

SEL and Social Justice Curriculum	Grade: K
<p>Helpers Around Us</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, and school helpers do things to help us learn and stay safe in school. All of this work is part of a spiral curriculum that is designed to create more aware and active citizens and help address our districts' definition of social justice.</p> <p><u>Bend I: Skills for Learning</u></p> <p><u>Bend II: Growth Mindset</u></p> <p><u>Bend III: Bullying Prevention</u></p> <p><u>Bend IV: Grit</u></p> <p><u>Bend V: Empathy</u></p> <p><u>Bend VI: Emotion Management</u></p> <p><u>Bend VII: Problem Solving</u></p> <p><u>Bend VIII: School Helpers- Nurses & Secretaries</u></p> <p><u>Bend IX: School Helpers- Custodians & Staff Assistants</u></p> <p><u>Bend X: School Helpers- Cafeteria Workers & Work Family</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.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Justice 12	JU.K-2.12	I know when people are treated unfairly.
Action 16	AC.K-2.16	I care about those who are treated unfairly.
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

Enduring Understandings/Goals

Students will understand that...

- ☐ Growth mindset allows us to learn new things and take risks
- ☐ Grit allows us to make mistakes and keep learning.
- ☐ School helpers keep us safe and healthy
- ☐ It is important to acknowledge the work the helpers do and take action to thank and help them

Essential Questions

- ☐ What is a growth mindset?
- ☐ What is grit?
- ☐ What is a school helper?
- ☐ How can I thank or help a school helper?

Evidence of Learning (Assessments)

Formative Assessments:

- Book club talks

Accommodations and Modifications

Special Education:

- [Curricular Modifications and Guidance for Students Educated in Special Class Settings](#)
- [Subgroup Accommodations and Modifications](#)

<ul style="list-style-type: none"> • Student reflections • Conferences and small groups 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Summative Assessments:	Differentiation:
<ul style="list-style-type: none"> • Action Research Projects • Reflections 	<ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting
Benchmark Assessments:	High-Prep Differentiation:
<ul style="list-style-type: none"> • Nonsense Words • Teachers College Running Records • Letter Sound ID • High Frequency Word Assessment 	<ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Tiered activities/assignments • Varying organizers for instructions
Alternative Assessments:	Low-Prep Differentiation:
<ul style="list-style-type: none"> • F & P Running Records • Scholastic Running Records • BeBop Books for running records • G & T Assessments:Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies • Reasoning • Yopp-Singer test of Phoneme Segmentation • Sentence-Writing Grade Placement Test • Linguistics Phonemic Awareness Screener • Linguistics Decoding Pre/Post Test • Dyslexia Screener • PRIM checklist • <i>LLI; Test Preparation Lesson Framework F&P levels</i> 	<ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings
	English Language Learners:
	<ul style="list-style-type: none"> • Unit 1: Curriculum for ELL • ESL K-2 • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students at Risk for Failure:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}
	Gifted and Talented
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students with 504 Plans
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modification

	<ul style="list-style-type: none"> • 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
<div>Core Professional Resources:</div> <ul style="list-style-type: none"> • Tolerance.org • Florham Park District Curriculum • Edutopia.org <div>Supplemental Professional Resources:</div> <ul style="list-style-type: none"> • <i>Icivics</i> 	<div>Core Instructional Resources:</div> <p>BOOKS</p> <ul style="list-style-type: none"> • The Thankful Book by Todd Parr • An Awesome Book of Thanks by Dallas Clayton • The Giving Tree by Shel Silverstein • How to Heal a Broken Wing by Bob Graham • Thank You, Helpers by Patricia Hegarty • The Dot by Peter H. Reynolds • Teachers Rock! By Todd Parr • A Sick Day for Amos McGee by Philip Stead • Good People Everywhere by Lynnea Gilen • Somebody Loves You, Mr. Hatch by Eileen Spinelli • Time To Say Please by Mo Willems • The Girl Who Never Made Mistakes by Gary Rubinstein & Mark Pett • Short story Seven Golden Stars <p>VIDEOS</p> <ul style="list-style-type: none"> • Sesame Street Thankful For My Friends • Sesame Street Try A Little Kindness • Word on the Street: Respect • Elmo Teachers Respect • Monster Manners • class dojo - Your brain is like a muscle • class dojo - the magic of mistakes • Class Dojo - Power of Yet • Class Dojo - The Dip • Climbing out of the Dip <div>Supplemental Resources:</div> <ul style="list-style-type: none"> • Sesame Street • The Best Children's Books • Social Justice Books <div>Intervention Resources:</div>

	<ul style="list-style-type: none"> • Leveled Literacy Intervention Texts • Six Minute Solutions • Fountas and Pinell Guided Reading • Fountas and Pinell Shared Reading
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. • In Social Studies discuss routines in the community • Understand what it means to “read close” in social studies, science, and foreign language. • Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. • Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. • Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism. 	<ul style="list-style-type: none"> • Create a word study word sort in Inspiration. • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Ongoing:</p> <ul style="list-style-type: none"> • Listen to books on CDs, tapes, videos or podcasts if available. • Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) • Use document camera or overhead projector for shared reading of texts. <p>Other:</p> <ul style="list-style-type: none"> • Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. • Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Social Justice Literacy • Creativity and Innovation • 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

	<ul style="list-style-type: none"> • 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)
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Bend I: Skills for Learning (September)	Teaching Points
Second Step Unit 1 <i>Lesson 1: Learning to Listen</i>	<p>Connection:</p> <ul style="list-style-type: none"> • Introduce the lesson by talking about how your brain helps control everything you do • Play “Follow, Follow” • Introduce Puppy and the rules for listening <p>Mini Lesson: Today I want to teach you that there are rules for listening. These rules will help you learn and grow! Show the photo of Mikayla and discuss the Listening Rules in relation to this photograph.</p> <p>Small Group Work/Asynchronous Learning: As a whole group, play a game to help kids remember the listening rules. Say the rule, model the action and have students copy you.</p>
<i>Lesson 2: Focusing Attention</i>	<p>Connection:</p> <ul style="list-style-type: none"> • Review the Listening Rules with Puppy • Play “The Learner Song” • Share what the students remember from the song <p>Mini Lesson: Today I want to teach you that focusing attention involves your eyes, ears and brains. You can focus your attention just by thinking about it, and the more you do it, the better you get at it! Show the photo of Caleb and discuss the idea of focusing attention in relation to this photograph.</p> <p>Small Group Work/Asynchronous Learning: Use Puppy and Snail to play the game, “Follow, Follow.” Prompt kids to use their bodies and words to focus their attention on Snail during the game.</p>

<p><i>Lesson 3: Following Directions</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play the game “Follow, Follow” again with Puppy and Snail, prompting kids to focus on Puppy this time. • Review how to focus your attention • Play “The Learner Song” <p>Mini Lesson: Today I want to teach you that listening and following directions are important skills for learning that involve your eyes, ears and brains. Repeating directions can help you remember them. Show the photo of Noah and discuss the idea of following directions/focusing attention in relation to the photograph.</p> <p>Small Group Work/Asynchronous Learning: Stand up as a group and practice using your eyes, ears and brains to listen and follow directions in another game of “Follow, Follow.” Remind kids to repeat the directions to help them remember what to do.</p>
<p><i>Lesson 4: Self-Talk for Staying on Task</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play “Follow, Follow” with the rule, “Repeat what I tell you to do before you move.” • Sing “The Learner Song” and cue kids to repeat the rules they know from the song • Use Snail to introduce the idea of self-talk <p>Mini Lesson: Today I want to teach you about self-talk. Self-talk means talking to yourself in a quiet voice or inside your head. This can help you focus your attention and follow directions. Show the photo of the two students and talk about their ability to focus. Discuss how Paolo is using self-talk to focus on his work and ignore Samantha.</p> <p>Small Group Work/Asynchronous Learning: Practice using self-talk in a “Follow, Follow” drawing game. Prompt kids to repeat the directions of the game, but also use their self-talk to stay focused on their drawings.</p>
<p>MWT-Lesson 5: Being Assertive</p>	<p>Tell students how you’ve been noticing them working and asking questions. Point out that when students use a firm, calm voice that is One way they are being assertive. Tell how being assertive means you are being respectful and calm when asking for help. Voice over examples Of this as kids work (“Excuse me, can you help me solve this problem?” or “I’m having trouble, can you please help?”) as well as non examples.</p>
<p>Bend II: Growth Mindset (October)</p>	<p>Teaching Points</p>

<p><i>Session 1: What is growth? What is a Mindset?</i></p>	<p>Connection: I want to ask you what does it mean to GROW? What kinds of things grow? Stop and think for a moment and list ideas across your fingers. When you think of the brain or minds, what do you think MINDSET means?</p> <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! A 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.</p> <p>Independent Practice: Have students draw a picture of themselves and how they have grown since last year. Class Dojo - your brain is like a muscle 1st video discussion questions Have a class discussion about how the students view themselves and the world. Do they have a positive or negative outlook/mindset? Next session they will learn more about different types of mindsets!</p>
<p><i>Session 2: Combining Growth and Mindset</i></p>	<p>Connection: What could growth mindset mean?</p> <p>TP: Today I want to teach you that we can put those words together: growth and mindset. When we combine them, it means something really important. A growth mindset is believing in the power of yourself and your brain! When we try hard things, use the right strategies, and don't give up, we can grow and strengthen our skills. So a growth mindset is when we know, with practice, we will get better at something. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset. Let's find out what happens when we shift our thinking so we can learn from our mistakes - by having a growth mindset</p> <p>Independent practice: class dojo - the magic of mistakes - 3 minutes Discussion - discussion questions re: mistakes Activity: Have students draw a picture of themselves having a growth mindset and a fixed mindset.</p>
<p><i>Session 3: Read Aloud - The Girl Who Never Made Mistakes</i></p>	<p>Connection: Introduce the book The Girl Who Never Made Mistakes by Mark Pett & Gary Rubinstein</p> <p>TP: Today I want to read you a story and I want you to think about if the character has a fixed or growth mindset. Read story - The Girl Who Never Made Mistakes The Girl Who Never Made Mistakes Engage in class discussion.</p>

<p><i>Session 4 : The Power of Yet and Growth Mindset</i></p>	<p>Independent Practice: Students will draw a picture of Beatrice having a fixed mindset and a growth mindset, share and discuss Have students think about times where they had a growth mindset and times when you had a fixed mindset. Reference the last lesson about a growth mindset and how our brains get stronger when we put in effort and don't give up. Class discussion:</p> <ul style="list-style-type: none"> • Have you noticed a time when you had a growth mindset in the last few days? Did you feel your brain growing? • What about a time you felt stuck? • Is there anything you learned today that you will apply when you feel stuck next time? <p>Connection: What could the Power of Yet be?</p> <p>TP: Today I want to teach you about something very special that we can say. We call it the power of yet! Let's watch this video and see if we can figure out what is the power of yet? Power of Yet - Sesame Street - engage in classroom discussion, transition into second video below which will explain the power of yet. Class Dojo - Power of Yet - 2 min 32 seconds</p> <p>Independent practice: Power of Yet discussion questions pages 2 - 4 power of yet activity k-2</p> <p>Ask students to think about what they can do to have a growth mindset in this classroom? Have a class discussion about this. Create a list with the class that can be displayed in your classroom as a reminder.</p>
<p>Bend III: Bullying Prevention (October)</p>	<p>Teaching Points *Please note, these lessons are to be completed during the Read Aloud period on Fridays. Prior to Lesson 1 please establish class rules, using the introductory lesson as a guideline.</p>
<p>Second Step Bullying Prevention Unit</p> <p><i>Lesson 1: Recognizing Bullying</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Introduce the idea of bullying as “when someone keeps begin mean on purpose” • Do a “Think, Turn, Tell” with partners to name some things that might be bullying

<p><i>Lesson 2: Reporting Bullying</i></p>	<p>Mini Lesson: Today I want to teach you that bullying is mean or hurtful behavior that keeps happening. Bullying is not safe, respectful or kind and it is against the rules. One thing you can do to stop bullying is to recognize when it's happening. Play the full story video, then play Part 1 again and stop and talk about what's happening. Prompt kids to think about how they would feel in this situation. Continue to replay each part of the video, stopping to discuss the emotions and actions of the students. End with a "Think, Turn, Tell" to share about how to recognize bullying and get it to stop.</p> <p>Small Group Work/Asynchronous Learning: Play a game called, "Bullying Detectives" to help kids practice looking for clues that bullying is happening.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Review what students learned in the last session ● Introduce the idea of reporting bullying, pointing to the "Report" section of the Three Rs of Bullying Chart <p>Mini Lesson: Today I want to teach you that if you recognize bullying is happening and you haven't been able to get those mean behaviors to stop, you should tell a caring adult. Play the full story video, then replay each part, stopping to discuss what's going on. Prompt kids to name the bullying behaviors they see and to notice how reporting bullying is not the same as tattling. End with a "Think, Turn, Tell" to get kids to share what they think a student should do if they've reported bullying, but it happens again.</p> <p>Small Group Work/Asynchronous Learning: Remind kids that when they report bullying, they need to be assertive. Practice reporting bullying as a whole group by role playing through each of the scenarios with different groups of kids.</p>
<p><i>Lesson 3: Refusing Bullying</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Review what students learned about reporting bullying in the last session ● Reiterate how you can use a strong, respectful voice when being assertive in different situation, including reporting and refusing bullying <p>Mini Lesson: Today I want to teach you that you can refuse to let bullying happen to you or to others. You can be assertive when you're refusing bullying. Play the full story video, then replay each part, stopping to discuss what's going on. Prompt kids to indicate whether the student must report bullying or not. Highlight how the student refused bullying by using an assertive voice. End with a "Think, Turn, Tell" to get kids to share their thoughts about Rosa's reaction to bullying and alternatives for when someone is left out of a game.</p>

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

<p><i>Lesson 8: Identifying Anger</i></p>	<ul style="list-style-type: none"> ● Do a Think, Turn, Tell about a time when students were happy <p>Mini Lesson: Today I want to teach you that if you can name your own feelings, you can figure out how other people feel. Physical and situational clues can help you identify what other people are feeling.</p> <p>Physical Cues: Show the photo of Caleb and ask students to identify his emotion. Prompt students to say how they know he’s happy and speculate about why he feels that way. Show another photo and repeat the same process.</p> <p>Small Group Work/Asynchronous Learning: Play a game to practice showing feelings using your face and body. Read off each scenario and ask students to show how they feel. Then ask other students to identify the feeling word.</p> <p>Situational Cues: Play “The Feelings Song” and model the physical actions that go with each phrase. Show the photo of Mikayla and do a Think, Turn, Tell about how she shows that she is feeling “interested” in something. Prompt students to point out differences between a happy face and an interested face.</p> <p>Small Group Work/Asynchronous Learning: Play a game to practice identifying feelings. Read a scenario and have students show how they feel with their faces and bodies. Name feelings and why they occur.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Play Simon Says as a warm up ● Review what you learned about feelings in the last session ● Introduce the concept of empathy as “being able to feel or understand what someone else is feeling” <p>Mini Lesson: Today I want to teach you that it is natural to feel angry, but feeling angry could be uncomfortable. It is okay to feel angry, but it is not okay to be mean or hurt others.</p> <p>Show photo 8 of Noah and tell the class that they’ll be learning about another feeling-anger. Point out how Noah looks angry in his face and body and prompt kids to identify why he’s feeling that way based on the picture. Discuss different ways to show anger and times when the class has been angry.</p> <p>Small Group Work/Asynchronous Learning: Organize the class in a circle and use their focusing powers to watch their classmates as they show emotions based on scenarios you read aloud.</p>
<p><i>Lesson 9: Same or Different</i></p>	<p>Connection:</p>

<p><i>Lesson 10: Accidents</i></p>	<ul style="list-style-type: none"> ● Play Simon Says again, focusing on doing the same thing as you or something different ● Listen to “The Feelings Song” again and review what was taught last session ● Bring our Puppy and Snail to introduce the concept of same and different <p>Mini Lesson: Today I want to teach you that people can have different feelings about the same situation. It is okay for people to have different feelings about the same thing! Show the photo and tell the story that goes with it. Have kids Think, Turn, Tell about differences between the two boys as well as their similarities. Identify the feelings of both boys and prompt kids to provide evidence.</p> <p>Small Group Work/Asynchronous Learning: Have two volunteers help you lead the game to practice identifying emotions. Read a scenario, have kids show their feelings using the face and bodies, then ask the group whether the students have the same feeling or not.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Play Simon Says again, telling kids that they’re using all of their listening rules to be successful ● Review what was learned in the last session ● Bring out Puppy and Snail to introduce the idea of accidents <p>Mini Lesson: Today I want to teach you that an accident is when you do something you didn’t mean to do. When you cause an accident, it’s important to say so, so others don’t think you did it on purpose. Show a photo and tell the story of an accident. Prompt students to think about how each party is feeling and whether this was an accident or not. End with a Think, Turn, Tell about what Daria can say to James after the accident.</p> <p>Small Group Work/Asynchronous Learning: With partners, have kids practice what they would say when they do something by accident. Read each scenario and prompt kids to say, “I’m sorry. It was an accident. Are you okay?”</p>
<p><i>Lesson 11: Caring and Helping</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Play Simon Says again, but with a mixed up rule. Show kids what they should do, but say something else, forcing them to really watch for what to do. ● Review what you learned last time about accidents ● Bring our Puppy to introduce caring and helping <p>Mini Lesson: Today I want to teach you that compassion means caring about how someone else feels. When you feel empathy for someone, compassion is a good way to show it. You can show you care by saying or doing something kind.</p>

<p><i>Lesson 14: Calming Down Strong Feelings</i></p>	<p>Talk about the feeling of frustration and identify it as a strong feeling. Show the photo and tell the story of Parker. Do a Think, Turn, Tell about the clues that Parker shows that he's having a strong feeling. Discuss when frustration happens and things you can do to calm yourself down.</p> <p>Small Group Work/Asynchronous Learning: Read the scenarios and model putting your hands on your tummy, saying, "Stop," and naming your feelings. Have students repeat after you as you point to the "How to Calm Down" poster.</p> <p>Connection:</p> <ul style="list-style-type: none"> ● Play Clap and Count ● Review the concept of strong feelings from last session ● Listen to "The Calm-Down Song" <p>Mini Lesson: Today I want to teach you that belly breathing can help you calm down strong feelings. Show the photo and tell the story of Teresa. Have students practice belly breathing. Model the correct way to belly breathe as well as a negative example.</p> <p>Small Group Work/Asynchronous Learning: Direct kids in how to practice calming down when they're having a strong feeling. Go through the How to Calm Down poster and repeat after you. Read each scenario and practice taking belly breaths.</p>
<p><i>MWT- Lesson 15: Handling Waiting</i></p>	<p>Tell students that sometimes they may have to wait. Talk about how this could make you feel and that it's hard to deal with sometimes. Review the Calming-Down Steps to help kids manage feeling excited or impatient. Tell students they can find quiet things to do that won't distract others when they have to wait.</p>
<p><i>Lesson 16: Managing Anger</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> ● Play Move or Wait and remind kids of the rules ● Show Lesson Card 15 and review the concepts from last time ● Listen to "The Anger Song" <p>Mini Lesson: Today I want to teach you that feeling angry is natural, but being hurtful and mean is not okay. Your body lets you know when you're angry, and when that happens you can relax to calm down.</p>

<p><i>Lesson 17: Managing Disappointment</i></p>	<p>Show the photo and tell the story of Austin. Talk about how people show anger in different ways. Name hurtful behaviors that could happen when you're angry and why those may occur. Go through the Calm-Down Poster to review ways to manage anger.</p> <p>Small Group Work/Asynchronous Learning: Practice getting relaxed by playing the Noodle Game. First, have kids stand up and make their muscles tense, then soften your body little by little-like you're cooking a noodle- until you're lying on the floor. Do belly breaths as you lie down. Prompt kids to sit up, still feeling relaxed.</p> <p>Connection:</p> <ul style="list-style-type: none"> • Play Step or Stay • Debrief by saying how you felt after the game • Review concepts from last session • Practice the noodle game again, focusing on your breathing <p>Mini Lesson: Today I want to teach you that when you don't get what you want, you can feel disappointed. Strong disappointment can lead to feeling sad or angry.</p> <p>Show the photo of Tony and tell his story. Prompt kids to tell how Tony feels and explain the feeling of disappointment in more detail.</p> <p>Small Group Work/Asynchronous Learning: Read a scenario and prompt kids to pretend it happened to them. Ask kids to think about how to calm down and what you can do instead.</p>
<p>Bend VII: Problem Solving (March)</p>	
<p>Second Step Unit 4</p> <p><i>Lesson 19: Solving Problems</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play My Turn, Your Turn • Review what you have been practicing in regards to calming down • Play "The Problem-Solving Song" to introduce today's lesson <p>Mini Lesson: Today I want to teach you that you need to calm down before you solve a problem. This first step in solving a problem is to describe it, then you think of lots of solutions you could try!</p> <p>Show photo 19A and describe the problem. Prompt kids to think about how the person feels and how they can tell. Remind them what to do if you have a strong feeling (calm down). Teach the steps for solving a problem, then talk about how the student in the photo uses those steps. End with a Think, Turn, Tell about solutions for Jevonn's problem.</p> <p>Small Group Work/Asynchronous Learning: Have students practice just saying the first two steps on the Problem-Solving poster. Then, show photo 19B and prompt kids to use what they know about problem solving to brainstorm solutions to the problem pictured.</p>

<p><i>Lesson 20: Inviting to Play</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play My Turn, Your Turn • Review concepts from the last lesson <p>Mini Lesson: Today I want to teach you that when you see other kids being left out of play, it is important to notice and have empathy for them. Inviting others to play is a caring thing to do and you can get to know people by doing it!</p> <p>Show the photo and tell the story of Eddie. Prompt kids to say how he feels and what he might do to solve his problem. Use Think, Turn, Tell to have partners work through problem solving this scenario.</p> <p>Small Group Work/Asynchronous Learning: Have kids practice inviting others to play in small groups. Remind them to have a friendly face and voice when inviting others to play.</p>
<p><i>Lesson 21 & 22: Fair Ways to Play & Having Fun With Our Friends</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Play My Turn, Your Turn • Review the concepts of empathy and reaching out to someone who wants to play • Play the “Fair Ways to Play Song” <p>Mini Lesson: Today I want to teach you when you play in fair ways with your friends, everyone has fun! Sharing, trading and taking turns are all fair ways to play.</p> <p>Show the photo and tell the story of the two students who want to play together. Prompt students to think about how Matthew feels and go through the problem solving steps on the poster to talk about how he should solve his problem. Think, Turn, and Tell about whether this situation is fair or not.</p> <p>Small Group Work/Asynchronous Learning: Engage students in a role playing exercise to practice asking for fair play. Use the “Fair Ways to Play” poster to guide kids through this process. Voiceover how if a friend wants to play a game in a different way than you, you can still play fairly together by taking turns.</p>
<p><i>Lesson 23 & 24: Handling Having Things Taken Away & Name Calling</i></p>	<p>Connection:</p> <ul style="list-style-type: none"> • Choose a familiar game to warm up with • Review last week’s lesson and draw kids attention to the problem solving poster. • Use Puppy and Snail to demonstrate today’s problems: having things taken away and name calling

	<p>Mini Lesson: Today I want to remind you that you need to calm down before you solve a problem. It is always a good idea to use your words and be assertive. It's not a good idea to grab things or name-call.</p> <p>Show each photo for lessons 23 & 24 and tell each story. Discuss with kids how the students in the photos are feeling and why they feel that way. Use the Problem Solving Poster to guide kids through how each student could solve their problem. Remind kids to be assertive as they solve their problems.</p> <p>Small Group Work/Asynchronous Learning: Use Puppy and Snail to guide kids through a scenario where they would encounter one of the problems of the lesson. Prompt kids to practice what they would say to solve their problems with their partner.</p>
Bend VIII: School Helpers- Secretaries and Nurses (April)	Teaching Points
<i>Session 1: What is a Secretary/Nurse?</i>	<p>Part 1:</p> <p>Connection: Introduce the unit by discussing a time when you needed help. Encourage students to share about a time when they got help with their partners. State that there are many helpers around you that you can learn about and appreciate.</p> <p>Mini Lesson: Today I want to teach you that there are helpers all around us. One type of helper is a secretary. A secretary is a person who helps keep a school organized and safe. We can learn about helpers to grow our understanding of the world!</p> <p><u>How to Learn and Care About Helpers</u></p> <p>1. Name the helper</p> <p>Create a chart labeled "Secretary" and talk about who this person is in your school. Ask students to think, pair, share about things you know about the school secretary. Write these ideas on the "Secretary" chart.</p> <p>Small Group Work/Asynchronous Learning: Students will work together in pairs to draw and write about secretaries by saying "A secretary can _____."</p> <p>Part 2:</p> <p>Connection: Introduce the new topic by discussing different sized problems. Discuss how sometimes you need help to solve small problems and other times you need help to solve bigger problems. Encourage students to share about a time when they got help with their partners. State that when you have a bigger problem (like you are hurt) you might need a different kind of helper to help you.</p>

<p><i>Session 2: Learning and Observation Walk</i></p>	<p>Mini Lesson: Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a nurse. A nurse is a person who helps students who are hurt and teach us how to keep our bodies safe and healthy. We can learn about helpers to grow our understanding of the world!</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper <p>Create a chart labeled “Nurse” and talk about who this person is in your school. Ask students to think, pair, share about things you know about the school nurse. Write these ideas on the “Nurse” chart.</p> <p>Small Group Work/Asynchronous Learning: Students will work together in pairs to draw and write about problems a nurse might help you with. They might begin with the sentence starter, <u>“A nurse can help you when _____.”</u></p> <p>Connection: Begin today’s lesson by reviewing what you discussed last week regarding secretaries and nurses. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.</p> <p>Mini Lesson: Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper 2. Watch the helper 3. Ask the helper <p>Small Group Work/Asynchronous Learning: Students will embark on a discovery mission to see what their school secretary and school nurse does and how they help the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their secretary, encourage them to jot ideas down. Focus students on what their secretary/nurse does generally as well as what she does specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.</p> <p>*You may want to divide your class into two parts (if possible) with one half observing one helper and the other half observing the other.</p>
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<p><i>Session 3: Collaborative Project: Gratitude</i></p>	<p>Connection: Rally students to turn and talk about ways in which they saw their school secretary helping them and their school. Reveal that when we learn about helpers, we can start to feel thankful for all that they do for us. When we feel thankful, we can take action to share that feeling.</p> <p>Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show gratitude for the people who help them.</p> <p>Reinforcing SEL Concept: Gratitude Teachers should reinforce the meaning of gratitude and the importance of showing gratitude towards those who help you. State that being grateful can make others and ourselves feel good.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper 2. Watch the helper 3. Ask the helper 4. Thank the helper 5. Help the helper <p>Small Group Work/Asynchronous Learning: Ask students to pair up and brainstorm a way to thank or help our school secretary. Collect ideas and task pairs to write a "thank-you" card to their secretary. Deliver these cards immediately upon completion as a class.</p>
<p><i>Session 4: Collaborative Project: Gratitude</i></p>	<p>Connection: Rally students to turn and talk about ways in which they saw their school nurse helping them and their school. You may want to extend the conversation to other places students see nurses and how they help people outside of school. Reveal that when we learn about helpers, we can start to feel thankful for all that they do for us. When we feel thankful, we can take action to share that feeling.</p> <p>Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show generosity towards people who help us in big ways.</p> <p>Reinforcing SEL Concept: Gratitude Teachers should reinforce the meaning of gratitude and the importance of showing gratitude towards those who help you. Restate that being grateful can make others and ourselves feel good.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper

	<ol style="list-style-type: none"> 2. Watch the helper 3. Ask the helper 4. Thank the helper 5. Help the helper <p>Small Group Work/Asynchronous Learning: Pair students up with a new partner and ask them to brainstorm a way to thank or help our school nurse or nurses in the community. Validate student ideas and present them with their task. Task students with creating and writing cards to their school nurse as well as nurses in the community. Explain to students that their card will be delivered to a local health care organization of your choice.</p> <p><u>Suggestions:</u> Morristown Medical Center 100 Madison Ave, Morristown, NJ 07960</p> <p>St. Barnabas Medical Center 94 Old Short Hills Rd, Livingston, NJ 07039</p>
Bend IX: School Helpers-Custodians & Staff Assistants (May)	Teaching Points
<i>Session 1: What is a Custodian/Staff Assistant?</i>	<p>Part 1: Connection: Tell a story about a fictional world where kids and teachers had to sweep and mop the school, clean the bathrooms and fix things when they're broken. Encourage kids to voice how silly that would be and question them on why we don't have to do these things in school. Use this to introduce the importance of our custodians.</p> <p>Mini Lesson: Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a custodian. A custodian is a person who helps keep a school safe and clean. We can learn about helpers to grow our understanding of the world!</p> <p><u>How to Learn and Care About Helpers</u> 1. Name the helper</p> <p>Create a chart labeled "Custodian" and talk about who this person is in your school. Ask students to think, pair, share about things you know about the custodian. Write these ideas on the "Custodian" chart.</p> <p>Small Group Work/Asynchronous Learning: Students will work in pairs to act out/role play things they might see a custodian doing (you can frame this as "play time" and give students materials to facilitate this pretend play). Use this time to encourage students to interact with</p>

<p><i>Session 2: Learning and Observation Walk</i></p>	<p>each other socially through pretend play. Students may work together to act out a task a custodian might do or to create tools and objects that custodians might use (mop, broom, screwdriver, etc.)</p> <p>Part 2:</p> <p>Connection: Tell a story about how different people learn in different ways and need different kinds of help. Remember how there are different kinds of helpers to help us in different ways. Highlight the way teachers can provide varying types of help to learners and that there are sometimes other helpers in the room to assist with this.</p> <p>Mini Lesson: Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a staff assistant. A staff assistant is a person who helps students learn. We can learn about helpers to grow our understanding of the world!</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper <p>Create a chart labeled “Staff Assistant” and talk about who this person is in your school. Ask students to think, pair, share about things you know about the staff assistants in your school. Write these ideas on the “Staff Assistant” chart.</p> <p>Small Group Work/Asynchronous Learning: Students will work together in pairs to draw and label a place they might see a staff assistant (in school) on a post-it. Students may post their post-its to the “Staff Assistant” chart you made. Discuss where you see your staff assistants and what they might be doing there.</p> <p>Connection: Begin today’s lesson by reviewing what you discussed last week regarding custodians and staff assistants. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.</p> <p>Mini Lesson: Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper 2. Watch the helper 3. Ask the helper <p>Small Group Work/Asynchronous Learning: Students will embark on a discovery mission to see what their custodians and staff assistants do and how they help the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on</p>
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*Session 3: Collaborative
Project: Collaborative
Project: Kindness*

their discovery mission. As they observe their custodians and staff assistants, encourage them to jot ideas down. Focus students on what they do generally as well as what they do specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

*You may want to divide your class into two parts (if possible) with one half observing one helper and the other half observing the other.

Connection: Ask students to think, pair, share (with another partnership) about things that custodians do to help us. Remind students that without custodians, it would be very hard for us to play and learn safely and happily in our school. State that when we realize how much people help us, it is important to show kindness towards them as a way of having gratitude.

Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show kindness towards people and places in big ways. Being kind to people and places helps take care of them.

Reinforcing SEL Concept: Kindness

Teachers should reinforce concepts around kindness and the idea that we should be kind to others, especially when they help us.

How to Learn and Care About Helpers

1. Name the helper
2. Watch the helper
3. Ask the helper
4. **Thank the helper**
5. **Help the helper**

Small Group Work/Asynchronous Learning: As a class, create a poster to place in a space that custodians keep clean (ex. Hallyway, bathroom., lunch room, classroom, etc.). Tell students that we will make a poster that states "This _____ is beautiful because of [Custodian's Name]. Please be kind to this _____!". For example, "This bathroom is beautiful because of Mr. Tom. Please be kind to this bathroom!" Students may want to include rules or guidelines for "how to" be kind to a certain space. After teacher-led writing, students may add illustrations.

*Session 4: How to Show
Respect*

Connection: Ask students to think, pair, share (with another partnership) about things that staff assistants do to help us. Remind students that without staff assistants, it would be very hard for us to play and learn safely and happily in our school. State that when we realize how much people help us, it is important to show kindness towards them as a way of having gratitude.

<p><i>Session 5: Collaborative Project: Generosity</i></p>	<p>Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show respect towards the helpers around them. Being respectful is a way to help helpers do their jobs well!</p> <p>Reinforcing SEL Concept: Respect Teachers should reinforce concepts around respect and highlight the importance and purpose of showing respect for others.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper 2. Watch the helper 3. Ask the helper 4. Thank the helper 5. Help the helper <p>Small Group Work/Asynchronous Learning: As a class, work collaboratively to create a "How To Show Respect" chart (you may want to structure it to say, "Respect looks like...sounds like...feels like.."). Model positive and non examples of respect to the class. Then ask students to role play respectful actions towards staff assistants/custodians. Assign roles to students (staff assistant or student) and take photos of them showing respect. Place photos on the chart to serve as a reminder for showing respect towards staff assistants. Hang this chart in your classroom for future use.</p> <p>Connection: Tell a story about a time when you were generous (giving a large tip, giving an extra nice gift) and why you chose to go above and beyond for that person. Have students think of a person in their life who they think deserves a big gift and explain that often, we want to show those people that are important in our lives that we love them through these actions.</p> <p>Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show generosity towards the important helpers in their school.</p> <p>Reinforcing SEL Concept: Generosity Teachers should reinforce concepts around generosity and highlight the feelings that you and the recipient feel when being generous.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper 2. Watch the helper 3. Ask the helper
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	<p>4. Thank the helper</p> <p>5. Help the helper</p> <p>Small Group Work/Asynchronous Learning: Task the class with making a plan to show their appreciation for staff assistants with a generous gesture. Our suggestion is to make a plan to provide snacks/desserts for our staff assistants (each class could be assigned their own day or work as a grade level). As the teacher, guide students through the planning process by outlining what materials you need, who will be assigned to each task, how you're going to execute your task, etc. Rally students around the idea that being generous not only makes other people happy, but it makes you feel good as well!</p>
Bend X: School Helpers- Cafeteria Workers & Work Family (June)	Teaching Points
<i>Session 1: What is a Cafeteria Worker?</i>	<p>Part 1:</p> <p>Connection: Introduce the next topic by telling a story about going out to eat. Tell about why eating at a restaurant is so special because someone cooks your food for you and brings it right to your table! Relate this to how this is a bit like what your caretaker at home might do for you, but remind students that at a restaurant, people are being paid to be helpers. Prompt students by saying, "Do you think we have this kind of person in our school?"</p> <p>Mini Lesson: Today I want to teach you that there are helpers all around us. One type of helper is a cafeteria worker. A cafeteria worker is a person who helps cook and deliver food to students so they can be healthy and ready to learn. We can learn about helpers to grow our understanding of the world!</p> <p><u>How to Learn and Care About Helpers</u></p> <p>1. Name the helper</p> <p>Create a chart labeled "Cafeteria Worker" and talk about who this person is in your school. Ask students to think, pair, share about things you know about the school secretary. Write these ideas on the "Cafeteria Worker" chart.</p> <p>Small Group Work/Asynchronous Learning: Students will work together in pairs to draw and write what about cafeteria workers do by saying "A cafeteria worker can _____."</p> <p>Part 2:</p>

*Session 2: Learning and
Observation Walk*

Connection: State that all families are different, just like no two people are exactly the same. Talk about different families, giving yours as an example (ex. My mom was always home taking care of us, but my dad had to go to work). Explain that school helpers can pitch in when families need different things.

Mini Lesson: Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a work family helper. A work family helper is a person who helps take care of students before and after school. We can learn about helpers to grow our understanding of the world!

How to Learn and Care About Helpers

1. Name the helper

Create a chart labeled “Work Family Helpers” and talk about who these people are in your school. Ask students to think, pair, share about things you know about work family helpers. Write these ideas on the “Work Family Helpers” chart.

Small Group Work/Asynchronous Learning: Students will work together in pairs to draw and write about things work family helpers do at their job. They may write, “Work Family Helpers help kids _____.”

Connection: Begin today’s lesson by reviewing what you discussed last week regarding cafeteria workers. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.

Mini Lesson: Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!

How to Learn and Care About Helpers

1. Name the helper
2. **Watch the helper**
3. **Ask the helper**

Small Group Work/Asynchronous Learning: Students will embark on a discovery mission to see what their cafeteria workers do and how she helps the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their cafeteria workers, encourage them to jot ideas down. Focus students on what their cafeteria workers do generally as well as what they do specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

<p><i>Session 3: Collaborative Project: Flexibility</i></p>	<p>*If scheduling does not allow for time to observe a work family member, ask a work family helper to come to your class to talk about what they do in our school or employ the help of students who attend work family to explain what happens.</p> <p>Connection: Rally students to turn and talk about ways in which they saw their cafeteria workers helping them and their school. Reveal that when we learn about helpers, we can start to feel thankful for all that they do for us. When we feel thankful, we can take action to share that feeling.</p> <p>Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show gratitude for the people who help them and flexibility when things don't go their way.</p> <p>Reinforcing SEL Concept: Flexibility Teachers should reinforce the meaning of flexibility and the importance of being flexible in times where things don't go your way. State that being flexible helps you deal with negative feelings and stay ready to learn.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> 1. Name the helper 2. Watch the helper 3. Ask the helper 4. Thank the helper 5. Help the helper <p>Discuss how sometimes when you go to pick up your food from a cafeteria worker, you may feel sad or upset with the food that you got. Even in those times, reinforce how important it is to have good manners, say "thank you" and be flexible. Discuss how sometimes when things don't go our way it can turn out for the best.</p> <p>Small Group Work/Asynchronous Learning: Ask students to pair up and brainstorm a way to thank or help our cafeteria workers. Collect ideas and task pairs to (a) write a "thank-you" card to their cafeteria workers or (b) act out how they can show flexibility when they pick up their food. Encourage students to act out other ways that they can help cafeteria workers (standing quietly in line, paying attention in line, moving efficiently, etc.)</p> <p><i>Session 4: Collaborative Project: Patience</i></p> <p>Connection: Rally students to turn and talk about ways in which they saw the work family helpers helping them and their school.. Reveal that when we learn about helpers, we should work to show our gratitude for what they do. We can show gratitude in many ways!</p>
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Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show patience when helpers are helping us.

Reinforcing SEL Concept: Patience

Teachers should reinforce the meaning of patience and why it is important in showing gratitude. Explain that helpers have a lot on their plate and that when we show patience we can show how we understand how tough their job is. Having patience helps helpers.

How to Learn and Care About Helpers

1. Name the helper
2. Watch the helper
3. Ask the helper
4. **Thank the helper**
5. **Help the helper**

Small Group Work/Asynchronous Learning: Pair students up with a new partner and ask them to brainstorm places where students need to show patience in our school. Encourage students who attend before/after care to speak about places they need to show patience during before/after care. Task students with creating "Please Be Patient" signs to hang in those places. Continue the discussion as students work by checking in with partnerships and talking about what patience looks and sounds like and how it can help work family helpers.