

**SEL and Social Justice Curriculum****Grade: K****Helpers Around Us****Unit Description:**

This unit is designed to help students identify and appreciate helpers in our school. They will learn: how a growth mindset allows us to learn and take risks, grit gives us the opportunity to persevere through challenges, and school helpers do things to help us learn and stay safe in school. 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: Nurses and Secretaries\*\*](#)[\*\*Bend IV: Custodians\*\*](#)[\*\*Bend V: Staff Assistants\*\*](#)[\*\*Bend VI: Work Family and Cafeteria Workers\*\*](#)**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:

Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Justice 12	JU.K-2.12	I know when people are treated unfairly.
Action 16	AC.K-2.16	I care about those who are treated unfairly.
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.

### Enduring Understandings/Goals

Students will understand that...

- Growth mindset allows us to learn new things and take risks
- Grit allows us to make mistakes and keep learning.
- School helpers keep us safe and healthy
- It is important to acknowledge the work the helpers do and take action to thank and help them

### Essential Questions

- What is a growth mindset?
- What is grit?
- What is a school helper?
- How can I thank or help a school helper?

### Evidence of Learning (Assessments)

### Accommodations and Modifications

#### Formative Assessments:

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

#### Summative Assessments:

- Action Research Projects
- Reflections

#### Benchmark Assessments:

#### 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*

- *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*

- *Personal agendas*
  - *Project-based learning*
  - *Tiered activities/assignments*
  - *Varying organizers for instructions*
- Low-Prep Differentiation:**
- *Clubbing activities*
  - *Exploration by interest*
  - *Flexible groupings*

**English Language Learners:**

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

**Students at Risk for Failure:**

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

**Gifted and Talented**

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

**Students with 504 Plans**

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

**Core Instructional and Supplemental Materials Professional Resources:**

**Core Professional Resources:**

**Core Instructional, Supplemental, Instructional, and Intervention Resources**

**Core Instructional Resources:**

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

**Supplemental Professional Resources:**

- *Icivics*

**BOOKS**

- The Thankful Book by Todd Parr
- An Awesome Book of Thanks by Dallas Clayton
- The Giving Tree by Shel Silverstein
- How to Heal a Broken Wing by Bob Graham
- Thank You, Helpers by Patricia Hegarty
- The Dot by Peter H. Reynolds
- Teachers Rock! By Todd Parr
- A Sick Day for Amos McGee by Philip Stead
- Good People Everywhere by Lynea Gilen
- Somebody Loves You, Mr. Hatch by Eileen Spinelli
- Time To Say Please by Mo Willems
- The Girl Who Never Made Mistakes by Gary Rubinstein & Mark Pett
- Short story [Seven Golden Stars](#)

**VIDEOS**

- [Sesame Street Thankful For My Friends](#)
- [Sesame Street Try A Little Kindness](#)
- [Word on the Street: Respect](#)
- [Elmo Teachers Respect](#)
- [Monster Manners](#)
- [class dojo - Your brain is like a muscle](#)
- [class dojo - the magic of mistakes](#)
- [Class Dojo - Power of Yet](#)
- [Class Dojo - The Dip](#)
- [Climbing out of the Dip](#)

**Supplemental Resources:**

- Sesame Street
- [The Best Children's Books](#)
- [Social Justice Books](#)

**Intervention Resources:**

- Leveled Literacy Intervention Texts
- Six Minute Solutions
- Fountas and Pinell Guided Reading
- Fountas and Pinell Shared Reading

**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.

**Integration of Technology through NJSLs**

- Create a word study word sort in Inspiration.
- Listen to books on CDs, tapes, videos or podcasts if available.

<ul style="list-style-type: none"> <li>● In Social Studies discuss routines in the community</li> <li>● Understand what it means to “read close” in social studies, science, and foreign language.</li> <li>● 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.</li> <li>● Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading.</li> <li>● Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>● Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>● Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>● Use document camera or overhead projector for shared reading of texts.</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>● Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts.</li> <li>● Use Inspiration to create a double timeline looking at plot events and character motivation.</li> </ul>
<b>Integration of 21st Century Themes and Skills</b>	<b>Media Literacy Integration</b>
<ul style="list-style-type: none"> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● Social Justice Literacy</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</li> <li>● Media Literacy</li> <li>● Life and Career Skills</li> <li>● RazKids</li> <li>● Use Screencastify to record student reading, partner feedback, and/or student goal</li> <li>● <a href="#">Digital Story Books</a></li> <li>● <a href="#">Epic Digital Storybook</a></li> <li>● <a href="#">Brinpop Jr.</a></li> </ul>	<ul style="list-style-type: none"> <li>● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items</li> <li>● Build on the intuitive knowledge students have gained from media about the story and character</li> <li>● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic</li> <li>● Use print materials to practice reading and comprehension skills</li> </ul>
<b>Career Education</b>	<b>Global Perspective</b>
<ul style="list-style-type: none"> <li>● <a href="#">New Jersey Educational Field Trip</a></li> <li>● <a href="#">Connect With Rick Riordan</a></li> <li>● <a href="#">Author Visit Kit</a></li> <li>● <a href="#">Authors Who Skype</a></li> </ul>	<ul style="list-style-type: none"> <li>● National Hispanic-Latino Heritage Month</li> <li>● National Disability Employment Awareness Month</li> <li>● National American Indian Heritage Month</li> <li>● Black History Month</li> <li>● National Women’s History Month,</li> <li>● National Irish-American Heritage Month</li> <li>● National Italian American Heritage Month</li> <li>● Asian Pacific American Heritage</li> <li>● Older Americans’ Month</li> <li>● Jewish American Heritage Month</li> <li>● Week of Respect</li> <li>● Red Ribbon Week</li> <li>● International Dot Day (September 16)</li> </ul>

Unit 1: Growth Mindset	
Bend I: Growth Mindset (September)	Teaching Points
<i>Session 1: What does it mean to grow?</i>	<p><b>Connection:</b> I want to ask you what does it mean to GROW? What kinds of things grow?</p> <ul style="list-style-type: none"> <li>○ Stop and think for a moment and list ideas across your fingers.</li> </ul> <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"> <li>○ Turn and talk to a partner and share your thoughts.</li> </ul> <p>Independent practice Have students draw a picture of themselves and how they have grown since last year.</p>
<i>Session 2: What is a Mindset?</i>	<p><b>Connection:</b> 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.</p> <p><b>Independent Practice:</b> <a href="#">Class Dojo - your brain is like a muscle</a> <a href="#">1st video discussion questions</a></p> <p>Have a class discussion about how the students view themselves and the world. Do they have a positive or negative outlook/mindset? Next session they will learn more about different types of mindsets!</p>
<i>Session 3: Combining Growth and Mindset</i>	<p><b>Connection:</b> What could growth mindset mean?</p> <p>TP: Today I want to teach you that we can put those words together: growth and mindset. When we combine them, it means something really important. A growth mindset is believing in the power of yourself and your brain! When we try hard things, use the right strategies, and don't give up, we can grow and strengthen our skills. So a growth mindset is when we know, with practice, we will get better at something. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset.</p> <p>Let's find out what happens when we shift our thinking so we can learn from our mistakes - by having a growth mindset</p> <p>Independent practice: <a href="#">class dojo - the magic of mistakes</a> - 3 minutes Discussion - <a href="#">discussion questions re: mistakes</a></p> <p>Activity: Have students draw a picture of themselves having a growth mindset and a fixed mindset.</p>
<i>Session 4: Read Aloud - The Girl Who Never Made Mistakes</i>	<p><b>Connection:</b> Introduce the book <i>The Girl Who Never Made Mistakes</i> by Mark Pett &amp; Gary Rubinstein</p> <p>TP: Today I want to read you a story and I want you to think about if the character has a fixed or growth mindset.</p>

<p><i>Session 5: : The Power of Yet and Growth Mindset</i></p>	<p>Read story - The Girl Who Never Made Mistakes <a href="#">The Girl Who Never Made Mistakes</a> Engage in class discussion.</p> <p>Independent Practice:  Students will draw a picture of Beatrice having a fixed mindset and a growth mindset, share and discuss  Have students think about times where they had a growth mindset and times when you had a fixed mindset. Reference the last lesson about a growth mindset and how our brains get stronger when we put in effort and don't give up.  Class discussion:</p> <ul style="list-style-type: none"> <li>• Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing?</li> <li>• What about a time you felt stuck?</li> <li>• Is there anything you learned today that you will apply when you feel stuck next time?</li> </ul> <p><b>Connection:</b> What could the Power of Yet be?  TP: Today I want to teach you about something very special that we can say. We call it the power of yet! Let's watch this video and see if we can figure out what is the power of yet?  <a href="#">Power of Yet - Sesame Street</a> - engage in classroom discussion, transition into second video below which will explain the power of yet.  <a href="#">Class Dojo - Power of Yet</a> - 2 min 32 seconds</p> <p><b>Independent practice:</b>  <a href="#">Power of Yet discussion questions</a>  pages 2 - 4 <a href="#">power of yet activity k-2</a></p> <p>Ask students to think about what they can do to have a growth mindset in this classroom? Have a class discussion about this. Create a list with the class that can be displayed in your classroom as a reminder.</p>
<p><b>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 could Grit mean?  TP: Today I want to teach you about the word Grit. Grit is when you work hard and stick with something, even if it is not easy, even if you make mistakes and fail.  Independent Practice:  Show video <a href="#">The Dip - Class Dojo</a>  Discussion questions: <a href="#">The Dip discussion questions and takeaways</a>  Show second video <a href="#">Climbing out of the Dip</a></p>

<p><i>Session 2: Grit Interviews</i></p>	<p>Discussion questions: <a href="#">Climbing out of the Dip discussion questions and takeaway</a>  Talk about strategies students can use when they face challenges: Ex: Take a break to regroup, look at strategies being used and pay attention to what is working and what's not to refocus efforts, celebrating small successes  Activity: Have students draw themselves being gritty and share!</p> <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!  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?  Come together as a class and discuss questions.  Pair students up in the classroom to interview each other.  Have students draw a picture of the person they interviewed being gritty!</p>
<p><i>Session 3: Goals</i></p>	<p><b>Connection:</b> What are goals and why are they important?  TP: Today I want to teach you about goals - Stop and think for a moment what you may know about goals, and list ideas across your fingers  Have a class discussion about what a goal is and why goals are important</p> <p>Today I want to read you a story and I want you to think about why goals are important.  <a href="#">Seven Golden Stars</a>  Read The Seven Golden Stars to the class and have class discussion.</p> <p>Independent Practice:  Have students fill out pledge (attached above in Seven Golden Stars) and draw themselves accomplishing their goals</p> <p>Come back together as a class and share some of their goals and what will help them achieve their goals. Goals can be displayed in the classroom as a reminder and motivator for students!</p>



*Session 3: Collaborative  
Project: Gratitude*

**Small Group Work/Asynchronous Learning:** Students will embark on a discovery mission to see what their school secretary does and how she helps the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their secretary, encourage them to jot ideas down. Focus students on what their secretary does generally as well as what she does specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

**Connection:** Rally students to turn and talk about ways in which they saw their school secretary helping them and their school. Reveal that when we learn about helpers, we can start to feel thankful for all that they do for us. When we feel thankful, we can take action to share that feeling.

**Mini Lesson:** Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show gratitude for the people who help them.

**Reinforcing SEL Concept: Gratitude**

Teachers should reinforce the meaning of gratitude and the importance of showing gratitude towards those who help you. State that being grateful can make others and ourselves feel good.

How to Learn and Care About Helpers

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

**Small Group Work/Asynchronous Learning:** Ask students to pair up and brainstorm a way to thank or help our school secretary. Collect ideas and task pairs to write a ["thank-you" card](#) to their secretary. Deliver these cards immediately upon completion as a class.

*Session 4: What is a Nurse?*

**Connection:** Introduce the new topic by discussing different sized problems. Discuss how sometimes you need help to solve small problems and other times you need help to solve bigger problems. Encourage students to share about a time when they got help with their partners. State that when you have a bigger problem (like you are hurt) you might need a different kind of helper to help you.

*Session 5: Learning and Observation Walk*

**Mini Lesson:** Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a nurse. A nurse is a person who helps students who are hurt and teach us how to keep our bodies safe and healthy. We can learn about helpers to grow our understanding of the world!

How to Learn and Care About Helpers

**1. Name the helper**

Create a chart labeled “Nurse” and talk about who this person is in your school. Ask students to think, pair, share about things you know about the school nurse. Write these ideas on the “Nurse” chart.

**Small Group Work/Asynchronous Learning:** Students will work together in pairs to draw and write about problems a nurse might help you with. They might begin with the sentence starter, “A nurse can help you when \_\_\_\_\_.”

**Connection:** Begin today’s lesson by reviewing what you discussed last week regarding nurses. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.

**Mini Lesson:** Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!

How to Learn and Care About Helpers

1. Name the helper
- 2. Watch the helper**
- 3. Ask the helper**

**Small Group Work/Asynchronous Learning:** Students will embark on a discovery mission to see what their school nurse does and how she helps the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their nurse, encourage them to jot ideas down. Focus students on what their nurse does generally as well as what she does specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

*Session 6: Collaborative Project: Gratitude*

**Connection:** Rally students to turn and talk about ways in which they saw their school nurse helping them and their school. You may want to extend the conversation to other places students see nurses and how they help people outside of school. Reveal that when we learn about helpers, we can start to feel thankful for all that they do for us. When we feel thankful, we can take action to share that feeling.

	<p><b>Mini Lesson:</b> Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show generosity towards people who help us in big ways.</p> <p><b>Reinforcing SEL Concept: Gratitude</b>  Teachers should reinforce the meaning of gratitude and the importance of showing gratitude towards those who help you. Restate that being grateful can make others and ourselves feel good.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> <li>1. Name the helper</li> <li>2. Watch the helper</li> <li>3. Ask the helper</li> <li>4. <b>Thank the helper</b></li> <li>5. <b>Help the helper</b></li> </ol> <p><b>Small Group Work/Asynchronous Learning:</b> Pair students up with a new partner and ask them to brainstorm a way to thank or help our school nurse or nurses in the community. Validate student ideas and present them with their task. Task students with writing holiday cards to their school nurse as well as nurses in the community. Explain to students that their card will be delivered to a local health care organization of your choice.</p> <p><u>Suggestions:</u>  Morristown Medical Center  100 Madison Ave, Morristown, NJ 07960</p> <p>St. Barnabas Medical Center  94 Old Short Hills Rd, Livingston, NJ 07039</p>
<p><b>Bend IV: School Helpers-Custodians (January-February)</b></p>	<p><b>Teaching Points</b></p>
<p><i>Session 1: What is a Custodian?</i></p>	<p><b>Connection:</b> Tell a story about a fictional world where kids and teachers had to sweep and mop the school, clean the bathrooms and fix things when they're broken. Encourage kids to voice how silly that would be and question them on why we don't have to do these things in school. Use this to introduce the importance of our custodians.</p> <p><b>Mini Lesson:</b> Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a custodian. A custodian is a person who helps keep a school safe and clean. We can learn about helpers to grow our understanding of the world!</p>

*Session 2: Learning and  
Observation Walk*

How to Learn and Care About Helpers

**1. Name the helper**

Create a chart labeled “Custodian” and talk about who this person is in your school. Ask students to think, pair, share about things you know about the custodian. Write these ideas on the “Custodian” chart.

**Small Group Work/Asynchronous Learning:** Students will work in pairs to act out/role play things they might see a custodian doing (you can frame this as “play time” and give students materials to facilitate this pretend play). Use this time to encourage students to interact with each other socially through pretend play. Students may work together to act out a task a custodian might do or to create tools and objects that custodians might use (mop, broom, screwdriver, etc.)

**Connection:** Begin today’s lesson by reviewing what you discussed last week regarding custodians. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.

**Mini Lesson: Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!**

How to Learn and Care About Helpers

1. Name the helper
2. **Watch the helper**
3. **Ask the helper**

**Small Group Work/Asynchronous Learning:** Students will embark on a discovery mission to see what their custodians do and how they help the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their custodians, encourage them to jot ideas down. Focus students on what their custodians do generally as well as what they do specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

**Connection:** Ask students to think, pair, share (with another partnership) about things that custodians do to help us. Remind students that without custodians, it would be very hard for us to play and learn safely and happily in our school. State that when we realize how much people help us, it is important to show kindness towards them as a way of having gratitude.

*Session 3: Collaborative  
Project: Collaborative  
Project: Kindness*

**Mini Lesson:** Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show kindness towards people and places in big ways. Being kind to people and places helps take care of them.

**Reinforcing SEL Concept: Kindness**

Teachers should reinforce concepts around kindness and the idea that we should be kind to others, especially when they help us.

How to Learn and Care About Helpers

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

**Small Group Work/Asynchronous Learning:** As a class, create a poster to place in a space that custodians keep clean (ex. Hallyway, bathroom., lunch room, classroom, etc.). Tell students that we will make a poster that states "This \_\_\_\_\_ is beautiful because of [Custodian's Name]. Please be kind to this \_\_\_\_\_!". For example, "This bathroom is beautiful because of Mr. Tom. Please be kind to this bathroom!" Students may want to include rules or guidelines for "how to" be kind to a certain space. After teacher-led writing, students may add illustrations.

**Connection:** Celebrate the fact that Valentine's Day is right around the corner. Ask kids to turn and talk about who they give valentines to and why. How do valentines make us feel?

**Mini Lesson:** Today I want to teach you that it is one thing to notice how helpers help us, but it is another to make them feel loved and cared for. We can take action to thank the helpers all around us!

How to Learn and Care About Helpers

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

*Session 4: Hearts for Helpers*

*Session 5: Respecting  
Custodians Everywhere*

Tell the class that today we will be making hearts for helpers. In our heart we will write the helpers name (custodians) and on the back write something kind to thank them for their work. Reinforce the importance of being generous with our words and how these hearts might make our custodians feel.

**Small Group Work/Asynchronous Learning:** Students will work independently to create their hearts for the school custodians. Provide names on the board to assist students and deliver these hearts on Valentine's Day.

**Connection:** Remind kids of all the things they've learned about helpers. Celebrate the ways they have reached out to these people to make them feel important.

**Mini Lesson: Today I want to teach you that custodians don't just exist in our school, there are people who keep places clean and safe everywhere! It is important to respect our school custodians and custodians in other places too.**

Brainstorm places that might have a custodian/janitor as a class. Write ideas on the board and notice how many public spaces need to be kept clean. Tell students that part of honoring helpers is being proactive in helping them. We don't just help custodians clean up messes, we help prevent them from happening!

**Small Group Work/Asynchronous Learning:** In small groups, assign kids a space that is on the class list. Ask them to brainstorm ways to keep this space from getting messy. Creating a group drawing with labels of these strategies for keeping the space clean and have them share with another group.

*Session 6: Collaborative  
Project: Kindness*

**Connection:** Remind students of ways that you can show kindness to others. Have students turn and talk about a way that they are kind to other people. Highlight how kindness can include kind words, kind thoughts, and kind actions.

**Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show kindness towards people and places in big ways. Being kind to people and places helps take care of them.**

How to Be Kind

1. Use kind words
2. Have kind thoughts
3. Do kind actions

**Reinforcing SEL Concept: Kindness**



*Session 3: Collaborative  
Project: Respect*

How to Learn and Care About Helpers

1. Name the helper
2. **Watch the helper**
3. **Ask the helper**

**Small Group Work/Asynchronous Learning:** Students will embark on a discovery mission to see what their staff assistants do and how they help the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission (**you may want to leave magnifying glasses and such behind for this lesson to respect the integrity of students working alongside staff assistants**). As they observe their staff assistants, encourage them to jot ideas down. Focus students on what their staff assistants do generally as well as what they do specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

**Connection:** Ask students to think, pair, share (with another partnership) about things that staff assistants do to help us. Remind students that without staff assistants, it would be very hard for us to play and learn safely and happily in our school. State that when we realize how much people help us, it is important to show kindness towards them as a way of having gratitude.

**Mini Lesson:** Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show respect towards the helpers around them. Being respectful is a way to help helpers do their jobs well!

**Reinforcing SEL Concept: Respect**

Teachers should reinforce concepts around respect and highlight the importance and purpose of showing respect for others.

How to Learn and Care About Helpers

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

**Small Group Work/Asynchronous Learning:** As a class, work collaboratively to create a "How To Show Respect" chart (you may want to structure it to say, "Respect looks like...sounds like...feels like.."). Model positive and non examples of respect to the class. Then ask students to role play respectful actions towards staff assistants. Assign roles to students (staff assistant or student) and take photos of them showing respect. Place photos on the chart to serve as a reminder for showing respect towards staff assistants. Hang this chart in your classroom for future use.

*Session 4: How to Show Respect*

**Connection:** Revisit the “How to Show Respect” chart you created during the last session. Ask partners to turn and talk about what respect looks like, sounds like and feels like. Remind students that it is important to show respect to helpers because they are such important people in our lives.

**Mini Lesson:** Today I want to teach you that when we learn about helpers, we can have more understanding for people who are different from us. When we have respect and empathy, we can navigate our school in a more open-minded way!

How to Show Respect

1. Listen to others
2. Use kind words with others
3. Play nicely with others

As a class, revisit the chart you made with photos of students showing respect. Brainstorm a list of principles to go along with this chart (use the above list as a guideline). You may choose to make a separate chart for your list of “respect rules”, or you may choose to label each picture on your “How to Show Respect” chart with a “respect rule”.

**Small Group Work/Asynchronous Learning:** Students will be given the task of showing respect during play time. Reinforce the “respect rules” you brainstormed to accompany the photographs of students showing positive behavior. As students play, guide them through problematic times and give positive reinforcement to actions that show respect.

*Session 5: Learning and Observation Walk*

**Connection:** Begin today’s lesson by reviewing what you discussed last week regarding staff assistants. Explain that we can learn even more about a helper in our school by observing them again, in a different way. Give an example of reading a book once and seeing it one way and then a second time and noticing more and more things about the story.

**Mini Lesson:** Today I want to teach you that we can understand helpers with different jobs in our school by watching them do their job. We can notice things they do that take a lot of work and understand how hard they work everyday!

How to Learn and Care About Helpers

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

<p><i>Session 6: Collaborative Project: Generosity</i></p>	<p><b>Small Group Work/Asynchronous Learning:</b> Students will embark on a discovery mission to see what their staff assistants do and how they help the school and individual students. For this observation, have students bring their notepads and peer into classrooms throughout the school. As they observe their staff assistants, encourage them to jot ideas down about things that might be hard work for those staff assistants to do (ex. Teaching a student, helping a student who is upset, etc.). Focus students on what staff assistants do specifically to help students that could be hard work. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.</p> <p><b>Connection:</b> Tell a story about a time when you were generous (giving a large tip, giving an extra nice gift) and why you chose to go above and beyond for that person. Have students think of a person in their life who they think deserves a big gift and explain that often, we want to show those people that are important in our lives that we love them through these actions.</p> <p><b>Mini Lesson: Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show generosity towards the important helpers in their school.</b></p> <p><b>Reinforcing SEL Concept: Generosity</b> Teachers should reinforce concepts around generosity and highlight the feelings that you and the recipient feel when being generous.</p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> <li>1. Name the helper</li> <li>2. Watch the helper</li> <li>3. Ask the helper</li> <li>4. <b>Thank the helper</b></li> <li>5. Help the helper</li> </ol> <p><b>Small Group Work/Asynchronous Learning:</b> Task the class with making a plan to show their appreciation for staff assistants with a generous gesture. Our suggestion is to make a plan to provide snacks/desserts for our staff assistants (each class could be assigned their own day or work as a grade level). As the teacher, guide students through the planning process by outlining what materials you need, who will be assigned to each task, how you're going to execute your task, etc. Rally students around the idea that being generous not only makes other people happy, but it makes you feel good as well!</p>
<p><b>Bend VI: School Helpers- Cafeteria Workers &amp; Work Family</b></p>	<p><b>Teaching Points</b></p>

(May-June)	
<p><i>Session 1: What is a Cafeteria Worker?</i></p>	<p><b>Connection:</b> Introduce the next topic by telling a story about going out to eat. Tell about why eating at a restaurant is so special because someone cooks your food for you and brings it right to your table! Relate this to how this is a bit like what your caretaker at home might do for you, but remind students that at a restaurant, people are being paid to be helpers. Prompt students by saying, “Do you think we have this kind of person in our school?”.</p> <p><b>Mini Lesson: Today I want to teach you that there are helpers all around us. One type of helper is a cafeteria worker. A cafeteria worker is a person who helps cook and deliver food to students so they can be healthy and ready to learn. We can learn about helpers to grow our understanding of the world!</b></p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> <li><b>1. Name the helper</b></li> </ol> <p>Create a chart labeled “Cafeteria Worker” and talk about who this person is in your school. Ask students to think, pair, share about things you know about the school secretary. Write these ideas on the “Cafeteria Worker” chart.</p> <p><b>Small Group Work/Asynchronous Learning:</b> Students will work together in pairs to draw and write what about cafeteria workers do by saying “<u>A cafeteria worker can _____.</u>”</p>
<p><i>Session 2: Learning and Observation Walk</i></p>	<p><b>Connection:</b> Begin today’s lesson by reviewing what you discussed last week regarding cafeteria workers. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.</p> <p><b>Mini Lesson: Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!</b></p> <p><u>How to Learn and Care About Helpers</u></p> <ol style="list-style-type: none"> <li>Name the helper</li> <li><b>2. Watch the helper</b></li> <li><b>3. Ask the helper</b></li> </ol> <p><b>Small Group Work/Asynchronous Learning:</b> Students will embark on a discovery mission to see what their cafeteria workers do and how she helps the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe their cafeteria workers, encourage them to jot ideas down. Focus students on what their cafeteria workers</p>

*Session 3: Collaborative  
Project: Flexibility*

do generally as well as what they do specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

**Connection:** Rally students to turn and talk about ways in which they saw their cafeteria workers helping them and their school. Reveal that when we learn about helpers, we can start to feel thankful for all that they do for us. When we feel thankful, we can take action to share that feeling.

**Mini Lesson:** Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show gratitude for the people who help them and flexibility when things don't go their way.

**Reinforcing SEL Concept: Flexibility**

Teachers should reinforce the meaning of flexibility and the importance of being flexible in times where things don't go your way. State that being flexible helps you deal with negative feelings and stay ready to learn.

How to Learn and Care About Helpers

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

Discuss how sometimes when you go to pick up your food from a cafeteria worker, you may feel sad or upset with the food that you got. Even in those times, reinforce how important it is to have good manners, say "thank you" and be flexible. Discuss how sometimes when things don't go our way it can turn out for the best.

**Small Group Work/Asynchronous Learning:** Ask students to pair up and brainstorm a way to thank or help our cafeteria workers. Collect ideas and task pairs to (a) write a "thank-you" card to their cafeteria workers or (b) act out how they can show flexibility when they pick up their food. Encourage students to act out other ways that they can help cafeteria workers (standing quietly in line, paying attention in line, moving efficiently, etc.)

*Session 4: What is a Work  
Family Helper?*

**Connection:** State that all families are different, just like no two people are exactly the same. Talk about different families, giving yours as an example (ex. My mom was always home taking care of us, but my dad had to go to work). Explain that school helpers can pitch in when families need different things.

*Session 5: Learning and Observation Walk*

**Mini Lesson:** Today I want to teach you that there are different types of helpers for different types of problems. One type of helper is a work family helper. A work family helper is a person who helps take care of students before and after school. We can learn about helpers to grow our understanding of the world!

How to Learn and Care About Helpers

**1. Name the helper**

Create a chart labeled “Work Family Helpers” and talk about who these people are in your school. Ask students to think, pair, share about things you know about work family helpers. Write these ideas on the “Work Family Helpers” chart.

**Small Group Work/Asynchronous Learning:** Students will work together in pairs to draw and write about things work family helpers do at their job. They may write, “[Work Family Helpers help kids \\_\\_\\_\\_\\_.](#)”

**Connection:** Begin today’s lesson by reviewing what you discussed last week regarding work family helpers. Explain that a great way to learn about something new is to observe it. Give an example of a scientist observing a natural phenomenon in order to discover new things.

**Mini Lesson:** Today I want to teach you that there are helpers all around us in our school. We can learn about helpers in our school and have gratitude for what they do to help us! One way we can learn about our school helpers is to watch the helper and ask them what they do!

How to Learn and Care About Helpers

1. Name the helper
- 2. Watch the helper**
- 3. Ask the helper**

**Small Group Work/Asynchronous Learning:** Students will embark on a discovery mission to see what the work family helpers do and how they help the school and individual students. Students may be equipped with magnifying glasses or binoculars and notebooks on their discovery mission. As they observe the work family helpers, encourage them to jot ideas down. Focus students on what the work family helpers do generally as well as what they do specifically to help students. Prompt for questioning as needed. As you head back to the classroom, engage partnerships in conversation about what they saw/heard.

\*If scheduling does not allow for this observation time, ask a work family helper to come to your class to talk about what they do in our school or employ the help of students who attend work family to explain what happens.

*Session 6: Collaborative  
Project: Patience*

**Connection:** Rally students to turn and talk about ways in which they saw the work family helpers helping them and their school.. Reveal that when we learn about helpers, we should work to show our gratitude for what they do. We can show gratitude in many ways!

**Mini Lesson:** Today I want to teach you that people don't just learn about the helpers around them, they make plans to thank and help helpers too! They can do this by working together to show patience when helpers are helping us.

**Reinforcing SEL Concept: Patience**

Teachers should reinforce the meaning of patience and why it is important in showing gratitude. Explain that helpers have a lot on their plate and that when we show patience we can show how we understand how tough their job is. Having patience helps helpers.

How to Learn and Care About Helpers

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

**Small Group Work/Asynchronous Learning:** Pair students up with a new partner and ask them to brainstorm places where students need to show patience in our school. Encourage students who attend before/after care to speak about places they need to show patience during before/after care. Task students with creating "Please Be Patient" signs to hang in those places. Continue the discussion as students work by checking in with partnerships and talking about what patience looks and sounds like and how it can help work family helpers.