

The Culture and Climate Practical Application Guide contains suggested cross-curricular ideas, not full lesson plans. They are drawn from the weekly learning intentions provided in the monthly resources framework and are meant to spark connections that educators can adapt for their classrooms.

Collective Determination

Emphasizing the empowerment of marginalized communities to lead their own movements and exercise control over their lives on a path towards healing and liberation from oppression.

Empowerment and Supports

- ***Agency (TSEL) • Repair (RIR) • Responsible Decision-Making, Growth Mindset, Self-Management (SEL) •***
- ***Empowerment/Collaboration, Resiliency and Social Emotional Awareness(Trauma-Informed Principles) •***

April

Gradeband: TK- 2nd

Learning Intention:

"I will learn how to take care of myself and others while working to make the world a fairer place."

Resources: *Self-Care for Kids, You Have a Choice*

Literacy : Facilitate a discussion about a person who experienced unfair treatment and have students draw and write (or dictate) one way Ruby was treated unfairly and one way they can show fairness/kindness at school.

Math: Create a simple class graph: "Ways We Can Be Fair." Students choose or draw actions (sharing, including others, kind words), then count and compare which actions the class chose most.

Science : "Fair vs. Unfair Experiment" – Give plants water based on needs amounts of water/light and discuss how fairness helps things grow, connecting to how people need fair treatment to thrive.

	Social Studies: Discuss fairness in the past vs. today; students identify one way things have become more fair and one way they can help today. Arts: Create a “Fairness Mural” where each student illustrates themselves helping others feel included (inspired by Ruby Bridges’ bravery). PE: Play cooperative games focused on fairness (taking turns, including everyone); pause for quick reflections: “Was that fair? How did we make it fair?”
Learning Intention: <i>"I will learn how people worked together a long time ago to make things fair, and how people are still working together for fairness."</i> Resources: <i>What is Fair?, Sometimes People March</i>	Literacy: Facilitate a discussion about how people work together and have students turn and talk about a time people worked together in the story; then draw/write one way they can work together to make things fair. Math: Use sharing scenarios (e.g., 10 blocks, 4 students) and have students work together to make it “fair”; discuss fair based on needs vs. unfair based on needs and how teamwork helps solve it. Science: “Teamwork Build Challenge” – In small groups, students build a simple structure (blocks or cups); reflect on how working together helped them succeed, connecting to fairness and shared effort. Social Studies: Discuss how people in the past worked together to change unfair rules; students create a simple timeline (past vs. now) with drawings of teamwork for fairness. Arts: Create a “Working Together” collage where each student

	adds a piece showing cooperation (holding hands, sharing, helping), forming one big class artwork. PE: Play team-based relay or parachute games where success depends on cooperation; pause to reflect: “How did we work together? How did that make things fair?”
Learning Intention: “I will learn how to work together with my teacher and classmates to create a classroom that is respectful and fair to everyone.” Resources: Learning to Work Together, One	Literacy: Discuss examples of people working together; have students identify how characters worked together or stood up for fairness, then draw/write one classroom agreement they want to follow. Math: Use partner activities (counting or sorting objects) where students must share materials fairly based on needs; reflect on how working together made the task fair and successful. Science: “Classroom Community Experiment” – Give groups a simple task (sorting objects, building, or observing); compare results when working alone vs. together and discuss how teamwork improves outcomes. Social Studies: Co-create a class “Fairness & Respect Agreement” chart inspired by the books; students contribute ideas on how to treat each other and work together. Arts: Create a collaborative “We Are One” art piece where each student decorates a number/color/person that connects to show unity and respect. PE: Play cooperative games (partner balance, group challenges) that require communication and respect; reflect

	with prompts like: “How did we show respect?” “How did we include everyone?”
Learning Intention: <i>“I will learn different ways to solve problems and make things fair for everyone.”</i> Resources: <i>Problem Solving Steps, The Problem with Problems</i>	Literacy: Model using simple Problem Solving Steps (e.g., What’s the problem? What can we do?); students draw/write one problem and a fair solution. Math: Present simple fairness word problems (e.g., sharing snacks or toys); students use problem-solving steps to figure out fair solutions and explain their thinking. Science: “Fix the Problem Challenge”: Give groups a simple problem (e.g., tower keeps falling); students test different solutions and reflect on how working together helped solve it fairly. Social Studies: Role-play common classroom conflicts (sharing, taking turns); students practice using problem-solving steps to come up with fair solutions for everyone. Arts: Create a “Problem → Solution” visual (comic strip or drawing) showing a problem, different choices, and a fair outcome using the steps. PE: During a game, introduce small conflicts (turn-taking, rules); pause to guide students through problem-solving steps and reflect: “Was the solution fair for everyone?”