

<b>Kids Like Me Around the World: Stress and School</b>	<b>Grade: 7</b>
<p><b>Unit Overview:</b> The purpose of this unit is to take students on a journey to reflect on their lives as students, kids, and be able to see how kids around the world are similar and different to them. Students will have heard or read about different schooling experiences, but this unit will help them compare and contrast that to their experiences. The unit takes into account stress, pressures, and struggles of kids all around the world and helps students position their own perspectives in the midst of it. They will learn about the education and work life of less fortunate students in the United States and around the world. The unit lends itself to an action research project that encourages students to research and implement action deemed appropriate, and reflect on that journey.</p>	
<p><b>Social Justice Definition for Florham Park School District</b></p> <p>Social justice involves a set of principles that establish courses of action needed to address structural and systemic forms of oppression and segregation. Social justice guarantees fundamental human rights and the social inclusion and participation of every citizen. It also ensures every person will be provided with access to equitable economic, educational, healthcare, and political opportunities. A socially just curriculum addresses historically rooted and institutionally sanctioned stratification, particularly for socially constructed groups that include race, ethnicity, class, gender, sexual orientation, religion, immigration status, language, and ability.</p> <p>Social Justice does not manifest in a singular fashion, nor is it achieved through a specific means of instruction. We see social justice as a means to be aware of and support equality and equity. Our desire is to teach students about individual and societal actions which have created historic and systemic prejudices and discriminations that have impacted community, state and national concepts of equality, freedom, and democracy. Social Justice can and often does, progress from awareness to civic action. In educational settings, schools must prepare students for the different phases of social justice to ensure that America becomes/remains a democracy based on the principles that all people are created equal. Schools should provide equal access to knowledge and schools should operate free of any constraints to ensure that all persons have the best opportunities to succeed. Schools should prepare students to accept their roles as citizens in a participatory society. In our setting, this means engaging in socially just work through critical examination of the self, others, institutions, and events to find patterns of inequality, bigotry, and discrimination. It 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.</p>	

**Bends:**

**Bend I:** [Growth Mindset](#)

**Bend II:** [Grit](#)

**Bend III:** [Kids Working At My ?](#)

**Bend IV:** [Immigration and Refugee](#)

**Bend V:** [How to Manage? How to Help?](#)

**NJ Student Learning Standards**

**Social Justice Standards :**

Anchor	Code	Grade Level Outcome
Identify 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.
Identify 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
Identify 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
Identify 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.
Identify 4	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.

Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Justice 14	JU.6-8.14	I know that all people (including myself ) have certain advantages and disadvantages in society based on who they are and where they were born.
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Action 16	AC.6-8.16	I am concerned about how people (including myself ) are treated and feel for people when they are excluded or mistreated because of their identities
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

## New Jersey State Standards

### [6-8 Reading Narratives](#)

### [6-8 Reading Informational](#)

### [6-8 Writing Standards](#)

## 21st-Century Life & Career Skills

### 9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**New Jersey Amistad Commission:: N.J.S.A. 18A 52:16A-88**

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Primary interdisciplinary connections:** Language Arts, 21st Century Life and Careers, Science, and Technology

Suggested Activities:

Unit Enduring Understandings	Essential Questions
<p><b>Students will understand...</b></p> <ul style="list-style-type: none"> <li>● Different types of schooling exist around the world and compare the pressures that students feel all around the world.</li> <li>● Understand the workings of a sweatshop, why they exist, the working conditions, and what causes children to work there.</li> <li>● The difference between immigrants and refugees and why people move from one place to another.</li> <li>● The struggles and pressure that children feel when moving to a new country and the pressure of a new classroom.</li> <li>● Stress and pressure are something we all feel, and investigate healthy ways to manage them.</li> <li>● That there is a large group of children that are less fortunate around the world and kids their age can take action to help them.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the functions of different schooling systems around the world and how do students navigate the pressure?</li> <li>● What are sweatshops and what are the consequences of children working in them?</li> <li>● How do children of immigrants and refugees navigate in a new country?</li> <li>● What are healthy ways to teach children to manage stress and pressure?</li> <li>● What are ways to help children around the world and world that are less fortunate?</li> </ul>
Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Exit Tickets</li> <li>● Notebook Checks</li> <li>● Conferences</li> <li>● Drafts</li> <li>● Group Work</li> </ul>	<p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>● <a href="#">Subgroup Accommodations and Modifications</a></li> <li>● <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● <i>Preview content and concepts</i></li> </ul>

<ul style="list-style-type: none"> <li>Journal Writing</li> </ul>	<ul style="list-style-type: none"> <li>Behavior management plan</li> <li>Highlight text</li> <li>Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Tiered activities/assignments</li> <li>Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Clubbing activities</li> <li>Exploration by interest</li> <li>Flexible groupings</li> </ul>
<p><b>Summative Assessments:</b></p>	
<ul style="list-style-type: none"> <li>Action Research Project</li> <li>Reflection and Presentation</li> </ul>	
<p><b>Benchmark Assessments:</b></p>	
<ul style="list-style-type: none"> <li>Initial Benchmark: 3rd Week of September</li> <li>Mid-year Benchmark: 4th Week of January</li> <li>End of year Benchmark: Last week in May</li> </ul>	
<p><b>Alternative Assessments:</b></p>	
<ul style="list-style-type: none"> <li>Choice Projects</li> <li>Portfolios</li> <li>Arguments Writing Assignments</li> <li>Notebook assessments</li> <li>Oral Presentations</li> <li>Socratic Seminars</li> <li>Primary Source Analysis</li> </ul>	
	<p><b>English Language Learners:</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students at Risk for Failure:</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Gifted and Talented</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
	<p><b>Students with 504 Plans</b></p>
	<ul style="list-style-type: none"> <li><a href="#">Subgroup Accommodations and Modification</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p>

- [Teaching Tolerance](#)
- [Edutopia](#)
- *A Guide to Reading Conferences: The Classroom Essentials Series* by Jennifer Serravallo
- [Teachers College Reading and Writing Project: Writers Conference Checklist](#)
- [Foundation For Teaching Economics](#)
- [Immigration: Past and Present](#)
- [Exploration Immigration](#)
- [Refugees in America](#)
- [Immigration Oral Stories](#)
- [Refugee Stories for Kids and Teens](#)
- [Teacher's Guide: Stress \(6-8\)](#)
- [Rubric for Student Reflection](#)

### Supplemental Professional Resources:

- [Stanford History Education Group](#)
- [iCivics](#)
- [Poverty USA](#)
- [Global Education](#)
- [NJ Spotlight](#)
- [Young Adult Book List](#)
- [Global Poverty Book Resources](#)

- *Chapter Books/Short Stories/Videos*
- [Two Cheers for Sweatshops](#)
- [NYT Article](#)
- [Sweatshops in our Lives?](#)
- [The 2 Euro T-Shirt - A Social Experiment](#)
- [The Myth of the Ethical Shopper](#)
- [Sweatshops in USA](#)
- [Nike Sweatshops](#)
- [Iphone Factories](#)
- [Helping Immigrant Students Adjust](#)
- [Ellis Island](#)
- [Managing Stress and Anxiety](#)
- [Growth Mindset](#)
- [Toy Stories Photo Series by Gabriele Galimberti](#)
- [30 Different Images of Kids All Around the World](#)
- [Meet Young Immigrants: Stories](#)
- [Short Stories of Children Refugee](#)
- *The Land of Forgotten Girls* by Erin Entrada Kelly (Level S)
- *Home of the Brave* by Katherine Applegate (Level U)
- *So Far From Home* by Barry Denenberg (Level W)
- *One Good Thing About America* by Ruth Freeman (Level T)
- *We Are Here to Stay: Voices of Undocumented Adults* by Susan Kuklin (Level X)
- [Stress & Coping minisite](#)
- [Stress](#)
- [What Stresses You Out About School?](#)
- [Test Anxiety](#)
- [Handling Sports Pressure and Competition](#)
- [School Counselors](#)
- [Put Your Glass Down](#)
- *Buddha Boy* by Lathe Kojia (Level S)
- *The Chocolate War* by Robert Cormier (Level T)
- *Stargirl* by Jerry Spinelli (Level U)
- [School around the world](#)
- [Article: Schools Around the World](#)

### Videos:

- [Ted Talk - The Power of belief - Mindset and success](#)
- [Grit video](#)
- [Famous Failures](#)

**Supplemental Resources:**

**Suggested Lessons for Differentiation with Small Groups:**

- [Newsela](#)
- [Brainpop](#)

**Intervention Resources:**

- Graphic Organizers
- Scaffolded Notes
- [Newsela](#)
- [Brain Pop JR.](#)
- [Readworks](#)
- [CNN10](#)

**Interdisciplinary Connections**

- 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.

**Integration of Technology through NJSLs**

- 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.
- Ongoing:
- 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.
- Other:
- 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**

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**Media Literacy Integration**

- 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



*Session 3: Why is Growth Mindset important?*

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.

So what does a Growth Mindset vs. a Fixed Mindset look like in action?

Show video:

[Ted Talk - The Power of belief - Mindset and success](#) - watch to 7 minutes 02 seconds

Discussion questions:

What is a growth mindset?

What is the difference between a growth mindset and a fixed mindset?

What are the benefits of having a growth mindset?

Independent Practice:

[growth mindset sort](#)

**Connection:** There is a difference between growth mindset and fixed mindset as we talked about in the last lesson. Today we are going to delve deeper into this!

TP: Today, I want to teach you how to identify growth and fixed mindsets in yourselves and others. Everywhere you look, you can find examples of others either quitting or overcoming their challenges.

[Growth Mindset PP](#) Utilize the GM powerpoint to teach students about GM and have a class discussion

Class discussion:

Go back to the definitions of growth and fixed mindset. Did anyone notice a time they were using either mindset? Discuss how we can change from fixed to growth mindset with simple words and phrases. Last week we talked a lot about a growth mindset and how our brains get stronger when we put in effort and don't give up. 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?"

Independent Practice:

Growth Mindset affirmations and fortune tellers instructions included along with positive affirmation pages - have students create their own fortune tellers with the positive affirmations they chose

[growth mindset fortune tellers and affirmations](#)

<p><i>Session 4: Having a growth mindset in schools.</i></p>	<p><b>Connection:</b> 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 -<a href="#">Growth Mindset Game</a></p>
<p><b>Bend          Bend II:          Grit (October)</b></p>	<p><b>Teaching Points</b></p>
<p><i>Session 1: What is Grit?</i></p>	<p><b>Connection:</b> What does the word Grit mean?          TP: Today I want to teach you about the word Grit. Grit is the ability to keep working toward a goal, overcoming challenges and sticking with it even when it's hard.A true definition of grit would say that grit is a personality trait that helps you keep working toward long-term goals despite setbacks or failures. It is similar to perseverance and it requires a growth mindset— two similar character traits that mean you are willing to keep working and improving at something despite the challenges that get in your way.          Show <a href="#">Grit video</a> discuss what they learned about grit as a group          Most successful people failed and had to try over and over again to get to where they are today!</p>

<p><i>Session 2: Grit Interviews</i></p>	<p>Show video - famous failures <a href="#">Famous Failures</a>          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: Ask students to research a prominent person/role model of theirs and write down some ways that they showed grit. Have students share their findings in small groups or as a class.</p> <p><b>Connection:</b> 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 utilize the questions they came up with to interview and write about how their partner has shown grit!</p>
<p><i>Session 3: Grit in Action!</i></p>	<p><b>Connection:</b> 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><b>Independent Practice:</b>  <a href="#">Grit puzzle activities</a> Grit activity - puzzles etc - instructions and supplies will be provided</p>

<b>Bend III</b> <b>Kids Working At My</b> <b>Age?</b>	<b>Teaching Points</b>
<i>Session 1: Classrooms Around the World</i>	<p>Mini Lesson: Today I am going to teach you that a school day in the United States looks different from that of China, India or even the UK, and we are going to research how and why.</p> <ul style="list-style-type: none"> <li>● Watch: <a href="#">Scenes from Schools Around the World</a></li> <li>● Look for similarities and differences from your own classroom experiences</li> <li>● Read: <a href="#">What Schools like Around the World</a> <ul style="list-style-type: none"> <li>○ Discuss why the classrooms are different around the world, and what factors contribute to that?</li> </ul> </li> </ul>
<i>Session 2: Feeling Stressed?</i>	<p>Mini Lesson- Today I am going to teach you that kids your age all feel pressure. There are pressures to do well in school, or make your favorite sports team, to be a really good friend.</p> <ul style="list-style-type: none"> <li>● Watch the Video: <a href="#">Stress from a Kid's Perspective</a> <ul style="list-style-type: none"> <li>○ Discuss how stress is something that all kids feel in different ways.</li> <li>○ You can also feel different levels of stress.</li> </ul> </li> <li>● Activity: <a href="#">Have students take the stress pretest</a></li> <li>● Have them save the results of the test so they could be referred to later.</li> </ul>
<i>Session 3: All Kids feel Pressure</i>	<p>Mini Lesson: Today I am going to teach you to investigate how pressures may vary as you move from one place to another for reasons like distance from home to school or not having free public education.</p> <ul style="list-style-type: none"> <li>○ Watch Video: <a href="#">Academic pressure in Asia</a></li> <li>○ How are the pressures affecting students?</li> <li>○ Do you think the students are in too much pressure? Can you connect to these pressures?</li> <li>● Have student view the videos and the read the article: <a href="#">Ways to Get to School</a> <ul style="list-style-type: none"> <li>○ What pressures are the students dealing with in these videos?</li> <li>○ Why do you think they risk their lives to go to school?</li> <li>○ What did you learn from the videos? What surprised you?</li> </ul> </li> </ul>
<i>Session 4: Global Education Crisis</i>	<p>Mini Lesson: Today I am going to teach you that not every child goes to school. Did you know that according to a global data there are 264 million kids not in school as of 2017. We are going to look at different reasons that keep them from attending schools</p> <ul style="list-style-type: none"> <li>● Video: <a href="#">Solution to Kids out of School</a> <ul style="list-style-type: none"> <li>○ Why is it important to address global education challenges?</li> </ul> </li> <li>● Have students read: <a href="#">Right to Education</a>, <a href="#">Education Crisis</a> <ul style="list-style-type: none"> <li>○ What are reasons that are keeping kids from getting a proper education?</li> <li>○ Discuss the pressures the kids in the article are feeling by not receiving a proper education?</li> <li>○</li> </ul> </li> </ul>

<p><i>Session 5: What Kids Are Doing?</i></p>	<p>Mini Lesson: Today I am going to teach you about sweatshops--how they work, and why they exist?</p> <ul style="list-style-type: none"> <li>● What are Sweatshops? <ul style="list-style-type: none"> <li>○ Watch the video: Kids <a href="#">Nike Sweatshop</a> (20 min video, only show the first 5-6 min)</li> </ul> </li> <li>● <a href="#">Who Works There?</a> <ul style="list-style-type: none"> <li>○ Review the article: why are kids employed to work in these companies?</li> </ul> </li> <li>● <a href="#">Why Do they Exist</a> <ul style="list-style-type: none"> <li>○ Discuss reasons kids are employed to work at sweatshops</li> <li>○ Why is this considered a global problem?</li> </ul> </li> </ul>
<p><i>Session 6: Stories from the Shop</i></p>	<p>Mini Lesson: Today we are going to read narratives about students that work in sweatshops and ask ourselves, what is the perspective of those students working in the sweatshops</p> <ul style="list-style-type: none"> <li>● Read Together: <a href="#">Former Nike Worker Tells</a> <ul style="list-style-type: none"> <li>○ Based on the story what can we tell about the pressures and stress that the worker might have felt?</li> <li>○ Discuss: why is it important to read narratives about the workers, and not just watch videos to learn about sweatshops</li> </ul> </li> <li>● Read: <a href="#">Undercover in a Sweatshop</a> <ul style="list-style-type: none"> <li>○ Discuss the inhumane work conditions in the shop</li> <li>○ What effects does being a boss at the age of 9 have on a young child?</li> </ul> </li> </ul>
<p><i>Session 7: Pressures of Parents</i></p>	<p>Mini Lesson: Today I am going to teach about the pressures that students and their parents feel of not being able to get a proper education.</p> <ul style="list-style-type: none"> <li>● Watch: <a href="#">10 year old Fighting for education</a> (scroll down for video) <ul style="list-style-type: none"> <li>○ Have students list pressure of the child and her parents</li> <li>○ Discuss why the parents of the girls don't send them to school</li> </ul> </li> <li>● Malala's story: <a href="#">The Story of Malala</a> <ul style="list-style-type: none"> <li>○ After watching both the videos: What pressures are the girls feeling to fight to get an education?</li> </ul> </li> <li>● Review: <a href="#">Families relying on Children</a> <ul style="list-style-type: none"> <li>○ Discuss: reasons why such large number of children around the world are not getting an education</li> </ul> </li> </ul>
<p><b>Bend Bend IV: Immigration and Refugee</b></p>	<p><b>Teaching Points</b></p>
<p><i>Session 1: Why People Move?</i></p>	<p>Mini Lesson: Today I am going to teach you what immigration is and why people all over the world immigrate.</p> <ul style="list-style-type: none"> <li>● Show students the following definitions: <ul style="list-style-type: none"> <li>○ Migration: people moving from one place to another</li> <li>○ migration: people moving out of a country</li> <li>○ Immigration: people moving into a new country</li> </ul> </li> </ul>

<p><i>Season 2: What are Refugees?</i></p>	<ul style="list-style-type: none"> <li>● Explain to students that migration is a fundamental human experience that has been going on for thousands of years. Immigration, in contrast, is a more recent phenomenon, the result of countries deciding to regulate and control the movement of people across national borders. While every person in the United States has some family history of migration, everyone does not have a similar experience with immigration</li> <li>● Watch the video: <a href="#">Immigration vs. Migration</a></li> <li>● Discuss reasons for why people move</li> </ul> <p>Mini Lesson: Today I am going to teach you the difference between an immigrant and a refugee.</p> <ul style="list-style-type: none"> <li>● Video: <a href="#">What does it mean to be a refugee?</a> <ul style="list-style-type: none"> <li>○ Discuss: the definition of a refugee, and how they are different from immigrants</li> <li>○ Discuss the modern definition of the refugee</li> </ul> </li> <li>● Life of a refugee: <a href="#">Zaatari Refugee Camp</a> <ul style="list-style-type: none"> <li>○ What are some of your observations about the refugee camp?</li> <li>○ What do you see, think or wonder?</li> <li>○ Why is this considered to be a crisis?</li> </ul> </li> </ul>
<p><i>Session 3: Immigration History</i></p>	<p>Mini Lesson: Today I am going to teach you that the United States has a long history of immigration, and the country has gone through waves of immigrants from Ireland, Italy, China, and South America.</p> <ul style="list-style-type: none"> <li>● Watch Video: <a href="#">US Immigration before 1965</a></li> <li>● <a href="#">Us Immigration After 1965</a></li> <li>● Independent Activity: Students will review the <a href="#">article on immigration</a> <ul style="list-style-type: none"> <li>○ Create a timeline of immigration in USA</li> <li>○ Class Discussion: How has immigration changed in the United States?</li> </ul> </li> </ul>
<p><i>Session 4: Struggles of Immigration</i></p>	<p>Mini Lesson: Today I going to teach you that immigrants have faced and continue to face struggles when they move to a new country</p> <ul style="list-style-type: none"> <li>● Read: <a href="#">Problems Faced by Immigrants coming to a new country</a> <ul style="list-style-type: none"> <li>○ Why is it important to learn about these challenges?</li> </ul> </li> <li>● Independent Activity: Have students visit <a href="#">I am Immigrant</a> <ul style="list-style-type: none"> <li>○ Have them navigate to the stories section</li> <li>○ Read 2-3 stories of immigrants on the page of their choice</li> <li>○ What are some of the internal and external struggles that individuals have faced?</li> </ul> </li> </ul>
<p><i>Session 5: Immigrant Child</i></p>	<p>Mini Lesson: Today I am going to teach you about different pressures that immigrant children feel when they start school in a new country.</p> <ul style="list-style-type: none"> <li>● Watch: <a href="#">Immigrant Students Tale</a></li> </ul>



<p><i>Session 2: Ways to Deal</i></p>	<ul style="list-style-type: none"> <li>● Ask students to think about a recent situation(s) in which they felt really stressed out. If desired, give examples from your own life. Or use these examples of positive and negative situations that might cause some people to feel stress: making an important presentation, asking someone out or proposing marriage, getting stranded at an airport or on a carnival ride, losing your wallet. <ul style="list-style-type: none"> <li>○ Have them share with their groups or partners</li> </ul> </li> <li>● Watch the Video: <a href="#">What is Stress?</a> (What happens in the body)</li> <li>● Self Reflection: <ul style="list-style-type: none"> <li>○ What does stress mean to you?</li> <li>○ What comes to mind when you think of stress?</li> <li>○ How does stress make you feel? How do you know when you're stressed?</li> <li>○ What kinds of things stress you out?</li> </ul> </li> </ul> <p>Mini Lesson: Today I am going to teach you that there are effective ways we can deal with stress in our lives</p> <ul style="list-style-type: none"> <li>● Did you know that 70% of middle school students today report feeling “stressed out”</li> <li>● Watch: <a href="#">Release</a>: Middle School Students talking about their pressures, expectations, and school life <ul style="list-style-type: none"> <li>○ Can you relate? Are there things or activities in your daily life that stress you out?</li> </ul> </li> <li>● Effective <a href="#">Ways to Deal with Stress</a></li> <li>● Review the powerpoint with students to teach that stress comes in many different shapes and forms</li> <li>● After reviewing the last two slides: How to manage stress? <ul style="list-style-type: none"> <li>○ Independent Activity: Have students think about the stresses they discussed earlier</li> <li>○ Using 1-2 strategies from the slides, what actions can they take to effectively deal with stress they are feeling?</li> </ul> </li> </ul>
<p><i>Session 3: The One's Less Fortunate</i></p>	<p>Mini Lesson: Today I am going to teach you how to understand the struggles that less fortunate children all over the world feel</p> <ul style="list-style-type: none"> <li>● Watch the video: <a href="#">Daily life of Omissale</a> <ul style="list-style-type: none"> <li>○ After watching the 10 min video: What are some of the stress and struggles of Omissale?</li> <li>○ How do you think she feels as she manages home and work life?</li> </ul> </li> <li>● Independently Read: <a href="#">Life as a Refugee</a></li> <li>● Discuss: How can we as individuals start to understand the pressures and struggles of the two stories we read today?</li> <li>● Why is it important to have a perspective to understand the struggles of the two children?</li> </ul>
<p><i>Session 4: Looking for Help</i></p>	<p>Mini Lesson: Today I am going to teach you that we can research who is helping less fortunate children all over the world and how?</p> <ul style="list-style-type: none"> <li>● Who is taking the steps to help and how? <ul style="list-style-type: none"> <li>○ Watch the Video: <a href="#">Malala's Action</a></li> <li>○ What actions is she talking to help with education through her story?</li> </ul> </li> <li>● Do you have to get on Tv to help? No <ul style="list-style-type: none"> <li>○ Independent Activity: <a href="#">Read about inspiring stories</a> of young people getting involved in the global education reform</li> </ul> </li> </ul>

*Session 5: What Can I Do?*

- Brainstorm: Create a plan for ways you can get involved in helping kids around the world being denied education or having to work in sweatshops.

Mini Lesson: Today I am going to teach you about what steps can you take individually that will help. For instance, do you think you can stop buying clothes and shoes from places like Nike, especially, now that you know what conditions they are made under?

- Today I am going to share with you different actions that we can take from being far away, but still be able to help those in need. At the end of class I want you to think about making an unofficial pledge of action, a step you can take that will help someone else that you don't know and is far away.
  - [Sponsor a Child Video](#)
  - Reading: [What Can You Do about Sweatshops?](#)
  - [Malala's Story](#): Website that gives many different ways (other than donating to get involved)
- Independent Activity: After reviewing many different methods of involvement, have students brainstorm ways they can become involved
  - Give them more opportunities to research
  - Tell them it doesn't have to be about making donations?
  - Have them write an unofficial draft/pledge that they will take to become involved

*Session 6: Moving Forward*

#### **Small Group Work/Asynchronous Learning**

Mini Lesson: Today I am going to teach you the first step to an action research project. Is having an idea about what kind of action do you want? What kind of awareness do you want to raise about sweatshops, or less fortunate children.

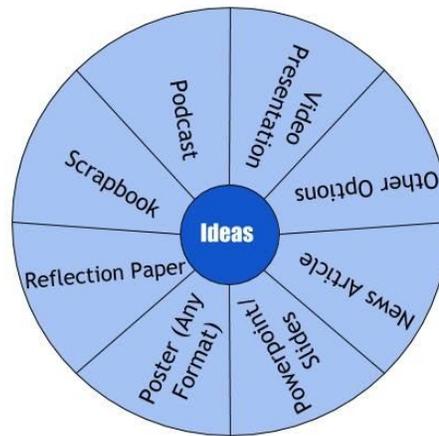
- Students will look at their activities from previous class (this could be multiple sessions)
- They will select a way of action that they would like to take to help children locally or around the world
- Resources:
  - [Save the children](#)
  - [Malala's Fund](#)
  - Model United Nations in the United States
  - [How are Others Helping-Can I Learn From Them](#)
- Students will create a plan to help with the help of the teacher and discuss as a class how to proceed.

*Session 7: Reflect and Learn*

Mini Lesson: Today I am going to teach you that once you have a plan of action and you have implemented it, good doers go back and reflect on their actions. They ask, “how effective was my plan?” “Can I make changes the next time I do something similar?” or “How did my action make someone else feel?”

- **Students will reflect on the action that they take during this process.**

*Idea wheel for final reflection*



#### **Skills (Students will be able to...)**

- Compare and contrast their daily lives, activities, pressures, to that of students all around the world.
- Analyze the sweatshops and the reasons for their existence around the world and the United States.
- Analyze the different structures power under whom the children have to work, and understand their perspectives.
- Investigate the outline of immigration in the United States and the country's response
- Analyze different perspectives of immigrants and refugees (kids and adults) through different mediums (i.e. narratives, nonfiction, photos, and videos journals)
- Understand that are actionable steps that help with stress and pressures
- Investigate the stress and pressure of children around the world that are less fortunate, and reflect on the findings
- Research different actions they can take or help other organizations that are helping kids in need.
- A day in a traditional classroom is different from that in countries around the world (i.e. China, India, UK, Mexico etc...)
- The pressures they feel of being a kid and a student is similar to that of many other students around the world.
- A sweatshop is a factory or a small workshop where kids and adults work for low wages, dangerous working conditions, and for long hours.

- The reasons why sweatshops in different countries like China and Bangladesh have a high number of children working, and explore reasons why.
- That there are illegal sweatshops that exist in the United States and how they operate
- That an immigrant is someone that chooses to leave their life in one country and move to another while a refugee is forced out of their own country.
- The struggles of different groups of immigrants (Irish, Italian, Asian, South American) have faced and continue to face in the United States.
- Through narratives and stories of children that come to a new country and their struggles in and outside of the classroom
- That stress and pressure are something that both adults and children deal with at different levels. For instance, you may have low level pressure of waking up on time, but a high amount of pressure when it comes to taking a test.
- Learn that there are steps that can be taken to manage the pressures we feel and keep stress at a minimum level
- Children in schools in Florham Park may not feel the same stress that a child going to school in a different country may. For instance, a student in India has to go to school six out of the seven days of the week.
- There are actions that can be taken to help students all around the world that are less fortunate through personal changes or through organizations.