

SEL and Social Justice Curriculum**Grade: 3****Family Issues****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, families come in all shapes and sizes, no family structure is the right family structure, and it takes a family and a community to raise a child. 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: Family Structures](#)****[Bend IV: Divorce and Separation](#)****[Bend V: "It Takes a Village"](#)****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	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

Enduring Understandings/Goals

Students will understand that...

- Growth mindset allows us to learn new things and take risks
- Grit allows us to make mistakes and keep learning.
- There are many types of family structures.
- Changes can happen to families, including divorce and separation.
- Communities contribute to the growth and development of children.

Essential Questions

- What is a growth mindset?
- What is grit?
- What are family structures?
- How can families change?
- Who helps raise and teach children?

Evidence of Learning (Assessments)

Formative Assessments:

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

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*

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

Core Professional Resources:

- Teachingtolerance.org
- Florham Park [ELA PD Sharing Website](#)
- *The Reading Strategies Book* by Jen Serravallo
- *Prompting Guide*
- [Writing Resources and Scope and Sequences](#)
- [Units of Study Online Resources](#)

Supplemental Professional Resources:

- *Leveled Literacy Intervention Kits*
- [When Readers Struggle - Teaching What Works - Irene Fountas and Gay Su Pinnell](#)
- [Rubric for Assessing a Retell on a Reading Level Assessment - Levels A-Z \(Teachers College\)](#)
- [Benchmarks for Oral Fluency Rate - Words Per Minute \(Teachers College\)](#)
- *Primm Book*
- *Fountas and Pinnell Guided Reading Series*
- *Prompting Guide Part 1 - For Oral Reading and Early Writing*
- *Prompting Guide Part 2 - For Comprehension : Thinking, Talking, Writing*
- *Teachers College Units of Study - Phonics K-2*
- *Reading Strategies Book - Jennifer Serravallo*
- Florham Park [ELA PD Sharing Website](#)
- [Conferring Menus](#)

Core Instructional Resources:

BOOKS

Families

- The Family Book by Todd Parr
- And Tango Makes Three by Justin Richardson
- A Father Like That by Charlotte Zolotow
- Happy Like Soccer by Maribeth Boelts
- Heather Has Two Mommies by Leslea Newman
- Luis Paints the World by Terri Farish

Divorce

- It's Not Your Fault Koko Bear by Vicki Lansky
- Two Homes by Claire Masurel
- My Family's Changing by Pat Thomas
- I Don't Want To Talk About It by Jeanie Franz Ransom

Separation

- You Weren't With Me by Chandra Ghosh Ippen
- Soon, Annala by Riki Levinson
- Mango Moon by Diane de Anda
- Waiting For Papa by Rane Coltano Lainez
- Mama's Nightingale by Edwidge Danticat

Adoption

- Tell Me Again About the Night I Was Born by Jamie Lee Curtis
- I Don't Have Your Eyes by Carrie A. Kitz
- We Belong Together by Todd Parr
- Elliot by Jule Pearson
- Pablo's Tree by Pat Mora

Growth Mindset

- The Dot by Peter Reynolds
- [Seven Golden Stars](#) - short story

VIDEOS

- [Gina Adopts a Baby](#)
- [A Muppet in Foster Care](#)
- [Little Children, Big Challenges-Divorce](#)
- [Deployment Stories](#)
- [Little Children, Big Challenges-Incarceration](#)
- [Carson - Ted Talk](#)
- [Grit video](#)
- [Famous Failures video](#)
- [Perseverance short](#)

Supplemental Resources:

- Sesame Street

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

*Session 3: Read Aloud -
The Dot*

What is the difference between a growth mindset and a fixed mindset?
How did Carson, the 5th grader speaking in the video, use a growth mindset in reading?
How can you have the mindset of a champion?

Independent practice:

Have students complete page 3 and share [Sketch It Activity](#)

Connection: Introduce the book *The Dot* by Peter Reynolds Ask the class - How do you feel when you start/try something new?
How do you feel if the new thing you are trying is difficult? How many of you like art/ to draw but don't think you are very good?

TP: Today I want to read you a story and I want you to think about if the character has a fixed or growth mindset.

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

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

Independent Practice:

[Dot growth mindset activities](#) - students will write a letter to another student in the class about a time when something was difficult for them, but they used a growth mindset strategy to persist. Then exchange letters!

TP: Today I want to ask you to think about times where you had a growth mindset and times when you had a fixed mindset. Everywhere you look, you can find examples of others either quitting or overcoming their challenges as we just did in *The Dot*.

Class discussion:

- Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing?
- What about a time you felt stuck?
- Is there anything you learned today that you will apply when you feel stuck next time?

*Session 4: Growth Mindset
in Our Class and School*

Connection: How can we apply growth mindset in school? What Does it look like?
Today I want to teach you that we can create a growth mindset in our classroom and school.

Now that students have a better understanding of growth mindset- Ask students to think about/draw about/discuss how growth mindset LOOKS, FEELS, and SOUNDS in school

	<p>What does growth mindset look like? Ex: Growing from challenges, trying new things, having a positive outlook/attitude</p> <p>What does growth mindset feel like? Ex: Positive, Encouraging, helpful</p> <p>What does growth mindset sound like? Ex: We learn from our mistakes, we try new things, even if they are difficult</p> <p>How can we help each other have a growth mindset in our classroom? You can hang up this list in your classroom to help as a reminder for the rest of the school year!</p> <p>For additional activity - Connect to Book and Movie Characters “In so many of your favorite books and movies, the characters are learning to have growth mindsets too. Let’s pick one now and try to find all the ways we see it happening!”</p> <p>Activity: Play the Growth Mindset Game as a class split into teams -Growth Mindset Game</p>
<p>Bend II: Grit (October)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is Grit?</i></p>	<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. Show Grit video discuss what they learned about grit as a group Show Perseverance short Video Debrief</p> <ul style="list-style-type: none"> ● What challenges did the llama face? ● How did the llama persevere toward his goal? ● What feelings do you think he experienced while chasing the fruit? ● How does it feel when you face challenges when you’re working toward a goal? ● What kind of things can you say to yourself to help you persevere toward a goal? ● Review things that students can say to themselves to build themselves up while working toward a goal: “I can do this! It might be hard, but if I keep trying, I’ll get there.” “I have the skills to succeed!” “I can find strategies that work for me!” ● Talk about strategies students can use when they face challenges: Take a break to regroup, Analyze strategies and pay attention to what is working and what’s not to refocus efforts, Celebrate small successes

<p><i>Session 2: Famous examples of Grit</i></p>	<ul style="list-style-type: none"> • Independent practice - Perseverance activities - pages 5-7 <p>Connection: Success comes with having grit. Today I also want to show you that the most successful people failed and had to try over and over again to get to where they are today! Show video - famous failures - you may want to pause the video to allow students to read the captions-: Famous Failures video Discuss: What did you gain from this video? What surprised you? Did you hear about the failures and hurdles that these people overcame to get to where they are before today's video? Independent practice - Have students research a successful person who showed grit.</p>
<p><i>Session 3: Grit Interviews</i></p>	<p>Connection: Ask students what it means to have grit - review from previous lesson. Ask students to think about questions they could ask others about times that they showed grit. TP: Today I want to teach you that we can learn about others and how they show grit. One way we can do this is by interviewing them!</p> <p>Independent Practice: Have a class discussion to come up with interview questions about grit. Sample questions: What is something really difficult that you tried? What did you have to do to reach your goal? How have you shown grit? Tell me about a time when you failed the first time. Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this?</p> <p>Come together as a class and discuss questions. Activity: Pair students up in the classroom to interview each other. Have students write about how their partner showed grit!</p>

<p><i>Session 4: Goals</i></p>	<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 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 write out a goal they have for the school year.</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: Different Types of Families (November-January)</p>	<p>Teaching Points</p>
<p><i>Session 1: What Makes a Family?</i></p>	<p>Connection: Show a picture of your family on the board. Ask students to observe the photograph and turn and talk about their observations. Share that this is a picture of your family and that these are some of the most important people in your life.</p> <p>Mini Lesson: Today I want to teach you that a family is a group of people going through life together, often adults and the children they care for. Families are extremely important in how we grow up and navigate the world!</p> <p>Tell students that families are essential to talk about when reflecting on who we are and where we come from. Discuss how we will expand our definition of “family” as we go through our units, but that many people understand the word by thinking about the people they live with (usually parents and siblings). Mention how families are different and special in their own way.</p> <p>Small Group/Asynchronous Learning: Distribute drawing materials to all students and ask them to independently draw a portrait of their family. Students should draw and label family members (either those who live with them or extended family) and include a sentence to accompany their picture. Students should write, “My family is special because _____.” When students have completed their portraits, collect them for use in the next lesson.</p>

<p><i>Session 2: Family Structures</i></p>	<p>Connection: Ask students to turn and talk about what family means to them. Model speaking about this to the whole group by telling about your family and what the word “family” means to you.</p> <p>Mini Lesson: Today I want to teach you that there isn’t just one type of family. Families can have all different types of people in them! Having different types of families makes our world a better place!</p> <p>Talk to students about how every family looks different, both physically and in the way they are structured. Tell students that it is important to see and recognize different family structures in order to have respect for those that are different from us. To begin today’s work, do a gallery walk to observe the family portraits students drew during the last lesson. Students may discuss what they notice as they walk and observe (you may provide sentence stems on the board to fuel discussion).</p> <p>Small Group/Asynchronous Learning: After the gallery walk, students will be given various picture books in small groups (see list above). Students should observe the families in the books and discuss similarities and differences the characters have with their own families. At the end of the session, share out about whether it was easy or difficult to find a family in a book that was similar to your own. Discuss feelings around this and why we might see more of one type of family than another.</p>
<p><i>Session 3: Family Homes</i></p>	<p>Connection: Show these pictures of various types of living structures. Ask students to turn and talk about what these pictures show and what their significance is to a family. State that today we will be discussing what a home is.</p> <p>Mini Lesson: Today I want to teach you different families have different types of homes. Having a home can mean different things to different people, and that’s okay!</p> <p>State that every family needs a home in order to live. Homes can look different and change depending on the family that lives there. Give an example of how your home changed when your sibling was born or share a story of moving to a new home. Then, as a whole group, brainstorm ideas about what makes a “home”. List ideas on the white board (these can include types of homes as well as characteristics of a home).</p> <p>Small Group/Asynchronous Learning: Ask students to work in small groups to create a definition for the word “home”. Encourage them to think critically about their own views and the views of others and try to include both in their definition. Have groups share their definition with another group in the class and talk about the homes they live in.</p>
<p><i>Session 4: Family Roles</i></p>	<p>Connection: Tell about how every play has roles. The role you play determines what you do, how you speak and how you feel. But, family roles can be different. We might think we know how every family works, but roles can differ family to family based on what they need!</p>

<p><i>Session 5: My Way is Not The Only Way</i></p>	<p>Mini Lesson: Today I want to teach you that different family members have different roles in their family. Family members help each other by doing different jobs inside and outside of the home.</p> <p>Brainstorm a list of roles or jobs that need to get done in a family. Write the list on the board and ask kids to turn and talk about what roles or jobs their family members do. Prep kids for when they will have to talk about these things in partnerships.</p> <p>Small Group/Asynchronous Learning: Distribute index cards with various names of family members written on each (ex. mom, dad, brother, sister, grandma, aunt, babysitter, etc.). Then, give students an envelope with various household tasks or jobs written on them (ex. Wash the dishes, cook dinner, mow the lawn, go to work, get the mail, etc.). In small groups, ask students to assign roles and jobs to each family member. As they work, circulate the room and prompt kids with questions about their decision making process. As a whole class, discuss how family roles can be assigned in different ways, depending on what works for your family.</p> <p>Connection: Remind kids that there is no one way to get something done. Give an example of cutting the grass. Some people have landscapers to get it done, some people use a push mower and some people don't need to mow their lawns at all. Every way to do it is valid and good, even though they are different.</p> <p>Mini Lesson: Today I want to teach you that families do things in different ways, depending on what works for them. There is no one way to be a family. We can show respect to the way other families operate by learning about them.</p> <p>Remind students of what “respect” means and its importance. Talk about how we have noticed the ways in which our families are similar and different thus far and ask kids to notice how we haven't labeled one type of family the best or “good”. Tell about the importance of getting to know other types of families in order to build respect for those that are different from ourselves.</p> <p>Small Group/Asynchronous Learning: Partner students up with someone you know they don't know very well. Students will participate in a question and answer session with their partner to get to know them and their family better. They can use the questions here or student-generated questions more specific to that person.</p>
<p><i>Session 6: Family Spotlight (1)</i></p>	<p>Connection: Play the video “Celebrating Families” for the class. Highlight how the characters listened to one another and celebrated their families, even though they are quite different. Tell how celebrating differences is an amazing part of life.</p> <p>Mini Lesson: Today I want to teach you that when we learn about different families, we can celebrate them! We can shine a spotlight on each family to show how wonderful and unique they are.</p>

Session 1: What is Divorce?

Connection: Remind students how we've already talked about the ways in which families can change (siblings born, moving homes).

Mini Lesson: Today I want to teach you that sometimes families can change. One way in which a family can change is when parents get divorced. A divorce happens when two parents decide not to live together or be married anymore.

Before delving into the discussion, remind students that when we're talking about families and more difficult topics, it's important to only speak about our own families. Encourage students to reflect on their own experiences and listen to those of others, without speaking badly about families unlike their own. Explain what divorce means and allow students to share about their understanding of this topic if they'd like.

Small Group/Asynchronous Learning: Provide students with time to explore books about divorce or with characters who have divorced parents (see list above).. As students read and discuss, have them stop and jot on post-its to mark their thinking. Reconvene as a whole group to answer any questions and share thoughts.

Session 2: Divorced Families are Families Too

Connection: Remind the students about what the word "empathy" means and why it's important when talking about differences in families.

Mini Lesson: Today I want to teach you that when parents get divorced, it doesn't mean that they're not a family anymore! Families can change and grow, and that's okay.

Tell students about how when parents get divorced, it is sometimes hard for kids to understand and accept. Build empathy around the idea of one of your parents moving out of your home and having to split time between them. Explain that even when families are divorced and living in separate places, they are still a family. Families help each other grow, learn and live a healthy life.

Small Group/Asynchronous Learning: Independently or in partnerships, have students create posters to raise awareness about different types of families in their school. These posters should contain a short phrase and an illustration that can be hung in the school to raise awareness and validate different family structures.

Session 3: Talking About Divorce with Others

Connection: Remind students of what you discussed during the last lesson and stress the importance of using kind words when speaking about families that are different from our own.

Session 4: Separated Families

Mini Lesson: Today I want to teach you that if you know someone with divorced parents, you can talk to them about it. You can show respect for their type of family by asking questions and helping them if they need it.

Talk about how kids with divorced parents may be afraid to talk about their family with their friends for fear of judgement. Explain how we can talk about difficult things if we know what to say. We can figure out what is fruitful and helpful to say when speaking about divorce in order to show empathy and understanding.

Small Group/Asynchronous Learning: In small groups or partnerships, distribute envelopes containing [phrases people might say about divorced families](#). Ask students to sort these phrases into “hurtful” and “helpful” categories and explain their thinking. Students may complete a writing assignment in conjunction with this activity explaining their thinking. They may finish the sentence, “_____ is hurtful/helpful to say because _____.”

Connection: Listen to the read aloud, [“You Weren’t With Me”](#) and ask students to turn and talk about the feelings the character had throughout the book. Tell students that this book highlights another difficult topic, family separations.

Mini Lesson: Today I want to remind you that sometimes families can change. Another way in which a family can change is when parents are separated. Parents can get separated for many reasons, which can be hard for other family members.

Talk to students about what a separation is and the implications it has for families. Have students brainstorm feelings that may go along with family separations and write them on the board. You may choose to explain reasons for separations, such as incarceration, deployment, immigration or impending divorce.

Small Group/Asynchronous Learning: In partnerships, have students read stories about families who are separated. Students should take on the role of a scientist, studying the story closely and making notes about important parts. Then, have students write a retell of the story, documenting why the family was separated and provide a possible plan for helping that family.

Session 5: Learning About Families to Build Respect (1)

Connection: Remind students of all they have learned about families thus far. Ask them to turn and talk about something they have learned that was impactful to them.

Mini Lesson: Today I want to teach you that by learning about different types of families, we can build respect for others and ourselves. We can feel happy about our families without making others feel bad about theirs.

<p><i>Session 6: Learning About Families to Build Respect (2)</i></p>	<p>Explain that part of building respect for others is by celebrating who we are and who others are. Tell students that one way to do that is to say good things about our families and others families. Reiterate that we do not need to put others down in order to feel good about ourselves and our families.</p> <p>Small Group/Asynchronous Learning: As a class, make a plan to create a class family tree. This is a flexible assignment up for interpretation. Suggestions include:</p> <ul style="list-style-type: none"> ● Creating a paper tree with leaves to represent each child and their family ● Each child provides a photo of their family ● Include a positive quote about families to accompany the tree ● Display the tree in the classroom ● Teachers/staff assistants should also complete this activity <p>Decide as a class about how to proceed. You will create and assemble your family tree during the next session. In preparation, ask students to bring in a picture of their family.</p> <p>Connection: Share your pride in how students have learned to speak respectfully about families. Build excitement for the construction of your class family tree.</p> <p>Mini Lesson: Today I want to remind you that by learning about different types of families, we can build respect for others and ourselves. We can feel happy about our families without making others feel bad about theirs.</p> <p>Small Group/Asynchronous Learning: Delegate jobs to groups of students in order to assemble the class family tree to display in the classroom. Once the project is complete, you may want to send home a photo of your tree to each family in celebration of our differences.</p>
<p>Bend V: “It Takes A Village” (April-June)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is a community?</i></p>	<p>Connection: Tell kids to close your eyes and think for one minute about your street or neighborhood. What are some things you like about it? Share one of those things with the class or in a small group.</p> <p>Mini Lesson: Today I want to teach you that we grow up not just in our family, but also in our community. A community is a place where a group of people live, work and play.</p> <p>Review what students already know about communities and write their ideas on the board. Encourage kids to think about the places in their community that they love. Share out some ideas about what is great about Florham Park.</p>

Session 2: People That Help Our Community

Small Group/Asynchronous Learning: Students will work with a partner to create a map of their community. Remind students that community maps should include important places that exist there. This can be created using objects in the room, through drawings or on an iPad drawing app.

Connection: Show the class a photograph of a map of your community or another community that includes places that help others (hospital, police station, etc.). Share about what you see and predict who the people are that live there.

Mini Lesson: Today I want to teach you that every community has people that help others. You can look around and notice the people who help in your community and thank them for what they do!

Tell students that in their own community there are many people and places that help others. Look at a map of Florham Park and talk about the people who help here. Explain that communities can include your town, your school and your classroom.

Small Group/Asynchronous Learning: Walk around the school and explore to discover the people who help in your school community. Make notes as you go and make a plan to thank them personally.

Session 3: Places That Help Our Community

Connection: Remind students of the people that help in their community (both Florham Park and Brooklake School). State that these people also work in places that help others.

Mini Lesson: Today I want to teach you that every community has places that help others. You can look around and notice the places in your community and thank them for what they do!

Explain to kids that they will be studying a place that helps our Florham Park community. Brainstorm ideas of these places before beginning small group work.

Small Group/Asynchronous Learning: Study organizations and places in the Florham Park community that work to help others. Suggestions include:

- Morris County Nutrition Project/ Nourish NJ
- Project Community Pride
- Florham Park PD
- Family Promise of Morris County

Students can complete [this worksheet](#) to study this helpful organization and reflect on how they help.

Session 4: Family Extensions

Connection: Tell students that families aren't just the people that live with us. Have students turn and talk about a person in their family that doesn't live in their home and tell kids that even those that aren't related to us can be part of our families.

Mini Lesson: Today I want to remind you that it takes a village to raise a child. Children grow up not just with their nuclear families, but with community members who help them too.

Watch the video "[For Now Parents](#)" about foster care. Discuss what students thought about the video and explain that community members (like foster families) can be part of your family too, even if you're not related to them. Brainstorm other examples of community members who could be part of your "family".

Small Group/Asynchronous Learning: Ask students to think of an important person in their life that has helped them become the person they are. Students should draw that person and write 1-2 sentences about them and how they are an extended part of their family. Suggestions include:

- Dance instructor
- Babysitter
- Teacher
- Boy scout leader
- Coach

Session 5: Helping Families in Our Community (1)

Connection: Remind students of the ways in which they have helped their community in the past (Pennies for Patients, food drives, Girl/Boy Scout projects, etc.) and discuss how you feel when you help those in need in your own community.

Mini Lesson: Today I want to teach you that it's not enough to just learn about families in our community. We can work to look at our community and family needs and make a plan to do something about it!

Explain that when you learn about a topic and the hardships that people endure, it is important to find a way to take action to help the cause. When others are working to help those in need, we can find a way to help them achieve their goals.

Small Group/Asynchronous Learning: As a class, create a plan to help families in our school community. Choose a place in the community that helps people and research what you can do to help that organization. Then, brainstorm ideas for making that happen in your school/classroom. Suggestions include:

- Food drive for Nourish NJ in Morristown- see [How to Help](#) flyer
- Donate [items needed](#) for Family Promise of Morris County
- Make a donation to [Project Community Pride](#)

*Session 6: Helping Families
in Our Community (2)*

Connection: Remind students of the impact they can have, even in their own community. Empower them to take action and help make change and reinforce the idea that “it takes a village” to raise a child.

Mini Lesson: Today I want to remind you that it’s not enough to just learn about families in our community. We can work to look at our community and family needs and make a plan to do something about it!

Small Group/Asynchronous Learning: Using the plan that you concocted during the previous session, execute your plan for helping your community.