

Grade 1 SEL and Social Justice Curriculum

SEL and Social Justice Curriculum	Grade: 1
<p>We All Sing the Same Song</p> <p>Unit Description:</p> <p>This unit is designed to help students identify similarities and differences between them and others in the world. They will learn: how a growth mindset allows us to learn and take risks, grit gives us the opportunity to persevere through challenges, families help us learn and grow, our identities include what we look like on the outside, and ways we can celebrate our differences and appreciate our similarities. 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: Growth Mindset</u></p> <p><u>Bend II: Grit</u></p> <p><u>Bend III: Family Helpers</u></p> <p><u>Bend IV: Who Am I On the Outside?</u></p> <p><u>Bend V: Different Names & Faces</u></p> <p><u>Bend VI: Different Likes and Dislikes</u></p>	
<p>Social Justice Definition for Florham Park School District</p> <p>Social justice involves a set of principles that establish courses of action needed to address structural and systemic forms of oppression and segregation. 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. 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.</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. Our desire is to teach students about individual and societal actions which have created historic and systemic prejudices and discriminations that have impacted community, state and national concepts of equality, freedom, and democracy. 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 becomes/remains a democracy based on the principles that all people are created equal. Schools should provide equal access to knowledge and schools should operate free of any constraints to ensure that all persons have the best opportunities to succeed. Schools should prepare students to accept their roles as citizens in a participatory society. In our setting, this means engaging in socially just work through critical examination of the self, others, institutions, and events to find patterns of inequality, bigotry, and discrimination. It</p>	

also is exploring possible solutions to the problems identified and building a society in which individuals have equal access to resources and receive equitable treatment regardless of their race, gender, religion, sexuality, income level, language, immigration status, or disability.

NJ Student Learning Standards

Social Justice Standards

Identity 1	IDK-2.2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.
Identity 2	IDK-2.2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.
Identity 3	IDK-2.2.3	I know that all my group identities are part of me-but that I am always ALL me.
Identity 4	IDK-2.2.4	I can feel good about myself without being mean or making other people feel bad.
Identity 5	IDK-2.2.5	I see the way my family and I do things both the same and different from how other people do things, and I am interested in both.
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.
Justice 12	JU.K-2.12	I know when people are treated unfairly.
Action 16	AC.K-2.16	I care about those who are treated unfairly.
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

Enduring Understandings/Goals

- Students will understand that...
- Growth mindset allows us to learn new things and take risks
 - Grit allows us to make mistakes and keep learning.
 - Families have helpers that we should acknowledge and feel grateful for.
 - They have physical traits that contribute to their identity.

Essential Questions

- What is a growth mindset?
- What is grit?
- Who am I on the outside?
- Who are family helpers?
- How am I the same and different from people around me?

There are differences between them and others.

Evidence of Learning (Assessments)

Formative Assessments:

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

Summative Assessments:

- Action Research Projects
- Reflections

Benchmark Assessments:

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

Alternative Assessments:

- F & P Running Records
- Scholastic Running Records
- BeBop Books for running records
- G & T Assessments: Sages-2 Screening Assessment for Gifted Elementary: Mathematics/Science Language Arts/Social Studies
- Reasoning
- Yopp-Singer test of Phoneme Segmentation
- Sentence-Writing Grade Placement Test
- Linguistics Phonemic Awareness Screener
- Linguistics Decoding Pre/Post Test
- Dyslexia Screener
- PRIM checklist
- *LLI; Test Preparation Lesson Framework F&P levels*

Accommodations and Modifications

Special Education:

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

Differentiation:

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

High-Prep Differentiation:

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

Low-Prep Differentiation:

- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

English Language Learners:

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

Students at Risk for Failure:

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

Gifted and Talented

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

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:

- Tolerance.org
- Florham Park District Curriculum
- Edutopia.org

Supplemental Professional Resources:

- *Icivics*

Core Instructional Resources:

BOOKS

- Hair Love by Matthew H. Cherry
- I Love My Hair by Natasha Anastasia Tarpley
- The Name Jar by Yangsook Choi
- I Am Latino: The Beauty in Me by Myles C. Pinkey
- Black is Brown is Tan by Arnold Adoff
- Black is a Rainbow Color by Angela Joy
- Tea Cakes for Tosh by Kelly Starling Lyons
- Two Eyes, A Nose and A Mouth by Roberta Grobel Intrater
- My Name is Yoon by Helen Recorvits
- The Girl Who Never Made Mistakes by Gary Rubinstein & Mark Pett
- Short story [Seven Golden Stars](#)

VIDEOS

- [We All Sing the Same Song](#)
- [We're Different, We're the Same read aloud](#)
- [I Love My Hair](#)
- [Color of Me](#)
- [Lupita Nyong'o Loves Her Skin](#)
- [Power of Yet - Sesame Street](#)
- [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](#)

Supplemental Resources:

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

<ul style="list-style-type: none"> • Brinpop Jr. 	
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • Connect With Rick Riordan • Author Visit Kit • Authors Who Skype 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16) • Heritage Month Observations

Bend I: Growth Mindset (September)	Teaching Points
<p><i>Session 1: What does it mean to grow?</i></p>	<p>Connection: I want to ask you what does it mean to GROW? What kinds of things grow?</p> <ul style="list-style-type: none"> ○ Stop and think for a moment and list ideas across your fingers. <p>TP: Today I want to teach you that Grow = develop, change, mature, evolve. Living things grow - plants, animals, and people. Even our brains can grow!</p> <ul style="list-style-type: none"> ○ Turn and talk to a partner and share your thoughts. <p>Independent practice Have students draw/write about how they have grown since last school year!</p>
<p><i>Session 2: Growth and Fixed Mindset</i></p>	<p>Connection: When you think of the brain or minds, what do you think MINDSET means?</p> <p>TP: Today I want to teach you that Mindset is the way your brain views ourselves and the world. Our mindset can help us look at problems and mistakes in a positive way, or a negative way. 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.</p> <p>Independent Practice: Class Dojo - your brain is like a muscle</p>

<p><i>Session 3: Read Aloud - The Girl Who Never Made Mistakes</i></p>	<p>1st video discussion questions class dojo - the magic of mistakes</p> <p>Discussion - discussion questions re: mistakes</p> <p>Activity: Have students draw a picture of themselves having a growth mindset and a fixed mindset.</p> <p>Connection: Introduce the book <i>The Girl Who Never Made Mistakes</i> 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.</p> <p>Read story - <i>The Girl Who Never Made Mistakes</i> The Girl Who Never Made Mistakes Engage in class discussion.</p> <p>Independent Practice:</p> <p>Students will draw a picture of Beatrice having a fixed mindset and a growth mindset, share and discuss</p> <p>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.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing? • What about a time you felt stuck? • Is there anything you learned today that you will apply when you feel stuck next time? <p>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?</p> <p>Power of Yet - Sesame Street - engage in classroom discussion, transition into second video below which will explain the power of yet.</p> <p>Class Dojo - Power of Yet - 2 min 32 seconds</p> <p>Independent practice:</p> <p>Power of Yet discussion questions</p> <p>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><i>Session 4: The Power of Yet and Growth Mindset</i></p>	

Bend II: Grit (October)	Teaching Points
<i>Session 1: What is Grit?</i>	<p>Connection: What could Grit mean?</p> <p>TP: Today I want to teach you about the word Grit. Grit is when you work hard and stick with something, even if it is not easy, even if you make mistakes and fail.</p> <p>Independent Practice:</p> <p>Show video Class Dojo - The Dip</p> <p>Discussion questions: The Dip discussion questions and takeaways</p> <p>Show second video Climbing out of the Dip</p> <p>Discussion questions: Climbing out of the Dip discussion questions and takeaway</p> <p>Talk about strategies students can use when they face challenges: Ex: Take a break to regroup, look at strategies being used and pay attention to what is working and what's not to refocus efforts, celebrating small successes</p> <p>Activity: Have students draw themselves being gritty and share!</p>
<i>Session 2: Grit Interviews</i>	<p>Connection: Ask students what it means to have grit - review from previous lesson. Ask students to think about questions they could ask others about times that they showed grit.</p> <p>TP: Today I want to teach you that we can learn about others and how they show grit. One way we can do this is by interviewing them!</p> <p>Independent Practice:</p> <p>Have a class discussion to come up with interview questions about grit.</p> <p>Sample questions:</p> <p>What is something really difficult that you tried?</p> <p>What did you have to do to reach your goal?</p> <p>How have you shown grit?</p> <p>Tell me about a time when you failed the first time.</p> <p>Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this?</p> <p>Come together as a class and discuss questions.</p> <p>Pair students up in the classroom to interview each other.</p> <p>Have students draw a picture of the person they interviewed being gritty!</p>
<i>Session 3: Goals</i>	<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>I am going 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 III: Family Helpers (November)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is a helper?</i></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. 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 lives. We can learn what a helper is and notice what they do by looking for them everywhere we go!</p> <p>As a class, define what a helper is by brainstorming about what people do to help. You might want to make a list of students’ ideas for “How People Help” or “Helpers Around Us” to catalog progress.</p> <p>Small Group Work/Asynchronous Learning: Students will embark on a discovery mission to find helpers in our school. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their school and locate someone who is helping, encourage them to jot ideas down. Focus students on what the helper 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>Connection: Begin today’s lesson by reviewing what you discussed last week regarding helpers. Prompt students to think about places where people might help them. Explain that helpers of all types are all around us, and it’s important to learn about them.</p>

<p><i>Session 2: What is a family helper?</i></p>	<p>Mini Lesson: Today I want to teach you that there are helpers all around us. One type of helper is your family. Your family is a person or group of people who help keep you safe and healthy at home. 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 “Family” and talk about who these people are in your household. Make a list on the chart of different family members students have who help them (parents, siblings, babysitter, etc.). Prompt them to turn and talk about a family member who helps them in their home.</p> <p>Small Group Work/Asynchronous Learning: Students will work independently to draw and label a person who they consider a family helper. In a partnership, ask students to share their drawings and tell about how this person helps them. Task students with watching and noticing how their family members help them when they go home this afternoon.</p> <p>Connection: Rally students to turn and talk about ways in which they saw their family members helping them at home. 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. Thank the helper 4. Help the helper <p>Small Group Work/Asynchronous Learning: Ask students to pair up and brainstorm a way to thank or help their family member. Collect ideas and task pairs to (a) Write a “thank-you” card to their family member or (b) Make a plan to help their family member in some way. Reinforce how giving back to the people who help us is a way of showing gratitude.</p>
<p>Bend IV: Who Am I</p>	<p>Teaching Points</p>

On the Outside? (December-January)	
<i>Session 1: Identity Observations</i>	<p>Connection: State that we will be embarking on a new journey, a journey of self-discovery! Tell students that we have so much to learn about ourselves and that it is important to celebrate how great we are. Play the "We All Sing the Same Song" video and ask partners to turn and talk about what they noticed.</p> <p>Mini Lesson: Today I want to teach you that each of us have a special identity. Your identity is made up of all the things that make you, YOU! One way we can celebrate how special we are is by noticing what we see when we look at ourselves.</p> <p>Take out the book, "Brown Bear, Brown Bear What Do You See?" By Bill Martin Jr. and do a sneak peek. Read the book aloud, then ask students to turn and talk, naming the animals in the story. Voice over any helpful hints like, "Be specific in your naming. What color was that animal?" Discuss how each animal is unique in that they all look different and even have special colors. Tell about how this makes the story wonderful and celebrates all different types of outside attributes.</p> <p>Create or reveal the premade chart below to the class. Read the chart and state that these are the steps you can take to celebrate how special you are.</p> <p><u>How to Celebrate You!</u></p> <ol style="list-style-type: none">1. Name yourself2. Look at yourself3. Think about yourself4. Celebrate yourself! <p>Small Group Work/Asynchronous Learning: Distribute papers with the heading, "Brown Bear, Brown Bear What Do You See?" and the sentence stem, "I see a _____ looking at me." Provide an example for how to complete this sentence. For example, "I see a smart girl looking at me." or "I see a tall boy looking at me." Explain to students that they should celebrate themselves by looking closely at themselves and saying something about themselves. Encourage students to share their sentences with one another.</p>
<i>Session 2: Self Portraits</i>	<p>Connection: Show a series of self-portraits done by influential people in history, like those found here. Name the people on the screen and state that people draw themselves based on how they see themselves. Tell students how important it is to celebrate who we are, because we are so special to our school community.</p> <p>Mini Lesson: Today I want to teach you that one way to celebrate ourselves is to draw or paint a self-portrait! By creating a drawing of ourselves, we can show the world how great we really are!</p>

*Session 3: My
Body Helps
Me-Gratitude*

How to Celebrate You!

1. Name yourself
2. **Look at yourself**
3. **Think about yourself**
4. Celebrate yourself!

Tell the class how they can move through each of these steps before, during and after they create their portrait. Explain how this process is a great way to celebrate who you are.

Small Group Work/Asynchronous Learning: Distribute paper and drawing materials to each student. Ask each student to write their name at the top of their paper. If available, have students look at themselves before beginning their portraits. As students work, circulate around and voice what you notice about each students' work. When completed, students may share their work with someone near them.

Connection: Share a story about a time when you were proud of something that your body could do. For example, share a story about being able to kick a soccer ball farther than you ever could after practicing. Talk about how even when people have different bodies, they all have something that they can do that they can be proud of.

Mini Lesson: Today I want to teach you that one way to celebrate who you are is by being grateful. You can have gratitude for all the things that your body helps you to accomplish!

How to Celebrate You!

1. Name yourself
2. **Look at yourself**
3. **Think about yourself**
4. **Celebrate yourself!**

Small Group Work/Asynchronous Learning: Distribute the [blank pages](#) that will make up the class book to each student. As a class, brainstorm ways that your body can help you and things that your body can do. Then, let each child complete their page by finishing the sentence starter, "I'm grateful that my body can ____.". Reinforce the idea of gratitude for what we can do, even if we can't do some things or need help doing other things.

*Session 4: Taking
Care of Myself*

Connection: Ask kids turn and talk about something that needs to be taken care of. Shout out suggestions, like babies, pets, kids, etc. Explain how many things need to be taken care of, including ourselves!

(on the outside)

Mini Lesson: Today I want to teach you that it is important to take care of the things that we love. When we love ourselves, we have to take care of our bodies! We can do this in many ways.

How to Celebrate You!

1. Name yourself
2. Look at yourself
3. **Think about yourself**
4. **Celebrate yourself!**

Review ways to take care of your body that students learned in kindergarten.

Small Group Work/Asynchronous Learning: Play charades in small groups by having students act out different ways to take care of yourself on the outside. [Charades cards](#) may include:

- Washing your hands
- Washing your hair
- Brushing your teeth
- Doing exercise
- Stretching

Connection: Gather students on the carpet and sing a celebration song, such as “Happy Birthday”. Explain how we have many ways of celebrating things, like the day we were born, and we can also celebrate ourselves every day!

Mini Lesson: Today I want to teach you that when we are celebrating who we are we can also think of ways to celebrate others. We can celebrate ways people are the same and different from us. When we do this, we make our classroom a better place to be!

How to Celebrate You!

1. Name yourself
2. **Look at yourself**
3. **Think about yourself**
4. **Celebrate yourself and others!**

Small Group Work/Asynchronous Learning: Think of something nice you can say about yourself on the outside. Find someone in class that you can say this to also.

*Session 5:
Celebrating
Ourselves and
Others*

<p><i>Session 6: It's Okay to Be Different</i></p>	<p>Connection: Remind students that each class in our school is unique because it is made up of all different kinds of kids. No two kids are exactly alike, even twins! State the importance of celebrating how great we are as individuals in order to come together to make an amazing classroom community.</p> <p>Mini Lesson: Today I want to teach you that one way to celebrate ourselves is show how our individual identities fit together to make our classroom community! Being a good friend can make our classroom community a happy place to be!</p> <p>Reinforcing SEL Concept: Friendship Review what it means to be a good friend in your classroom. Reinforce how one way we can celebrate ourselves is by showing that we are a good friend.</p> <p>Tell the class that today we will be showing how each of us as individuals come together as a class to create a happy classroom community. State that one way to show your positive identity is to be a good friend. Model an example and non example of good/bad friendship. Have students give you a thumbs up or down to show if you are being a good friend or not. Tell students that one way to celebrate yourself as part of the community is to show that you are a good friend.</p> <p>Small Group Work/Asynchronous Learning: Task students with the job of playing games together (groups or partners). This can be framed as a free time, but remember to remind students to show positive friendship attributes. At the end of free time have students give a thumbs up or down to show if they were a good friend during this time. Then, distribute paper puzzle pieces and drawing materials to each student. Ask each student to write their name in the center of the puzzle piece and to decorate it as desired. Collect puzzle pieces and show how they fit together to make a classroom puzzle, just like different kids come together to make a classroom community.</p>
<p>Bend V: Different Names & Faces (February-April)</p>	<p>Teaching Points</p>
<p><i>Session 1: Our Classroom Names</i></p>	<p>Connection: Sing “The Name Game” using your song, then songs of some kids in your class. Tell about how everything about us, starts with our name.</p> <p>Mini Lesson: Today I want to teach you that our identity often starts with our name. Names are what make us unique and different from others. Everyone has a first name and a last name that is special to them. We can look at our names and notice differences and similarities between us and our classmates.</p> <p>Model how to look at names by observing your name on the white board. Think aloud about all the things you notice about your name. This may include:</p>

- My name has _____ letters.
- My name has _____ vowels and _____ consonants.
- I was named after _____.
- My name comes from _____.
- My last name is _____ because my family comes from _____.

Small Group Work/Asynchronous Learning: Students will write their first and last name on a sentence strip. Ask students to do observations on their name individually, then ask all students to crumple up their sentence strip and throw their “snowball” into the center of the room. Call numbers to choose a “snowball” and sit in their spot on the carpet. Ask each student to read the name on their paper and have that student share out an observation about their name. Other students may stand up if they have a similarity or difference between that students’ name and their own. Continue until all students have shared.

Connection: Play [I Love My Hair](#) for the class and ask them to turn and talk to make a prediction about what we will be talking about today.

Mini Lesson: Today I want to teach you that another way we may be different or the same from others is our hair! Hair is something that most mammals have. We can look at our own hair closely to notice similarities and differences we have with our classmates.

Small Group Work/Asynchronous Learning: Students will use the “[My Hair Book](#)” template below to learn and tell about their own hair. As students work, emphasize the importance of simply answering the questions in the book, rather than naming them as “good” or “bad”. Guide students to answer the questions honestly and use the prompting questions at the bottom of each page to talk to their classmates about this topic.

Connection: Talk about how books can show us many different kinds of people. Authors have the power to tell stories of people like them, and people who are not like them.

Mini Lesson: Today I want to teach you that another part of our identity is how we look. One way to begin thinking about how we look is by observing how children in our library look. By looking through our classroom library, we can notice characters that look similar and different to us and talk about how that makes us feel!

Small Group Work/Asynchronous Learning: Students will be tasked with the job of looking through books in their classroom library and noticing characters in those books. Specifically steer students in the direction of looking for characters who have similar hair textures, skin colors and facial features as them. Encourage students to talk to one another as they work (this work may be done in small groups or with partners). Mark pages with post-its that are especially impactful to students. Provide time for students to share their noticings with another group or partnership. Create space for students to voice how they feel about their observations.

Session 2: Who Has Hair?

Session 3: Faces in Our Library

Session 4: Colors of Beauty

Connection: Play the [Color of Me](#) song for the class and point out all the ways that the actors talked about their skin colors. They didn't use words like, "black" or "white" but they used all types of words to really describe what their skin looks like.

Mini Lesson: Today I want to teach you that noticing how we are similar and different is key to creating a respectful classroom community. One way to do this is to look closely at ourselves and remind ourselves of the beauty we all have.

Small Group Work/Asynchronous Learning: Students will work to create another self portrait using paints. Provide students with the opportunity to mix paints themselves to create their own skin color. Again, emphasize the importance of just noticing your own skin color, rather than labeling it "black" or "white" or "tan". Students should work to get as close to their own skin color as possible. Share as a class how this activity made students feel and the level of difficulty students had when trying to complete this activity.

Session 5: Family Colors (1)

Connection: Show a picture of your parents to the class. Talk about who they are and the ways in which you look similar and different to them.

Mini Lesson: Today I want to teach you that the way we look comes from two people, our parents! We can talk to our parents and ask them questions to understand the ways we look alike and different from our classmates. You can learn more about yourself from your family!

Small Group Work/Asynchronous Learning: Students will create a list of questions to ask their family members regarding their outer appearance. As a class, brainstorm a list of questions to ask parents. Make this list on the board, then choose 3-5 questions as your final interview questions. Following this lesson, type and print the interview sheet to send home with students. Parents should complete the interview by writing the answers to the questions on the worksheet.

Session 6: Family Colors (2)

Connection: Talk about what the word "interview" means and where students may have seen one happening. Explain that interviews are a great way to get information from people and learn new things.

Mini Lesson: Today I want to teach you that talking to our family can help us understand ourselves. When we understand ourselves, we can celebrate who we are as part of our classroom community!

Small Group Work/Asynchronous Learning: Students will debrief on the answers to their interview questions. In small groups, facilitate conversations about the interviews and how it made students feel. Distribute [the worksheet](#) that has the sentence stem, "I love our classroom

<p><i>Session 7: Collaborative Project (1)</i></p> <p><i>Session 8: Collaborative Project (2)</i></p>	<p>community because _____.” and ask students to complete the sentence. Students should also include a drawing to accompany their picture. Create a space to hang these worksheets as a reminder of all the great things about this classroom community.</p> <p>Connection: Discuss how it is important to learn things, but it is also important to do new things too. Tell a story about a time when you learned about something, then took action about it (ex. Read about puppies then adopted a puppy).</p> <p>Mini Lesson: Today I want to teach you that it is important to be kind and respectful to all people, whether they look the same or different to ourselves. We can treat everyone fairly in our classroom and our school, no matter what they look like.</p> <p>Small Group Work/Asynchronous Learning: Students will be tasked with the job of creating a plan for making sure all students in their school are treated fairly. Brainstorm ideas as a class of how to accomplish this. Some suggestions may include: creating posters about diversity and valuing all types of kids to hang around the school, having students go to classrooms to remind others that despite what you look like everyone should be treated fairly, writing a letter to the principal to ask for more books showing certain types of students, etc. This can be presented as a choice board to give all students options and may be completed individually or with a partner.</p> <p>Connection: Remind students of what they worked on during the last session. Explain how when you have a plan you can then work towards accomplishing it.</p> <p>Mini Lesson: Today I want to remind you that it is important to be kind and respectful to all people, whether they look the same or different to ourselves. We can treat everyone fairly in our classroom and our school, no matter what they look like.</p> <p>Small Group Work/Asynchronous Learning: Allow students to complete their project from the previous session. This may include finishing posters, walking students to classrooms to make a presentation, or completing letters.</p>
<p>Bend VI: Different Likes & Dislikes (May-June)</p>	<p>Teaching Points</p>
<p><i>Session 1: “I Like, I Don’t Like” Collages</i></p>	<p>Connection: Role play a situation in which you tell the whole class what their favorite color, food or toy is. Say to the class, “Okay class, since I know you all so well, I’ve decided that your favorite food is ____.” Discuss the silliness of this statement and how each and every person in our class has different thoughts and ideas about things.</p>

<p><i>Session 2: Friendship Observations</i></p>	<p>Mini Lesson: Today I want to teach you that part of our identity includes what we like and what we don't like. We often show this through how we dress, what games we play or who we are friends with. Talking about your likes and dislikes can give your classmates a picture of who you are.</p> <p>Small Group Work/Asynchronous Learning: Students will work independently to create a collage of “likes” and “dislikes” using the worksheet here. On one side of the page, they should paste things they like, while on the other side of the page paste things they don't like. Feel free to encourage kids to label, write or draw as well. Provide your model collage as an example throughout their independent work time.</p> <p>Connection: Talk to the class about what you did during the last session and how they felt about it. Ask kids to turn and talk about one thing they like and don't like with the person next to them.</p> <p>Mini Lesson: Today I want to teach you that part of our identity includes what we like and what we don't like. We often show this through how we dress, what games we play or who we are friends with. Talking about your likes and dislikes can show ways in which our classmates are the same and different from us, and that's okay!</p> <p>Small Group Work/Asynchronous Learning: Have students take out their collages from the previous session. Pair students up with a partner you know is in their friend group. Point out that all the partners here are friends and ask students to share their collages, looking for similarities and differences. Now, switch partners with someone they may not be close with and ask them to repeat the activity. Circulate the room, voicing over some of your own noticings about similarities and differences. Come back together as a class and share observations. As the teacher, point out that some kids may have discovered that they have more in common with others in their class than they thought. YOU may also want to point out that it is important to be friendly with others who share different interests, because it can provide opportunities for them to learn about something new.</p>
<p><i>Session 3: We All Sing the Same Song (1)</i></p>	<p>Connection: Play “We All Sing the Same Song” again for the class. Ask kids to turn and talk about what this song means to them now, versus the first time they listened to it.</p> <p>Mini Lesson: Today I want to teach you that when we realize that despite our differences, we all are working towards a common goal, you can develop a beautiful and diverse classroom community. We need all of our different voices to help sing the same song.</p> <p>Small Group Work/Asynchronous Learning: Students will be placed into small groups and be given the lyrics to “We All Sing the Same Song” with some words missing. Depending on who is in their group, they will be tasked with filling in missing words about their group members. For example, when given the line “My hair is _____ and _____.” the group members would fill in the colors of their hair. Have groups continue until all the information is included.</p>

*Session 4: We All
Sing the Same
Song (2)*

Connection: Remind kids of all they have learned this year and how special they are as individuals and as a collective group. Congratulate them on all their hard work.

Mini Lesson: **Today I want to remind you that when we realize that despite our differences, we all are working towards a common goal, you can develop a beautiful and diverse classroom community. We need all of our different voices to help sing the same song and we can show that to our community!**

Small Group Work/Asynchronous Learning: Students will use the sheet that was completed during the last session to complete their cumulative activity. Students can (a) perform their “song” by using iPads to record their performance in groups or (b) rewrite their “song” onto a large piece of paper to be displayed in the school. Have groups choose their activity and complete it during this lesson. Reiterate that even though we may seem so different, we are all working together to create a happy and healthy classroom community where we can learn.