

UNIT PLANNING TEMPLATE

	<p>Social Studies Unit Topic / Guiding Question: Building Social Emotional Learning (SEL), kindness and diverse communities</p>
	<p>Rationale: In this unit, all Social studies lessons are cross-curricular with ELA. Stories, videos and canva presentations are used to engage students and help teach the social studies content.</p> <p><i>Class notes:</i> In our class, we have four groups with diverse abilities in literacy: red, yellow, blue and green. In the blue group we have a student with behavioral issues specifically with emotional regulation. Another student in that group is a suspected ASD student who is in the process of being assessed. In the green group, we have an ELL student who only recently moved to Canada. These three students are encouraged to join in the oral discussions, and visual aids, presentations, and videos will be used whenever possible to help keep them engaged.</p> <p>The purpose of this social studies units is to help students understand the cultural norms and social expectations around them in and out of school. We will begin with a lesson on ableism and diverse communities, showing that even when we are different we are the same (building empathy). This SEL portion of this unit, students will learn about emotions and ways they can change negative emotions into positive ones. Students will also learn about personal space and boundaries, and bad touches/good touches, and anti-bullying (Pink Shirt day). Thematically, the students will explore how to be kind and put that into practice during their daily school life.</p>

STAGE 1: Desired Results	
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	Big Ideas	Essential Questions
UNDERSTAND	<p>Our communities are diverse and made up of individuals who have a lot in common.</p> <p>Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.</p>	<p>Through class discussion of videos, songs, story books, and multimedia presentations, students learn about social norms and make connections to the communities around them.</p> <p>The primary focus will be on social emotional learning (SEL). What are some ways we can be kind? How do you show your kindness in class? When the teacher is talking how do we show respect and kindness?</p> <p>What kind of emotion is red? When do you feel red? How can we change being angry to being happy? This unit celebrates Pink Shirt Day (anti-bullying) and Black History month in Canada through</p>

story, song and art.

Core Competencies:

C Communication

- Communicating
- Collaborating

I share my ideas and try to connect them with others' ideas.

I contribute during group activities, cooperate with others, and listen respectfully to their ideas.

Students will be listening to a variety of texts throughout the unit. They will be asked to share their own ideas and connections as well as listening to others while building new connections. Students will be encouraged to ask questions to build on and extend ideas and thinking.

Students will be encouraged to work in pairs/groups to complete phonics worksheets during their formative learning (peer-supported learning).

T Thinking

- Creative Thinking
- Critical & Reflective Thinking

I generate new ideas as I pursue my interests.

I can use my imagination to get new ideas, or build on others' ideas, or combine others' ideas in new ways.

Students will write or draw in their journals based on their own ideas and perspectives inspired from the text or discussions. During story discussions, students will be asked to reflect on the text and extend thinking beyond using their own ideas, or from their peers.

PS Personal & Social

- Personal Awareness & Responsibility
- Positive Personal & Cultural Identity
- Social Awareness & Responsibility

Personal Awareness:

I have some strategies that help me recognize and manage my feelings and emotions.

I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.

I

Positive Personal:

I am aware of different aspects of myself. I can identify people, places, and things that are important to me. (Things that I like!)

Social Awareness:

I can be aware of others and my surroundings. (I can be kind to others!)

As part of the social emotional learning students are expected to be aware of others and their surroundings -- especially, personal boundaries! Stories and videos teach students about kindness, and they will discuss various ways they can be kind to others. Students will also reflect on recognizing and regulating their emotions. Ableism will be discussed during this unit and students are expected to recognize that people can be the same even when they are different.

DO

	<p>Learning Standards – Curricular Competencies:</p> <p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. (Contribute to a class collection of information on a common topic. Identify a variety of ways of communicating (e.g., spoken language, <i>facial expression</i>, sign language, <i>pictures</i>, song, dance, drama)</p> <p>Ask questions, make inferences and draws conclusions about content.</p> <p>Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">KNOW</p>	<p>Learning Standards - Content:</p> <p><i>Students are expected to know the following:</i></p> <p>ways in which individuals and families differ and are the same. (I want to students think about the various ways we are the same as people with disabilities. The differences are somewhat obvious. A hearing impaired person cannot easily listen to a movie but they could still enjoy watching one with subtitles or using hearing aid devices. So we are the same in that we both enjoy movies).</p> <p>- needs and wants of individuals and families (Sometimes people have different needs to do the same thing. Susan needs a wheelchair to move around. But she can still play in the park, swim in the lake, etc. Does the girl Winifred need sleep? How much sleep do you need? What time did you sleep yesterday?)</p> <p>- understands the rights, roles, and responsibilities of individuals and groups (How can we be a supporter for others? In the class how do you help our teacher? At home how do you help your grown-up?)</p>

First Peoples Principles of Learning

- Learning ultimately supports the **well-being of the self, the family, the community, the land, the spirits, and the ancestors.**
- Learning is **holistic, reflexive, reflective, experiential, and relational** (focused on **connectedness, on reciprocal relationships, and a sense of place**).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and **story.**
- Learning involves **patience and time.**
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Comments on how you will address the FPPL:

Students will need time and patience to recognize their emotions and practice regulating them. The SEL teaches students proper social skills and encourages students to practice them. Discussions of stories which relate to social emotional learning helps to support the students' well-being and encourages community connections. Stories and songs for this unit teach students about community helpers (jobs), and historical achievements and inventions by Black people. Students will reflect on what it means to be kind and how they can show kindness. Understanding personal boundaries, knowing good and bad touches are all essential components for learning the well-being of the self and the community.

STAGE 2: Assessment Plan

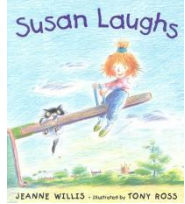

Formative Assessment (Assessment as Learning and Assessment for Learning):

*Observational assessments for class discussions.
Worksheets and journal entries.*

Summative Assessment (Assessment of Learning):

*Observational assessment data for class discussions.
Worksheets and journal entries
Observing positive behavior changes when students interact with peers and staff.*

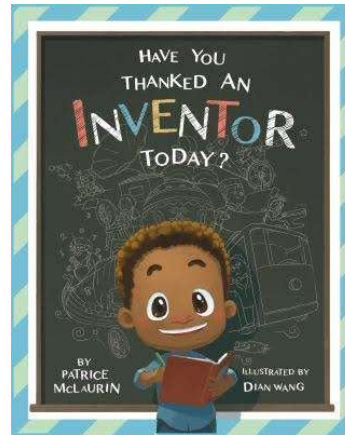
Stage 3: Learning Plan

Date/Lesson	Learning Intentions	Instructional Activities (brief description here – lesson plans will be used to flesh out each lesson)
Feb 6 th - April 5 th	<p>Story and Song daily lesson activities. Focus on Social Emotional Learning (SEL) and regulation.</p>	<p>Students watch /sing along with songs on YouTube. Class discussion is held after the the presentation, focusing on the Social studies inquiry process and asking questions, inferring and drawing conclusions based on guided discussions. Read stories and hold classroom discussions, connecting to personal history, experience. The focus for this unit is social emotional learning (SEL) and being kind and respectful.</p>
Feb. 10 th	<p>Cross-curricular Social Studies/ELA Susan Laughs - We are the same (even when we are different). - Ableism</p>	<p>Read the story, “Susan Laughs?”</p>  <p>Show the book cover. Have students predict what they think story is about. Have students do some predicting and inferring based on the book cover: Who are the people on the see-saw? Who is Susan? Where do you think they are? (at home, at a park, at school?) How do you think Susan <i>feels</i>? How do you know? Discuss how Susan and the class are similar (same likes, same hobbies, etc). Why do you think Susan laughs? Who likes to watch funny TV shows? Who likes to swing like Susan? Where do you go to swing? At the end of the book, we discover Susan is in a wheelchair. This will come as a surprise to most readers. The story highlights how Susan can lead a very normal life despite her disability.</p>
Feb 18 th	<p>Family Day - Socials /Art</p>	<p>Play the “Families” song: https://www.youtube.com/watch?v=ZcpZKXPnbZs Discuss song and make a Family Day House craft:</p> 

Feb 28th

Cross-curricular Social Studies/ELA
Black History Month - Every day things
invented by Black inventors

Read the story, "Have you thanked an inventor today?" written by Patrice McLaurin and illustrated by Dian Wang. Students learn about various day to day objects invented by Black people. Students



discuss which inventions they like, if they have see them in their daily lives. Polling questions such as, "Who has an air conditioner at home?" "If you do not have one, how do you stay cool in the summer?" "This is a traffic light. What does red mean? What does yellow mean? How about green?" "Who likes Popsicles? What flavor do you like?"

Students draw a picture in their journals of an invention they liked from the book or would like to make someday.

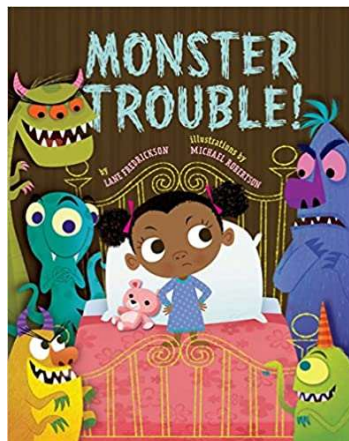
A work sheet is provided for students to select any inventions from Black people they liked from the story. Here is an excerpt from the worksheet:

Which inventions do you like?



March 17th

ELA / Social Studies - Discussion



Read the story, “MONSTER TROUBLE!” by [Lane Fredrickson](#) (Author) and [Michael Robertson](#) (Illustrator.)

This book was part of our social emotional learning (SEL) program. Students are learning about personal space, and boundaries. Students will discuss the importance of sleep and how we stay healthy. In this story, monsters prevent Winifred Schnitzel from sleeping well at night, until finally she discovers their weakness.

Story Prompt: Are the monsters being *kind* to the girl by not letting her sleep? What would you do?

Resources needed:

Resource List

Songs:

Scribble Spot

<https://youtu.be/0076ZF4jg3o>

Personal space song * (Daily for one week)

https://www.youtube.com/watch?v=V3yCGb9m_Oc

Boundaries song

<https://www.youtube.com/watch?v=aSFvJbSQdA4>

Kindness Song * (Daily for one week)

<https://www.youtube.com/watch?v=H98Rfljxmsc>

Jobs - Community helpers

<https://www.youtube.com/watch?v=ckKQclquAXU>

Monsters Jobs 1

<https://www.youtube.com/watch?v=syut1tqUPWQ>

Monsters Job 2

<https://www.youtube.com/watch?v=mHwz6ceMNCg>

Black History for Preschoolers

<https://youtu.be/0Aud6e2IFal>

All About Kindness (song for kids about doing good deeds)

<https://www.youtube.com/watch?v=1yLg1nPua0k>

The Families Song. (different kinds of families)

<https://www.youtube.com/watch?v=ZcpZKXPnbZs>

Videos:

Sesame Street - Respect (Henry Cavill and Elmo)

<https://www.youtube.com/watch?v=FY4qNs4onYQ>

Books:

Personal Space Invaders

https://youtu.be/tCp8umO_JGM

Superbuns - Kindness is a superpower

<https://www.youtube.com/watch?v=PYB9TDeO7ww>

Susan Laughs by Jeanne Willis and Tony Ross

<https://www.amazon.ca/Susan-Laughs-Jeanne-Willis/dp/0805065016>

Have You Thanked an Inventor Today? by Patrice McLaurin and Dian Wang

<https://www.amazon.ca/dp/0997315202>

Read aloud: <https://www.youtube.com/watch?v=o7eWNBfgqsk>

Interdisciplinary connections:

	(e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?)
	This unit focuses on social emotional learning (SEL) through discussions of story and songs. Understanding our community and our responsibilities within that community also is cross-curricular with Career education.
	Reflection
	<p>How did the unit go? How do I know?</p> <p>The social emotional learning was crucial for helping the class regulate themselves and they started to show kindness to one another more and more. Reviewing what it means to be respectful and kind, how to identify and cope with our emotions is an ongoing learning task for the class. One book demonstrated a “kindness jar” which I think would be a great future art project for the students. The behavior change was the biggest reward, and I could refer back to songs or stories whenever to remind them how to have in a socially acceptable and respect manner. I have seen students call out each other for “not being kind” and doing things like giving up their wobbly seat or stress ball for someone else to have a turn to self-regulate.</p>
	<p>Where to next?</p> <p>The social emotional learning (SEL) instruction should continue until the end of the year and it reinforces students understanding of what their social expectations and allows them to practice in safe and friendly environment. SEL actually improves the environment which in turn supports a classroom management. I have introduced a squeeze ball as a physical outlet. It has proven very successful as it is portable so students can self-regulate while participating in learning activities. For truly distressing situations it is combined with the classroom rest house to allow students time to calm down. The SEL instruction reminds students of what good behaviour is, and by asking them to reflect on what we learned in class, it naturally helps to calm students.</p> <p>The students really liked the idea of a kindness jar, so some sort of rewards system could be incorporated. For older grades, it would be nice to have students write on a sticky note what someone did to be kind. This would be a good way for the class to monitor themselves. As for kindergarten, the teacher has to be in control so I am announcing to the class whenever someone does something kind for another person and then I write a happy face on the whiteboard. The happy-face reward system exists as part of the classroom. Everyday whoever has the most happy faces gets 2 stamps for their stamp card, and once a stamp card is full, the student gets a bag of goodies from the teacher.</p> <p>The should be more discussion about personal stories, perhaps a show and tell by students. Students should also reflecting on local First Nation communities and their history, and see what connections the students might have.</p>