

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

This unit is designed to help students 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, multiple identities exists within us that can change and grow, our group identities say something about our individual identities, and there are people who work to help those who experiences challenges related to difference. All of this work is part of a spiral curriculum that is designed to create more aware and active citizens and help address our districts' definition of social justice.

[Bend I: Growth Mindset](#)**[Bend II: Grit](#)****[Bend III: How Do I Identify and How Do I Change?](#)****[Bend IV: Expanding and Contracting Friend Groups](#)****[Bend V: What Are Allies and What Do They Do?](#)****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 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.3-5.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
Diversity 9	DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.
Justice 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

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.
- Our identities are made up of multiple facets that encompass our external and internal traits
- Our identities can and have changed

Essential Questions

- What is a growth mindset?
- What is grit?
- How can my identity change
- What are my multiple identities?

- Our friend groups say something about our identity
- Others in the past have worked to help people in need

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*

- How does my friend group impact my identity?
What is an ally?

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*

Suggested Lessons for Differentiation with Small Groups:

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:

- We are Readers Unit of Study Text by Lucy Calkins
- 2018-19 Teachers College Calendar, Kindergarten We Are Readers Unit
- [2019-20 Teachers College Calendar](#)
- Florham Park [ELA PD Sharing Website](#)
- [The Reading Strategies Book](#) by Jen 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:

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

VIDEOS

Introducing Allies

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

Speeches

- [Greta Thunberg- "How Dare You"](#)
- [Kid President- A Pep Talk](#)
- [John Lewis- March on Washington](#)
- [Malala Yousafzai Nobel Peace Prize](#)
- [Ruby Bridges TED Talk](#)

Growth Mindset & Grit

- [Carson - Ted Talk](#)
- [Grit video](#)
- [Famous Failures video](#)
- [Perseverance short](#)

	<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 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 	<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 to yourself for a moment <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 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. We can have a growth mindset or a fixed mindset. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset.</p>

<p><i>Session 3: Read Aloud - The Dot</i></p>	<p>So what does a Growth Mindset vs. a Fixed Mindset look like in action? Carson - Ted Talk 6 minutes 48 seconds</p> <p>Discussion questions: What is a growth mindset? How did Michael Jordan have a growth mindset? Why would coaches want someone with a growth mindset?</p> <p>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?</p> <p>Independent practice: Have students complete “Imagine if” worksheets and share</p> <p>Connection: Introduce the book <i>The Dot</i> 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?</p> <p>TP: Today I want to read you a story and I want you to think about if the character has a fixed or growth mindset. Read <i>The Dot</i> by Peter Reynolds The Dot - Peter Reynolds</p> <p>Discussion: <i>The Dot</i>, utilize pages 1 & 2 for discussion Dot Discussion Everywhere you look, you can find examples of others either quitting or overcoming their challenges as we just did in <i>The Dot</i>.</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?
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<p><i>Session 4: Growth Mindset in Our Class and School</i></p>	<p>Independent Practice:</p> <ul style="list-style-type: none"> • 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! <p>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.</p> <p>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> <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>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.</p> <p>Show Grit video discuss what they learned about grit as a group</p> <p>Show Perseverance short</p> <p>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

Independent Practice: Pages 5-7 [Perseverance activities](#)

Session 2: Famous examples of grit

Connection: Success comes with having grit.

TP: Today I want to show you that the most successful people failed and had to try over and over again to get to where they are today!

Show video - famous failures [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.

Session 3: Grit Interviews

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!

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?

<p><i>Session 4: Grit in Action</i></p>	<p>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>Connection: We can all display grit TP: Today I want to show you that you all have grit! Today we will spend the period engaging in interactive Grit puzzles. They will be tough, and you may get frustrated or want to give up, but I want you to use your growth mindset and grit to help you persevere!</p> <p>Independent Practice: Grit puzzle activities Grit activity - puzzles etc - instructions and supplies will be provided</p>
<p>Bend III: How Do I Identify and How Do I Change? (November-January)</p>	<p>Teaching Points</p>
<p><i>Session 1: Discovering My Identity (1)</i></p>	<p>Connection: Introduce the work kids will do around identity by telling kids to turn and talk to their partner about themselves. This can be something you like, dislike, etc. After kids have had a chance to speak, tell the class that they have already begun work around identity. Just by saying something true about yourself, you've talked about one aspect of your identity.</p> <p>Mini Lesson: Today I want to teach you that each person has multiple identities that have to do with different groups they belong to. We can describe our identity using things like race, religion, and ability.</p> <p>Model how kids will study a book character by pulling up a picture of Hermione Granger from the Harry Potter series. Ask kids to turn and talk about what they know about this character by looking at her. Make notes of students' ideas around the photo of the character. Then, challenge students to categorize these statements into different categories, such as race, religion and ability. If none exists to go in these categories, brainstorm more and add additional statements. Explain that you have begun your work with analyzing this character's identity.</p> <p>Small Group/Asynchronous Learning: Put kids in partnerships and ask them to choose a well-known book character as the subject of their identity study. Students will describe the multiple identities of their character (race, religion, ability, etc.) and create a way to present this information. Students will share their identity studies with the class.</p>

Session 2: Discovering My Identity (2)

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

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

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

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

Session 3: My Groups

Connection: Tell a story about a group you belong to or belonged to when you were a child. Talk about what you did with that group and how it made you feel to be a part of it.

Mini Lesson: Today I want to teach you that our multiple identities allow us to belong to many groups. Our group identities say something about us, too.

Explain to students that as individuals, we are also a part of many groups. These groups can inform our group identities, which is different from your individual identity. Brainstorm a list of groups you may belong to as a class. This list can include clubs and sports teams, as well as religious groups, ability groups and racial groups. Tell students that they will spend some time reflecting on their group identities today.

Small Group/Asynchronous Learning: Distribute four square papers to each student and ask them to chart the groups that they are a part of. These may include sports teams, friend groups, clubs, etc. Then, ask students to write down the things they do with each group.

Session 4: I Am Me, We

Are We: Stereotypes

Connection: Tell the class things you know about different groups. These will be stereotypical statements meant to get a reaction from the class. State, “I know that all of the tall kids in this class play basketball.” or “I know that all the kids in this class who are an only child are spoiled.” Get reactions from the students and explain how these statements may or may not be true for all of the people in that group.

Mini Lesson: Today I want to teach you that all of your group identities are part of who you are, but none of them fully describe you. You are a combination of many identities that make you similar and different to the people in your groups.

Explain that when we belong to different groups, we are often stereotyped. Tell the class that a stereotype is a statement about a group of people that often starts with “all”. Stereotypes discuss different groups of people based on race, religion, ability, etc. Gather books that perpetuate stereotypes and show them to the class. Tell about how these books may be harmful to one’s self-esteem and identity and how we must reflect on this to feel good about who we are.

Small Group/Asynchronous Learning: Today students will add to the four square worksheet they complete during the last lesson. Students will be asked to write similarities and differences between the people in each group. Circulate the room and highlight the idea that just because you’re in the same group as someone doesn’t mean you are exactly like them.

Session 5: Changes in My Identity

Connection: Talk about how your interests have changed over the years. You may want to tell a story about your ideas for what you wanted to be when you grew up, have changed, and reinforce the idea that changes are okay.

Mini Lesson: Today I want to teach you that parts of your identity can change. Change isn’t a good or a bad thing, but something that happens as we learn and grow throughout our lives.

Explain to kids that the way that they are now, may not have been the way they were two years ago. People can undergo changes in many ways. Highlight some of the changes that can happen to a person’s identity that students may not think of. Provide a beginning list, then ask the kids to brainstorm more ideas. Your list may include:

- Not liking sports anymore
- Growing up and no longer wanting to play certain games or with specific toys
- Having an accident that led you to have to use a wheelchair
- Moving to a new city or state

Explain that one way to show a way that you have changed it to create your own flip-o-rama, just like those in your favorite Dave Pilkey books. You can show [this video](#) to kids to demonstrate a flip-o-rama. Demonstrate how you would create this flip-o-rama by drawing yourself wearing an outfit you used to like on one page, and an outfit you wear now on the next.

Small Group/Asynchronous Learning: Students will be asked to make a 2-page flip-o-rama of themselves that shows an identity change. As students work, they may talk amongst small groups about the changes they have undergone (ex. Changes in clothing they wear, things they like, sports they play, TV shows they watch). Students may share their flip-o-rama with other groups in the class.

<p><i>Session 6: Identity Posters</i></p>	<p>*For next session, ask students to bring in a photograph of themselves (current photo).</p> <p>Connection: Tell students that one way to feel good about ourselves and others is to celebrate our identities through art. Explain how many artists have created portraits of themselves as a celebration of themselves and their accomplishments.</p> <p>Mini Lesson: Today I want to teach you that understanding your identity helps you to accept and love yourself. Who you are is perfect, and there’s no one else like you! We can celebrate our identities by creating art and displaying it for all to see.</p> <p>Model how you can create an identity poster. Think aloud as you work to choose images and words from magazines that represent your multiple identities. Encourage kids to also supplement with their own drawings and writing around their photograph.</p> <p>Small Group/Asynchronous Learning: Students will create identity posters that will be displayed throughout the school. Their poster should include their name, an image of themselves (drawing or photograph) and magazine clippings or photos that represent their multiple identities.</p>
<p>Bend IV: Expanding and Contracting Friend Groups (February-April)</p>	<p>Teaching Points</p>
<p><i>Session 1: My Friend Group</i></p>	<p>Connection: Present the next bend in this unit to the class by writing the word “friend” on the board. Ask students to write a word that they think of (no names) when they hear this word on the board, creating a word web.</p> <p>Mini Lesson: Today I want to teach you that we all have groups of friends that we do things with. We can think critically about our friend groups to discover more about our identities.</p> <p>Talk to students about how we make friends. Discuss how we often make friends with the people in our class or who have something in common with us. Ask students to think, pair, share about a time when they made a friend because of an activity they were doing (girl scouts, sports, etc.). Then, talk about how our friends make us feel and how it feels to have a friend group. Preview the T Chart that kids will make independently during this lesson and explain the importance of reflecting on your friend group with a critical eye.</p> <p>Small Group/Asynchronous Learning: Students will be asked to independently create a T Chart about your friendship group labeled, “Things We Have in Common” and “How They Make Me Feel”. Students can use drawings and writing to complete this chart. Students may share out their thinking in a whole group setting and discuss how their friends contribute to their identities.</p>

Session 2: What is a Clique?

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

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

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

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

Session 3: Rewriting the Script

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

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

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

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

Session 4: Why Frogs and Snakes Never Play Together

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

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

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

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

Session 5: Inviting Others In

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

Mini Lesson: Today I want to teach you that you can feel connected to people and know how to talk, work and play with those who are different from you. You can use specific language to invite others into your friendship group.

Talk about the difficulties that come with trying something new. Explain to kids that having uncomfortable feelings is okay and trying something new can sometimes feel that way. Provide students with [phrases](#) and words that are positive and respectful to use when asking to invite someone into your group or activity.

Small Group/Asynchronous Learning: Provide students with [the phrases](#) that might be helpful when reaching out to someone to invite them into your activity or friend group. Break kids into groups and role play these scenarios using the language provided. Debrief and talk about what went well and what didn't.

Session 6: Mix It Up Day

Connection: Get kids excited about the celebration of their hard work. Explain that they've learned a lot, and now it's time to put it into action.

	<p>Mini Lesson: Today I want to teach you that you can notice how others are treated and think about how you want to be treated too. You can take action to help others in the way you would want to be helped.</p> <p>Ask kids to reflect on ways that they can help others when they are not treated fairly. Explain that we will do our part to invite others into our group by organizing a “Mix It Up!” day at our school during lunch periods.</p> <p>Small Group/Asynchronous Learning: Organize a “Mix It Up!” day at your school during lunch periods. Students will practice using the phrases they learned during last session’s role play activity to ask another student to join them at their lunch table. Have students plan this out before lunch arrives and encourage them to get to know someone they may have something in common with, but don’t typically sit next to.</p>
<p>Bend V: What Are Allies and What Do They Do? (April-June)</p>	<p>Teaching Points</p>
<p><i>Session 1: What is an Ally?</i></p>	<p>Connection: Challenge students to brainstorm ideas for a word that describes “a person who helps others by making changes happen in their community”. See what words students come up with before stating the teaching point.</p> <p>Mini Lesson: Today I want to teach you that an ally is a person who works to stand up for others by making change happen. We can study allies to begin understanding the ways in which they value all types of people and take action when they see unfairness in their communities.</p> <p>Talk about how allies have made a difference in the world in the past. Mention some recognizable names (like Martin Luther King Jr.) to help students associate the word “ally” with a person in history. Describe how allies are often a part of the community they are working to help (Ex. MLK Jr. working to help the black community, Susan B. Anthony working to help women). Model how to study an ally by watching videos and researching their name.</p> <p>Small Group/Asynchronous Learning: Students will study allies from history or from the present in partnerships. Suggestions include:</p> <p>From History:</p> <ul style="list-style-type: none"> ● Harriet Tubman ● Albery Einstein ● Susan B. Anthony ● Ruby Bridges ● Little Rock Nine ● John Lewis <p>Modern Day:</p> <ul style="list-style-type: none"> ● Greta Thunberg

<p><i>Session 2: How Do Allies Speak?</i></p>	<ul style="list-style-type: none"> ● Malala Yousafzai ● Maimouna Ndiaye ● William Winslow ● Kid President <p>Provide videos (see list in “core resources”) of these change agents to show students in order for them to have a basic introduction. Students may record their learning on this worksheet. Ask students to brainstorm what makes each of these figures an ally.</p> <p>Connection: Talk about how words are our main way of communicating our ideas and beliefs. Prompt students to think of a memorable thing their favorite people in history have said, and why their words are so lasting and powerful.</p> <p>Mini Lesson: Today I want to teach you that allies and change agents in history use their words as a powerful tool for change. Allies use respectful language that protects the dignity of the people they are helping and communicates compassion for their hardships.</p> <p>Review the “I Have a Dream” speech with students by watching the video here. As students watch the speech, have them make notes of the parts that are most impactful to them. Have students turn and talk about their thoughts. Tell students that allies use respectful language to make change while keeping the dignity of those they help. Highlight the words that MLK Jr. uses that fit these criteria. See suggestions here.</p> <p>Small Group/Asynchronous Learning: Students will be asked to research speeches (see list in core resources above) given by the ally they studied in the last session. Have kids look out for and highlight/note language that reflects respect, dignity and compassion. Brainstorm as a class ways in which we can use this type of language in our own classroom and communities.</p>
<p><i>Session 3: What Do Allies Do?</i></p>	<p>Connection: As a class, watch Kids Explain Allyship. Think aloud about your observations and have kids give a thumbs up when you say something they agree with. Explain the importance of understanding what an ally is and also what they do.</p> <p>Mini Lesson: Today I want to teach you that allies stand up for others by making change happen. They use the power of a collective group to make real changes in their community that promote fairness.</p> <p>Discuss the ways in which Martin Luther King Jr. is well known. Then, explain to kids how he didn;t start off as a member of a collective movement. He saw what Rosa Parks did in Montgomery and decided to take action. He eventually became part of a bigger group of change makers, the Southern Christian Leadership Conference, in order to make big changes happen. His organization of the Montgomery bus boycott along with his work with the SCLC influenced the Supreme Court Ruling that Alabama bus segregation laws were unconstitutional. Highlight the fact that collective action (such as the bus boycott) is a powerful way that allies make change. They need help! Add MLK Jr. to the class cause and effect chart to model what the kids will do in their partnerships.</p>

Session 4: Solving Modern Day Problems

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

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

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

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

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

Session 5: Profile of an American Hero

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

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

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

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

Session 6: Taking Action to Help Allies

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

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

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

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