

SEL and Social Justice Curriculum**Grade: 2****We Open Our Gifts at Different Times****Unit Description:**

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, community helpers help individuals and groups of people, our identities include our external and internal traits, the importance of acknowledging and celebrating individuality and similarities amongst yourself and others. . All of this work is part of a spiral curriculum that is designed to create more aware and active citizens and help address our districts' definition of social justice.

[Bend I: Growth Mindset](#)

[Bend II: Grit](#)

[Bend III: Community Helpers](#)

[Bend IV: Who Am I On the Inside?](#)

[Bend V: Different Cultures](#)

[Bend VI: Different Learners](#)

[Bend VII: Different Feelings](#)

Social Justice Definition for Florham Park School District

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.

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

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.
- Communities have helpers that we should acknowledge and feel grateful for.
- They have internal traits that contribute to their identity.

Essential Questions

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

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

- Be Who You Are by Todd Parr
- The Story of Ferdinand by Munro Leaf
- Celebrating by Deborah J. Short
- Fry Bread: A Native American Family Story by Kevin Noble Maillard & Juana Martinez Nea
- The Keeping Quilt by Patricia Polacco
- Freedom Soup by Tami Charles
- Too Many Tamales by Gary Soto
- The Birthday Swap by Loretta Lopez
- Bringing In the New Year by Grace Lin
- Lailah's Lunchbox by Reem Faruqi
- Tacky the Penguin by Helen Lester
- Ruby the Copycat by Peggy Rathmann
- The Hungry Coat by Demi
- Big Al by Andrew Celements
- The Girl Who Never Made Mistakes by Gary Rubinstein & Mark Pett
- Short story [Seven Golden Stars](#)

VIDEOS

- [What Makes You Special](#)
- [We Are So Much Alike](#)
- [We're Different, We're the Same](#)
- [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](#)

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

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

Bend I: 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 write about how they have grown over the years and share!</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>

Session 3: Read Aloud - The Girl Who Never Made Mistakes

Independent Practice:

[Class Dojo - your brain is like a muscle](#)

[1st video discussion questions](#)

[class dojo - the magic of mistakes](#)

Discussion - [discussion questions re: mistakes](#)

Have students complete I can, I can't yet worksheet [I can, I can't yet worksheet](#)

Connection: Introduce the book The Girl Who Never Made Mistakes by Mark Pett & Gary Rubinstein

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.

Independent Practice:

Have students complete and discuss [Beatrice's fixed vs. growth 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:

- 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?

Session 4: : The Power of Yet and Growth Mindset

Connection: What could the Power of Yet be?

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 # 3 power of yet](#) - 2 min 32 seconds

Independent practice:

[Power of Yet discussion questions](#)

Have students complete pages 2 - 4 and discuss [power of yet activity k-2](#)

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.

Bend II: Grit (October)	Teaching Points
<i>Session 1: What is Grit?</i>	<p>Connection: What could Grit mean? TP: Today I want to teach you about the word Grit. Grit is when you work hard and stick with something, even if it is not easy, even if you make mistakes and fail. Independent Practice: Show video The Dip - Class Dojo Discussion questions: The Dip discussion questions and takeaways Show second video Climbing out of the Dip Discussion questions: Climbing out of the Dip discussion questions and takeaway 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 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. TP: Today I want to teach you that we can learn about others and how they show grit. One way we can do this is by interviewing them!</p> <p>Independent Practice: Have a class discussion to come up with interview questions about grit. Sample questions: What is something really difficult that you tried? What did you have to do to reach your goal? How have you shown grit? Tell me about a time when you failed the first time. Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this?</p> <p>Come together as a class and discuss questions. Pair students up in the classroom to interview each other. 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? 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</p> <p>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: Community 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 in school and at home, but also in your community.</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 ways that we can be helpers too!</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 this process. Prompt students to turn and talk about how helpers act and speak to others.</p> <p>Small Group Work/Asynchronous Learning: Task students with role playing a scenario involving a helper and a student. Assign each partnership with their roles and a task (ex. You may hand students pieces of paper with their task listed on it, such as "you're lost" or "you can't solve the math problem"). Have students role play positive examples of helpers and circulate the classroom to give feedback. When partners are done, prompt them to switch roles or act out a negative example to show the big difference between helpers and people who don't help.</p>
<p><i>Session 2: What is a community helper?</i></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>

Session 3: Collaborative Project:

Mini Lesson: Today I want to teach you that there are helpers all around us. One type of helper is a community helper. Community helpers are people or groups of people who help keep you safe and healthy in your community. 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 “Community Helpers” and talk about who these people are in your community. Make a list on the chart of different community members students know who help them (police, mail carriers, doctors, etc.). Prompt them to turn and talk about one community member they know about and how they help others. Use student specific examples when possible.

Small Group Work/Asynchronous Learning: Students will work independently to draw and label a person who they consider a community 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 community members help them when they go home this afternoon.

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.

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.

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.

How to Learn and Care About Helpers

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

Small Group Work/Asynchronous Learning: Ask students to pair up and brainstorm a way to thank or help a community member. Collect ideas and task pairs to write a “thank-you” card to a community helper. Mail these cards immediately after completion.

Suggestions:

Florham Park Police Department

	<p>111 Ridgedale Avenue, Florham Park, NJ 07932</p> <p>Florham Park Public Library 107 Ridgedale Avenue, Florham Park, NJ 07932</p> <p>Florham Park Fire Department 315 Brooklake Rd, Florham Park, NJ 07932</p>
Bend IV: Who Am I On the Inside? (December)	Teaching Points
<i>Session 1: Identity Observations</i>	<p>Connection: Show students a variety of portraits of historical figures and ask them to silently make observations. Turn and talk about what you noticed. Then, tell students how the only things we can know about the people in the portraits is what they look like. We can make inferences about who they are, but we truly don't know!</p> <p>Mini Lesson: Today I want to teach you that each of us have an identity. Your identity is made up of all the things that make you, YOU! Your identity is not just what you look like, it's also about what's on the inside. One way to learn about identities is to observe others and think about their identities.</p> <p>After observing the portraits, read the short bio's under each photograph to the students. Have them respond about whether their inferences about these people were accurate or not. Stress how important it is to get to know someone on the inside before claiming to truly understand them.</p> <p>Small Group Work/Asynchronous Learning: Students will be placed in groups and given various photographs of staff members at Briarwood. Students will also be given a short bio on each person that they will have to match with each photograph. Students will work together to create their matches and the teacher will circulate to confirm that they are matched correctly or not. After students have completed this activity, reconvene on the carpet and discuss the experience. Tell students that they were only able to make guesses based on what they already know about the person and how they look. Tell students that when we talk about identity, it's not enough to judge someone based solely on their appearance. We have to get to know people on the inside in order to know who they truly are.</p>
<i>Session 2: Internal Self Portraits</i>	<p>Connection: Play the What Makes You Special video for the class and discuss all the ways that the kids were special in the video. Tell students that even the smallest details about you are what make you unique and special and help form your identity.</p> <p>Mini Lesson: Today I want to teach you that one way to be able to talk about your own identity is to think about yourself. Reflecting on who you are is a great way to reveal all the awesome things about you!</p>

<p><i>Session 3: My Gifts</i></p>	<p>Model how to complete the “Internal Self Portrait” with the whole group. Use the paper provided to write things about you that make up your identity. These can include favorites, talents, hobbies, likes/dislikes, family information, etc. Explain how thinking about yourself can help you understand how you are similar to others.</p> <p>Small Group Work/Asynchronous Learning: Distribute papers with an outline of a person on them. Instruct students to independently write or draw things inside the body that tell about them. Encourage students to go deeper than the surface level. Provide your model as an example and instruct students to show as much about themselves as possible. When students have completed their internal self portraits, hang them on the wall and complete a gallery walk for all students to observe them. As a class, share out things students noticed about similarities and differences between them and their classmates.</p> <p>Connection: Tell students to turn and talk about a time when they got a gift. Have some students share out the gifts that they received and discuss how gifts make us feel.</p> <p>Mini Lesson: Today I want to teach you that everyone in this classroom and in this school has a gift to give the world. Your gift is something you can discover all on your own or with the help of your classroom community members!</p> <p>Do a read aloud of the book, Spoon by Amy Krause Rosenthal and discuss the positive attributes that Spoon has. Explain that the spoon has many gifts that make him unique and special. Tell the students that we can discover our own gifts by thinking about what we’re good at or what we like about ourselves.</p> <p>Small Group Work/Asynchronous Learning: Each student will receive a box or envelope with their name on it, which will be considered their gift box (the thing that holds their gifts). Students will also receive small slips of paper where they will write their gift (you can phrase this as, something about themselves that is a gift to the world, or something they like about themselves). As a group, brainstorm gifts that kids could give to the world and make a list on the board, such as “I help my friends when they are hurt” or “I share my ideas in class”. Students will then write one gift about themselves that they will put in their own box. If students finish early, they can write something about a classmate that they can place in their gift box.</p>
<p><i>Session 4: Taking Care of Myself (on the inside)</i></p>	<p>Connection: Tell students a story about a time when someone took care of you. Share about the feelings associated with taking care of another person and being taken care of. Use this to preface today’s lesson.</p> <p>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 and our minds! We can take care of our minds in many ways.</p>

<p><i>Session 5: It's Okay to Feel Different</i></p>	<p>Model a way in which you take care of your own mind. Talk about a time when you were stressed or upset and how you dealt with that (I got a bad grade on a test, so I went home and watched my favorite TV show). Ask students to turn and talk to share if this is something they have done before and when.</p> <p>Small Group Work/Asynchronous Learning: Students will work in groups for this activity. Give each group a container with papers that have a scenario related to a negative emotion on them. Each child will choose a paper one at a time and act out ways to cope with that feeling and scenario and take care of themselves on the inside. Scenarios may include: you got a bad grade on a test, your friend told on you to the teacher, someone at recess hit you with a ball, etc.</p> <p>Connection: Listen to the book It's Okay to Be Different by Todd Parr as a whole class. Ask students to turn and talk about something that you heard in the book that relates to them. Talk about how each child in our class is different, and that's what makes us so special.</p> <p>Mini Lesson: Today I want to teach you that it's okay to notice how you are different from others around you. It is important to be who you are, no matter what your differences are! Being who you are makes our classroom community a diverse and wonderful place!</p> <p>Small Group Work/Asynchronous Learning: Students will be given free time to play in whatever way they'd like. As children play, circulate the room and think aloud about how kids are interacting, what they're doing and what you learn about them as you watch them.</p>
<p><i>Session 6: Celebrating Ourselves and Others</i></p>	<p>Connection: Play this video for the class and ask them to turn and talk about what they thought. Discuss how the girl in the video is using positive affirmations to pump herself up and feel good about who she is. Get excited about how happy this video makes us!</p> <p>Mini Lesson: Today I want to teach you that when we are celebrating our awesome identities, we can do so not just by saying nice things about ourselves, but by saying nice things about others. We can love ourselves without putting down others who are different from us.</p> <p>Discuss and define what a “positive affirmation” is and why/how we use them. Ask students to brainstorm positive things they can say about themselves and make a list on the board of all of their ideas. When one student shares an affirmation, have other students give a thumbs up if this applies to them too.</p> <p>Small Group Work/Asynchronous Learning: Students will work as partners or in groups to create affirmations posters to hang throughout the building. State that affirmations are statements that people can say to themselves that reminds them of all the good things about them. We can write affirmations that include everyone's differences, but also show how similar we all are. Some examples of affirmations (that affirm diversity) you may write are:</p>

	<ul style="list-style-type: none">● I am an important part of my community/class/school● I can communicate● I am unique● I am special● I have feelings
Bend V: Different Cultures (January-February)	Teaching Points
<i>Session 1: What is culture?</i>	<p>Connection: Show students one of the Grover Global videos, then ask them to turn and talk about what they noticed. Tell students that today we will be talking about culture and what that means in our world.</p> <p>Mini Lesson: Today I want to teach you that culture is something beautiful that is all around us, and a part of us! Culture includes the things that people in a certain group believe, think and do.</p> <p>Discuss how culture is a tricky thing to study, because it is a collection of actions and beliefs, rather than something concrete. Tell students that you can learn about culture by studying books. Model studying a cultural book and jotting about facts you learned. You may want to use a book you’ve already read aloud to the class and ask for student input in marking pages that teach about this culture.</p> <p>Small Group Work/Asynchronous Learning: Distribute books about different cultures (one book per partnership) and ask partnerships to discover facts about this culture. Students may put post-it notes in their books with jots to remember things about this culture. Partnerships can share what they learned with one another at the end of the lesson.</p> <p><i>Session 2: Holidays & Traditions</i></p> <p>Connection: Play a game with the whole class where they have to say as many holidays as they can until they can’t think of any more.</p> <p>Mini Lesson: Today I want to teach you that part of your culture is what holidays you celebrate and how you celebrate them. We can talk about the holidays we celebrate and see how we are the same and different from our classmates!</p> <p>Show students your drawing about a holiday that you celebrate and explain what you drew. Explain the traditions that are specific to your family and tell about how they let you and your family celebrate special days.</p> <p>Small Group Work/Asynchronous Learning: Independently, have students draw a picture of what they do on a holiday of their choice, or if they do not celebrate holidays, something special they do with their family. Create two circles in the classroom (one on the inside one on</p>

<p><i>Session 3: Foods</i></p>	<p>the outside) and have the circles walk in opposite directions. When you say “stop”, the class will have their partners that they are to share with. Encourage kids to notice both similarities and differences in the ways they celebrate.</p> <p>Connection: Share a story about a time when you had a wonderful and special meal with family. Tell about how food brings people together and gives them an opportunity to spend time together.</p> <p>Mini Lesson: Today I want to teach you that your culture may have something to do with the foods you eat at home. We can talk and learn about different kinds of foods that different groups of people eat to learn about our classroom community!</p> <p>With the whole group, show this slideshow of cultural celebration foods. Ask students to give feedback on foods they recognize or not using a thumbs up or down. Explain the cultural significance of each food and when it is eaten.</p> <p>Small Group Work/Asynchronous Learning: Ask students to draw and label a food that is special in their home. For homework, ask students to bring in a recipe to create a class recipe book, full of dishes from different cultures.</p>
<p><i>Session 4: Clothing</i></p>	<p>Connection: Pose the question to students “why do we wear clothes?” Some responses may be funny, but encourage students to think outside of the obvious boxes and delve deeper. Share a time when you get to wear a special outfit (wedding, birthday, etc.).</p> <p>Mini Lesson: Today I want to teach you that different cultures wear different clothing. People may have cultural clothing for holidays, religious reasons or celebrations!</p> <p>Model how to study a cultural outfit by looking at the book “Fancy Dance” and discussing the special outfit the character wears for the powwow. Model how to complete the worksheet with two categories: “my special outfit” and the other with “a special outfit from the _____ culture”.</p> <p>Small Group Work/Asynchronous Learning: Students will work with a partner to study a cultural outfit. Students will receive a worksheet with two labeled parts: one side with “my special outfit” and the other with “a special outfit from the _____ culture”. Students will draw themselves wearing a special outfit of their choice (for example, birthday outfit, Christmas dress, Quincenera dress, etc.) and will study and draw the outfit of another culture (powwow outfit, Indian sari, Japanese kimono, etc.). Have students make observations about similarities and differences between the outfits as they work.</p>

<p><i>Session 5: Understanding My Culture</i></p> <p><i>Session 6: Family Quilting (Family Visits)</i></p>	<p>Connection: Remind students that learning and understanding something doesn't happen overnight and it doesn't happen alone. People learn from others and when they're learning about themselves, kids can learn from their families. Remind students how stories were passed down through generations in many different cultures.</p> <p>Mini Lesson: Today I want to teach you that it is important to understand your own culture. You can learn about your culture by talking to your family members and thinking about the things that you do together.</p> <p>Remind students of the definition of culture (the definition given by tolerance.org is- the behaviors and beliefs of a certain group of people). Ask kids to turn and talk about something they already know about their culture, or have them name their culture (if applicable). As a whole class, brainstorm things about students' culture that they have noticed or thought about throughout these lessons. Make a list on the board. Tell students that over the next two sessions they will be making a plan to talk to their families about their culture and heritage.</p> <p>Small Group Work/Asynchronous Learning: Ask students to go back to their seats and preview questions from the "Family Data Sheet" that they will take home. Students should also begin brainstorming objects that are of cultural significance to them that they may bring in to school. Homework assignment will be for students to ask a family member their "Family Data Sheet" questions and bring in 6-8 objects or photographs of cultural significance for next session. (Family interviews can also be conducted in school during the next session if needed.)</p> <p>Connection: Remind students of all they've learned about themselves so far this year and celebrate this fact. Allow family members who have joined the class to applaud the kids for all of their hard work.</p> <p>Mini Lesson: Today I want to remind you that it is important to understand your own culture. You can learn about your culture by talking to your family members and thinking about the things that you do together. You can celebrate your culture and cultures that are different from yours in many ways!</p> <p>Ask the family members who have come to the class to join their students at their desk. Explain to the class that you will be creating a quilt together to highlight all the beautiful things about your family's culture. Students may also complete their Family Data Sheet if necessary.</p> <p>Small Group Work/Asynchronous Learning: With their family member, students will complete the Nine-Patch quilt block to show their culture. These quilts will be displayed throughout the classroom as a celebration of the diversity in the class. This lesson may be conducted over the course of two days if needed.</p>
<p>Bend VI: Different Learners (March-April)</p>	<p>Teaching Points</p>
<p><i>Session 1: Learning Styles</i></p>	<p>Connection: Begin today's class by telling the students that they will all be learning today using the same pencil, the same type of paper and nothing else. Kids will all be asked to stand at their desks rather than sit. Then, gather the whole class on the rug and gauge their reaction.</p>

<p><i>Session 2: Learning Tools</i></p>	<p>Discuss how they felt when they heard this news, and reveal that it isn't realistic to expect every kid in the class to complete their work in the same way.</p> <p>Mini Lesson: Today I want to teach you that in our school, we have all different types of learners. This includes kids and adults! Every learner has a different style that suits them best.</p> <p>Tell kids about the various learning styles that exist and have them give a thumbs up if they like to learn in that way. The learning styles you discuss could include: active learners (movement), people who learn by listening, people who learn by talking, people who learn through music, etc.</p> <p>Small Group Work/Asynchronous Learning: As the teacher, place a sign saying “agree” in one end of the classroom and a sign saying “disagree” in another area of the classroom. Read off various learning style statements to the class and have them answer independently by moving to one side of the room or the other. Voice over observations about similarities and differences and how there are no correct answers! Some statements you may want to say are:</p> <ul style="list-style-type: none">● I learn best when it's quiet/when I listen to music.● I learn best when I have a chair to sit in/I can stand up and move around.● After sitting for a long time, I need a break to move.● I like to learn by playing games.● I like to learn by reading.● My favorite way to learn is by talking to my friends about new ideas. <p>Connection: Show a picture of various tools on the board. Ask students to turn and talk about what these are and what they're used for. State that tools are things that are used to build things to help you do a job.</p> <p>Mini Lesson: Today I want to teach you that different learners use different tools to help them. We can see how each learner is treated fairly by providing them with the tools that are right for them!</p> <p>Talk to students about how there are many different tools in our very own classroom that help kids learn. Tools may be used for doing work, being in the classroom and even for moving your bodies to get ready to learn. Tell about a tool that you use to learn in your own life as an example.</p>
---	---

Session 3: Observing Learners

Small Group Work/Asynchronous Learning: Students will go on a discovery mission in their classroom for different learning tools. They will make notes about what they saw on a post-it and place their post-it on the chart labeled “Learning Tools” at the front of the room. Have a brief discussion about how not every student had the same tools and why that is fair. Reiterate how fair doesn’t mean that everyone gets the same thing, but rather what they need to succeed. As an extension, with the whole group, sort the tools into different categories.

Connection: Talk to kids about why it is important to observe the way others work and do things. Build empathy by discussing how amazing it is that we can all learn the same content but in different ways while using different tools.

Mini Lesson: Today I want to remind you that in our school, we have all different types of learners. One way we can be aware of all the wonderful ways we learn is by observing others! We can watch what learners do and celebrate their success.

Set students up for their discovery mission. Tell them that they will be detectives looking for clues about how kids learn. Model how to do this by setting up a fishbowl with one student working in the middle while you act as the detective. Model how to jot notes about what tools the child you’re observing is using and have the students observe how you work. Think aloud as you do this.

Small Group Work/Asynchronous Learning: Students will walk around the building and peer into various classrooms to see how kids are learning. Have them work with a partner to notice if they see similar or different things than they do in their own classroom. Reconvene in the classroom and discuss what you noticed. You may also reiterate how “fair” and “equal” are not the same thing.

Session 4: Letters to Our Staff

Connection: Remind kids of what “gratitude” is and why it’s important. Tell about all the helpers in our school that have shaped us into the learners we are today. Stress how important it is to give back to those people or ask them for help when you need it.

Mini Lesson: Today I want to teach you that if we see something happening in our school that we like or don’t like, we can say something. We can write letters to our OT, teachers or staff assistants thanking them for what they do to help us. If we see a need, we can write a letter asking them for help!

Tell students that today we will be working together to take action about our learning. Ask the group to give a thumbs up or down to indicate whether they need a learning tool to help them. Do the same thing when asking if a staff member in Briarwood has helped them learn. Then, tell students that they can take action to reach out for help or thank a staff member for helping them by providing a learning tool or service.

Small Group Work/Asynchronous Learning: As a culminating activity, give students the opportunity to write a letter to a staff member. This could be (a) a thank-you letter for helping someone learn (using a tool or a service) or (b) an action letter asking for help to solve a learning problem.

*Session 4: Creating
Calming Tools*

Connection: Tell a story about a time when something or someone was unfair to you. Then, ask students to turn and talk about a time when something or someone was unfair to them. Share out the feelings they had during these situations.

Mini Lesson: Today I want to teach you that different people need different things to cope with their feelings. When we know that different people need different things, we can understand what's fair in our classroom.

Tell students that a big part of understanding others is to understand what is fair and what is unfair. State that when things are fair, everyone has an opportunity to succeed. When things are unfair, it may be harder for one group or person to do well. Show [these images](#) to clarify.

Small Group Work/Asynchronous Learning: Give each student a whiteboard and marker. Read the scenarios on the "[fair or unfair](#)" sheet and ask students to indicate if the situation is fair using a smiley face or unfair using a frowning face. After each answer, ask students to turn and talk about why they answered a certain way. Continue until all scenarios have been read. You may extend this activity by talking with your class about whether the materials or procedures in class (fidgets, wiggle seats, pencil grips, breaks, etc.) are fair or unfair.

Connection: Ask students questions about who is in charge of various things they do. Ask questions like:

- Who is in charge of writing your name at the top of your paper?
- Who is in charge of learning math in 2nd grade?
- Who is in charge of how you play at recess?

Reinforce the idea that kids are in charge of the way they act in school and in life. Tell them that they all need different things to get through the day in a healthy and happy way.

Mini Lesson: Today I want to remind you that different people need different things to cope with their feelings. We can make our own calming tools that are perfect just for us!

Tell students that it is normal for everyone to have bad feelings once in a while. Sometimes we show our bad feelings by getting quiet, crying, going to our rooms, or even yelling at others. Stress to students that these feelings are okay to have, but there are ways to deal with them and get back to the green zone in order to learn. We all have different ways of calming ourselves down (give an example of what you do when you're feeling upset).

Small Group Work/Asynchronous Learning: Students will create a calming buddy/focus friend ([large pom pom with googly eyes on it](#)) for their desk. If you'd like to give choices, give students [this choice menu](#) for creating a tool that would help calm them. They may also create these for other grade levels as an act of service.