

Week 21 SEL Lessons -- BLM Week/Month of Action

Objective: To introduce and explore the concept of a caring community

Materials Needed:

- Video recording of [One](#) by Kathryn Otoshi
- [Melena's Jubilee](#) by Zetta Elliott, illustrated by Aaron Boyd

Epic Book List & Possible Extensions

- See Ms. Romero's guide around the [BLM Week of Action](#) to get more book resources, as well as conversation tools to continue the discussion!
- The SEL lessons will be extending the themes of the Week of Action throughout Black History Month, and we encourage classroom teams to use Ms. Romero's guide to continue these conversations with your classroom community.
- For this week, there are many ways to emphasize restorative justice, empathy, and loving engagements. As you read with your students, point out values shown by the characters in your books. How do they treat people? How do they repair harm?
- When relevant, speak from your own experience of making mistakes. Nobody is right all the time, but if we are able to listen and grow from our mistakes, we can be better community members. Encourage families to talk about how they repair harm at home.
- Encourage students to talk with their families about the communities their family is a part of. Do they go to church? Are they part of a community organization? Who is in their community/ies, and how do members of their community/ies treat each other?

SEL Community Meeting #38: Monday, February 01

Agenda	Topic:
Opening: Greeting/Icebreaker	<ul style="list-style-type: none">• Good mornings & typical greeting• Opening rituals
Framing: Introduce topic or objective, community expectations	<ul style="list-style-type: none">• "We are a classroom community. The word community means a group of people sharing the same space or same purpose. Our purpose is to learn and grow."• "Some other communities you might be a part of are your family and your neighborhood."• "Who is someone in your community that you are grateful for?"• "Earlier, we created norms in our classroom to make sure everyone was safe. This week, we're going to continue talking about the ways that we can build safe and caring communities."
Activity: Text, video, plan for	<ul style="list-style-type: none">• Opening Discussion

offline activity, discussion	<ul style="list-style-type: none"> ○ “It is the job of everyone in a community, especially the grown ups, to make sure everyone is safe and free to be themselves.” ○ “Sometimes, people might use their words or body for hurting instead of keeping safe. Nobody makes the right choices one hundred percent of the time! It’s ok to make mistakes, but you need to know how to fix them.” ● Read Aloud <ul style="list-style-type: none"> ○ One by Kathryn Otoshi <ul style="list-style-type: none"> ■ <i>One</i> is the story of red, who uses his words to hurt, and blue, who keeps getting bullied by red. Someone new comes, and changes things. ■ As you read to your students, ask them to pay attention to the words and actions of all the characters in the book. ● Book Discussion (ask students some or all of the questions) <ul style="list-style-type: none"> ○ What did red say to blue that made blue feel bad? ○ At the start of the book, did the other colors help blue? ○ Why might people not help? ○ Who stood up to red? ○ How did that make blue and the other colors feel? What did they do when they saw one being brave? ○ Why do you think they invited red to play with them at the end of the story? ○ What do you think the colors could have said to blue at the beginning of the book to keep him safe? ○ Why do you think red was being so mean? ● Extending understanding <ul style="list-style-type: none"> ○ Talk about the difference between making a mistake when you are feeling big feelings, and being mean on purpose. Explain that, when someone is being mean on purpose, that is called bullying. ○ Red was being a bully, but the other colors still allowed him to try again. ○ Would you have invited red to play? Why?
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Closing: Debrief, check-in on expectations, next steps, appreciations	<ul style="list-style-type: none"> • “As your teachers, it is our job to make sure that you are safe and you are free to be your whole self! We want to make sure that we treat <i>everyone</i> in our community with respect. We will continue to talk about our norms so we make sure everyone can feel included and safe.” • Thank students for their participation and sharing • Closing rituals
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SEL Community Meeting #39: Friday, February 05

Agenda	Topic:
Opening: Greeting/Icebreaker	<ul style="list-style-type: none"> • Good mornings & typical greeting • Opening rituals
Framing: Introduce topic or objective, community expectations	<ul style="list-style-type: none"> • “Earlier this week, we talked about how communities can help keep everyone in them safe.” • “We also talked about how it is the job of everyone in a community to take care of each other. One of the ways we do that is by creating norms or rules that we can all follow.” <ul style="list-style-type: none"> ○ Can anyone name one norm of our classroom community? ○ How do you help our classroom community? <ul style="list-style-type: none"> ■ <i>Example answers: I share my ideas, I listen to my friends, I log on to class, I try to learn new things</i>
Activity: Text, video, plan for offline activity, discussion	<ul style="list-style-type: none"> • Book Read Aloud <ul style="list-style-type: none"> ○ “We’re going to read a book about a little girl who gets a fresh start after making a mistake. As we read, I want you to pay attention to what she does with her fresh start.” ○ Read Melena’s Jubilee by Zetta Elliott, illustrated by Aaron Boyd • Book Discussion <ul style="list-style-type: none"> ○ The yesterday in the book was a bad day for Melena. How did her Gramma and Mama feel on the day of the story? ○ What did Melena do with her fresh start? ○ Have you ever made a mistake? How did you fix it?

	<ul style="list-style-type: none"> ○ At the end of the story, Melena and her friends talk about how everyone can share the sunshine. Is there something that everyone in our classroom community shares?
Closing: Debrief, check-in on expectations, next steps, appreciations	<ul style="list-style-type: none"> ● Thank students for their participation and sharing ● Closing rituals

Small Group Follow-up

- Greet students
- High/low check-in:
 - Did you have anything that made you happy today?
 - Did anything happen that made you sad or angry?
 - Is there anything you are excited about?
- Remind students that this week we are talking about how to keep our community safe by fixing our mistakes.
- **Group Discussion** (Do some or all of the following)
 - Tell students an age-appropriate story about a time that you made a mistake that impacted someone else. It could be:
 - A time that you broke something or made a mess
 - A time you hurt someone's feelings
 - A time you forgot something important
 - Explain if you fixed the problem and how you did it.
 - Ask the group, have you ever had to say sorry to someone?
 - Have students share stories and ask follow up questions.
 - Did they fix their mistake?
 - How did they do it?
 - What happened after they fixed it?
 - Tell students an age-appropriate story about a time that somebody had to apologize to you and what happened.
 - Did you accept the apology? Why or why not?
 - Ask the group, has anyone ever said sorry to you? Why?
- **Dance Party!** (If you have time)
 - Play an age-appropriate song and let everyone shake off those funky feelings!