thing Kaden does to stay in control. Name his feelings and what he does next. Turn and talk about what else Kaden did to help himself calm down and what his friends did that was helpful to him. State that if the situation were to continue, Kaden and his friends would need to report to an adult for help.

Small Group Work/Asynchronous Learning: Practice ways to respond to put-downs. Distribute handout 14 to each pair of students and read the directions aloud. Remind students to be assertive when handling put downs. Give students time to complete the skill practice.

Lesson 15: Avoiding Assumptions

Connection:

- Watch the “Calm Down” music video
- Display the first screen and ask students, “What do you think this is a picture of?”
- Discuss the idea of making assumptions and the consequences of doing so

Mini Lesson: Today I want to teach you that calming down strong emotions helps you think clearly about a situation and make better decisions.

Play the video and discuss how Lucas felt and how you can tell. Discuss what Lucas is assuming and the consequences of that. Remind kids that Lucas needs to calm down and practice doing that using deep breathing and positive self-talk. Play the video to see how Lucas handles the situation.

Small Group Work/Asynchronous Learning: Practice avoiding making assumptions. Distribute handout 15 to each pair of students, read the directions and give work time.

Lesson 18: Making a Plan

Small Group Work/Asynchronous Learning: Practice thinking of solutions, exploring consequences and picking the best solution for one of the problems from handout 16. With a partner, have kids pick one of the problems from last session and continue solving with the remaining problem solving steps.

Connection:

- Review the four steps for solving problems
- Play the “Step Up” music video
- Display the first screen and talk about how some solutions take one step, while others take multiple steps to carry out
- Distribute handout 18A and have partners work together to come up with a three step plan to get the dog to his bone

Mini Lesson: Today I want to teach 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.

Play the video and prompt kids to look for how Lydia makes a plan to carry out the solution to her problem. As a class state Lydia’s problem, which solution she picks and whether or not it’s a one step solution. Have kids turn and talk about how writing down her plan may help Lydia. Play the video to see how her plan works. Debrief about what you noticed Lydia doing when she made her plan.

Small Group Work/Asynchronous Learning: Practice picking the best solution for a problem and making a three step plan to carry it out. Distribute handout 18B. Have kids work individually at first, then with their partners.

Lesson 19: Seeking Help

Connection:

- Play the “Step Up” music video
- Display the first screen and talk about how the boy feels in the picture
- Review the problem solving steps

Mini Lesson: Today I want to teach you that seeking help from a trusted adult is sometimes the best solution.

Play the video and prompt kids to think about what Kaden needs to do to get his project done. Talk about what Kaden did to calm down and how he worked through saying his problem. Go over the solutions Kaden thought of and ask partners to talk about what the consequences of those solutions might be. Play the video to see what Kaden does next and talk about why asking for help was the best solution.

Small Group Work/Asynchronous Learning: Practice asking for help in order to solve your problem. Distribute handout 19 to each student and have them complete it on their own. Divide students into groups and have them practice asking adults for help. Review why it is important to be assertive when asking for help.

Session 1: Discovering My Identity (1)

Connection: Introduce the work kids will do around identity by telling kids to turn and talk to their partner about themselves. This can be something you like, dislike, etc. After kids have had a chance to speak, tell the class that they have already begun work around identity. Just by saying something true about yourself, you've talked about one aspect of your identity.

Mini Lesson: Today I want to teach you that each person has multiple identities that have to do with different groups they belong to. We can describe our identity using things like race, religion, and ability.

Model how kids will study a book character by pulling up a picture of Hermione Granger from the Harry Potter series. Ask kids to turn and talk about what they know about this character by looking at her. Make notes of students' ideas around the photo of the character. Then, challenge students to categorize these statements into different categories, such as race, religion and ability. If none exists to go in these categories, brainstorm more and add additional statements. Explain that you have begun your work with analyzing this character's identity.

Small Group/Asynchronous Learning: Put kids in partnerships and ask them to choose a well-known book character as the subject of their identity study. Students will describe the multiple identities of their character (race, religion, ability, etc.) and create a way to present this information. Students will share their identity studies with the class.

Session 2: Discovering My Identity (2)

Connection: Tell the class that identity is a tricky thing, because there are so many parts of you to talk about! Just when we think we've provided a full and accurate picture of ourselves, there's always more to share. Encourage kids to be open and honest about who they are in the days ahead, even when it's difficult or scary to do so.

Mini Lesson: Today I want to remind you that each person has multiple identities that have to do with different groups they belong to. We can describe our identity using things like race, religion, and ability and notice how books show people whose identities are similar/different to our own.

Just the way students described a well-known book character, have them describe their own identities today. Encourage kids to talk about what they're doing as they work and to include as many details as possible. Remind students that their identities are unique and special, and it's important to celebrate them!

Small Group/Asynchronous Learning: Tell kids that just like it's good to reflect on our identities, it's also good to reflect on where we see people like us in books. Distribute various books from your classroom library for kids to observe in small groups. Task them with the job of reviewing these books for diversity using [this worksheet](#). Discuss how it might feel to see/not see characters similar to you in the books you read.

<p><i>Session 3: My Groups</i></p>	<p>Connection: Tell a story about a group you belong to or belonged to when you were a child. Talk about what you did with that group and how it made you feel to be a part of it.</p> <p>Mini Lesson: Today I want to teach you that our multiple identities allow us to belong to many groups. Our group identities say something about us, too.</p> <p>Explain to students that as individuals, we are also a part of many groups. These groups can inform our group identities, which is different from your individual identity. Brainstorm a list of groups you may belong to as a class. This list can include clubs and sports teams, as well as religious groups, ability groups and racial groups. Tell students that they will spend some time reflecting on their group identities today.</p> <p>Small Group/Asynchronous Learning: Distribute four square papers to each student and ask them to chart the groups that they are a part of. These may include sports teams, friend groups, clubs, etc. Then, ask students to write down the things they do with each group.</p>
<p><i>Session 4: I Am Me, We Are We: Stereotypes</i></p>	<p>Connection: Tell the class things you know about different groups. These will be stereotypical statements meant to get a reaction from the class. State, “I know that all of the tall kids in this class play basketball.” or “I know that all the kids in this class who are an only child are spoiled.” Get reactions from the students and explain how these statements may or may not be true for all of the people in that group.</p> <p>Mini Lesson: Today I want to teach you that all of your group identities are part of who you are, but none of them fully describe you. You are a combination of many identities that make you similar and different to the people in your groups.</p> <p>Explain that when we belong to different groups, we are often stereotyped. Tell the class that a stereotype is a statement about a group of people that often starts with “all”. Stereotypes discuss different groups of people based on race, religion, ability, etc. Gather books that perpetuate stereotypes and show them to the class. Tell about how these books may be harmful to one’s self-esteem and identity and how we must reflect on this to feel good about who we are.</p> <p>Small Group/Asynchronous Learning: Today students will add to the four square worksheet they complete during the last lesson. Students will be asked to write similarities and differences between the people in each group. Circulate the room and highlight the idea that just because you’re in the same group as someone doesn’t mean you are exactly like them.</p>
<p><i>Session 5: Changes in My Identity</i></p>	<p>Connection: Talk about how your interests have changed over the years. You may want to tell a story about your ideas for what you wanted to be when you grew up, have changed, and reinforce the idea that changes are okay.</p> <p>Mini Lesson: Today I want to teach you that parts of your identity can change. Change isn’t a good or a bad thing, but something that happens as we learn and grow throughout our lives.</p>

<p><i>Session 6: Identity Posters</i></p>	<p>Explain to kids that the way that they are now, may not have been the way they were two years ago. People can undergo changes in many ways. Highlight some of the changes that can happen to a person’s identity that students may not think of. Provide a beginning list, then ask the kids to brainstorm more ideas. Your list may include:</p> <ul style="list-style-type: none"> ● Not liking sports anymore ● Growing up and no longer wanting to play certain games or with specific toys ● Having an accident that led you to have to use a wheelchair ● Moving to a new city or state <p>Explain that one way to show a way that you have changed it to create your own flip-o-rama, just like those in your favorite Dave Pilkey books. You can show this video to kids to demonstrate a flip-o-rama. Demonstrate how you would create this flip-o-rama by drawing yourself wearing an outfit you used to like on one page, and an outfit you wear now on the next.</p> <p>Small Group/Asynchronous Learning: Students will be asked to make a 2-page flip-o-rama of themselves that shows an identity change. As students work, they may talk amongst small groups about the changes they have undergone (ex. Changes in clothing they wear, things they like, sports they play, TV shows they watch). Students may share their flip-o-rama with other groups in the class. *For next session, ask students to bring in a photograph of themselves (current photo).</p> <p>Connection: Tell students that one way to feel good about ourselves and others is to celebrate our identities through art. Explain how many artists have created portraits of themselves as a celebration of themselves and their accomplishments.</p> <p>Mini Lesson: Today I want to teach you that understanding your identity helps you to accept and love yourself. Who you are is perfect, and there’s no one else like you! We can celebrate our identities by creating art and displaying it for all to see.</p> <p>Model how you can create an identity poster. Think aloud as you work to choose images and words from magazines that represent your multiple identities. Encourage kids to also supplement with their own drawings and writing around their photograph.</p> <p>Small Group/Asynchronous Learning: Students will create identity posters that will be displayed throughout the school. Their poster should include their name, an image of themselves (drawing or photograph) and magazine clippings or photos that represent their multiple identities.</p>
<p>Bend VII: Expanding and Contracting Friend Groups (May)</p>	<p>Teaching Points</p>

Session 1: My Friend Group

Connection: Present the next bend in this unit to the class by writing the word “friend” on the board. Ask students to write a word that they think of (no names) when they hear this word on the board, creating a word web.

Mini Lesson: Today I want to teach you that we all have groups of friends that we do things with. We can think critically about our friend groups to discover more about our identities.

Talk to students about how we make friends. Discuss how we often make friends with the people in our class or who have something in common with us. Ask students to think, pair, share about a time when they made a friend because of an activity they were doing (girl scouts, sports, etc.). Then, talk about how our friends make us feel and how it feels to have a friend group. Preview the T Chart that kids will make independently during this lesson and explain the importance of reflecting on your friend group with a critical eye.

Small Group/Asynchronous Learning: Students will be asked to independently create a [T Chart](#) about your friendship group labeled, “Things We Have in Common” and “How They Make Me Feel”. Students can use drawings and writing to complete this chart. Students may share out their thinking in a whole group setting and discuss how their friends contribute to their identities.

Session 2: What is a Clique?

Connection: Tell the class that sometimes our friends groups make us feel good by giving us people to do things with and providing us with a support system, but friend groups can also bring up negative feelings too.

Mini Lesson: Today I want to teach you that you can feel good about your identity with the people in your friendship group without making others feel bad. When your friendship group makes others feel bad about their differences, that is called a clique. Cliques can be harmful to the classroom and school environment.

Play [this clip](#) from Mean Girls and ask students to turn and talk about what they noticed. Question them about the clip by asking, “How do these people speak about others?” and “Is this a clique?” Encourage kids to think critically not just about what is being said but the way in which the information is present in the video. Talk about the harmful effects of cliques on the group identities and individual identities of others.

Small Group/Asynchronous Learning: In partnerships, have students complete the “[Left Out](#)” worksheet to see the ways in which cliques can have negative effects on others. Encourage them to have critical conversations about these scenarios and whether they have seen similar things happen in their school/community.

Session 3: Rewriting the Script

Connection: Write the words “observation” and “action” on the board and prompt students to think about the differences between these two words.

Session 4: Why Frogs and Snakes Never Play Together

Mini Lesson: Today I want to teach you that noticing when you see unfairness happening is one step in valuing different people's identities. The next step is to rewrite the script to see how you can take action to prevent and combat unfair treatment of others.

Talk to students about how sometimes when we notice injustice going on in the world or even in our own school, we may feel helpless to change anything. Empower kids to see how they can be agents of change, both individually and as a collective group. The first step is to notice injustice and then think, do I support this action? If the answer is no, then you can do something about it!

Small Group/Asynchronous Learning: Task students with "rewriting the script" for Left Out scenario #2. Students should work in pairs to rewrite this scenario to include inclusive dialogue that is conducive to respecting and including others.

Connection: Challenge kids to think about reasons why certain people are not friends. Provide examples like, they don't do things together, they've never met, or they just don't like each other. Prompt kids to think independently about someone in their life that this reminds them of.

Mini Lesson: Today I want to teach you that friendship groups can often be created through other influences other than our own decisions. The thoughts and feelings of our families and community members can have an effect on who is in our friendship group.

Talk to kids about a larger group they belong to, their family/community. Discuss how the belief systems of families and communities can affect who is in your friend group and who isn't. This can be okay, but it can also prevent one person from building a relationship with another person who they may have a lot in common with.

Small Group/Asynchronous Learning: As a whole class, do a Reader's Theater of "[Why Frogs and Snakes Never Play Together](#)". Teachers can assign roles or students can volunteer for the ones they want to play. Students should complete the reader's theater and then turn and talk to a partner about their impressions. Share out thinking about how this relates to their own lives and how their thinking is sometimes shaped by others ideas.

Session 5: Inviting Others In

Connection: Congratulate students on all they have accomplished in reflecting on their identities and groups. Explain that they may have noticed differences and similarities they have with their classmates along the way, and that's a great thing to observe!

<p><i>Session 6: Mix It Up Day</i></p>	<p>Mini Lesson: Today I want to teach you that you can feel connected to people and know how to talk, work and play with those who are different from you. You can use specific language to invite others into your friendship group.</p> <p>Talk about the difficulties that come with trying something new. Explain to kids that having uncomfortable feelings is okay and trying something new can sometimes feel that way. Provide students with phrases and words that are positive and respectful to use when asking to invite someone into your group or activity.</p> <p>Small Group/Asynchronous Learning: Provide students with the phrases that might be helpful when reaching out to someone to invite them into your activity or friend group. Break kids into groups and role play these scenarios using the language provided. Debrief and talk about what went well and what didn't.</p> <p>Connection: Get kids excited about the celebration of their hard work. Explain that they've learned a lot, and now it's time to put it into action.</p> <p>Mini Lesson: Today I want to teach you that you can notice how others are treated and think about how you want to be treated too. You can take action to help others in the way you would want to be helped.</p> <p>Ask kids to reflect on ways that they can help others when they are not treated fairly. Explain that we will do our part to invite others into our group by organizing a "Mix It Up!" day at our school during lunch periods.</p> <p>Small Group/Asynchronous Learning: Organize a "Mix It Up!" day at your school during lunch periods. Students will practice using the phrases they learned during last session's role play activity to ask another student to join them at their lunch table. Have students plan this out before lunch arrives and encourage them to get to know someone they may have something in common with, but don't typically sit next to.</p>
<p>Bend VIII: What Are Allies and What Do They Do? (June)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is an Ally?</i></p>	<p>Connection: Challenge students to brainstorm ideas for a word that describes "a person who helps others by making changes happen in their community". See what words students come up with before stating the teaching point.</p> <p>Mini Lesson: Today I want to teach you that an ally is a person who works to stand up for others by making change happen. We can study allies to begin understanding the ways in which they value all types of people and take action when they see unfairness in their communities.</p>

Session 2: How Do Allies Speak?

Talk about how allies have made a difference in the world in the past. Mention some recognizable names (like Martin Luther King Jr.) to help students associate the word “ally” with a person in history. Describe how allies are often a part of the community they are working to help (Ex. MLK Jr. working to help the black community, Susan B. Anthony working to help women). Model how to study an ally by watching videos and researching their name.

Small Group/Asynchronous Learning: Students will study allies from history or from the present in partnerships. Suggestions include:

From History:

- Harriet Tubman
- Albery Einstein
- Susan B. Anthony
- Ruby Bridges
- Little Rock Nine
- John Lewis

Modern Day:

- Greta Thunberg
- Malala Yousafzai
- Maimouna Ndiaye
- William Winslow
- Kid President

Provide videos (see list in “core resources”) of these change agents to show students in order for them to have a basic introduction. Students may record their learning on [this worksheet](#). Ask students to brainstorm what makes each of these figures an ally.

Connection: Talk about how words are our main way of communicating our ideas and beliefs. Prompt students to think of a memorable thing their favorite people in history have said, and why their words are so lasting and powerful.

Mini Lesson: Today I want to teach you that allies and change agents in history use their words as a powerful tool for change. Allies use respectful language that protects the dignity of the people they are helping and communicates compassion for their hardships.

Review the “I Have a Dream” speech with students by watching the video [here](#). As students watch the speech, have them make notes of the parts that are most impactful to them. Have students turn and talk about their thoughts. Tell students that allies use respectful language to make change while keeping the dignity of those they help. Highlight the words that MLK Jr. uses that fit these criteria. See suggestions [here](#).

Session 3: What Do Allies Do?

Small Group/Asynchronous Learning: Students will be asked to research speeches (see list in core resources above) given by the ally they studied in the last session. Have kids look out for and highlight/note language that reflects respect, dignity and compassion. Brainstorm as a class ways in which we can use this type of language in our own classroom and communities.

Connection: As a class, watch [Kids Explain Allyship](#). Think aloud about your observations and have kids give a thumbs up when you say something they agree with. Explain the importance of understanding what an ally is and also what they do.

Mini Lesson: Today I want to teach you that allies stand up for others by making change happen. They use the power of a collective group to make real changes in their community that promote fairness.

Discuss the ways in which Martin Luther King Jr. is well known. Then, explain to kids how he didn't start off as a member of a collective movement. He saw what Rosa Parks did in Montgomery and decided to take action. He eventually became part of a bigger group of change makers, the Southern Christian Leadership Conference, in order to make big changes happen. His organization of the Montgomery bus boycott along with his work with the SCLC influenced the Supreme Court Ruling that Alabama bus segregation laws were unconstitutional. Highlight the fact that collective action (such as the bus boycott) is a powerful way that allies make change. They need help! Add MLK Jr. to the class [cause and effect chart](#) to model what the kids will do in their partnerships.

Small Group/Asynchronous Learning: In addition to the research they completed yesterday, students will continue their study by researching changes these allies have helped make happen in history. Complete a [cause and effect chart](#) as a class using the research they conducted during the past two sessions. This chart will map out what the allies action was and what positive effect that action had.

Session 4: Solving Modern Day Problems

Connection: Show a picture of a superhero. Prompt kids to turn and talk about who this person is, what they can do and who they help.

Mini Lesson: Today I want to teach you people can make a difference simply by helping others and solving problems. There are many ways, big and small, to do this in our own communities.

Discuss with kids that we all have the possibility to help others in one way or another. We can start by brainstorming ways to help on a small scale and then, push ourselves to think bigger. Break kids into three groups and ask each group to brainstorm ways to help their school, their town or their state (depending on their group). Share out ideas and encourage kids to think of big and small problems that they need help solving.

Small Group/Asynchronous Learning: Today students will individually answer the question, "If you had a superpower you could use for good, what would it be?" Students should [write and draw](#) about ways they would help their class, their school and their community using their super power.

Session 5: Profile of an American Hero

Connection: Remind kids that change doesn't just happen in history, it's happening all around us everyday. Allies are alive and well in our own communities, and they're working to solve problems in many ways.

Mini Lesson: Today I want to teach you that there are not only heroes that have existed in history, but they exist even today! There are people all around the world and our country working to stand up for others.

Choose one of the heroes provided in the links below to study in front of the class. Read about the hero and think aloud about the problem they are trying to solve. Ask the class, "What scale is this problem on? Is this a small problem or a big problem they're trying to solve?" Fill in the biography sheet to show kids how they'll need to work during small group time.

Small Group/Asynchronous Learning: After previewing the adult heroes [here](#) or the kid heroes [here](#), students will work in small groups to research one of them. Students will complete a [biography](#) of their hero, including the organization they started/help. This will be used in the next session.

Session 6: Taking Action to Help Allies

Connection: Being today's lesson as a call to action. Tell kids they've learned a lot about themselves, and the need of others over the past year, and now it's time to do something about it. Empower them to make change.

Mini Lesson: Today I want to remind you that there are not only heroes that have existed in history, but they exist even today! There are people all around the world and our country working to stand up for others. We can work to help these allies accomplish their goals too!

Tell kids that now that they have researched a change maker that exists today, they should work to help that person. Explain that this will not happen overnight, but it's important to help allies do the work they do. Tell kids that this can be as simple as raising awareness and as complicated as completing some real action to contribute to the cause.

Small Group/Asynchronous Learning: Students will complete an [action plan](#) in relation to the hero they researched last week. Students will develop a plan to help their heroes foundation/charity in a real way. This may take several days to complete.