

Lesson 1

Establishing Community

GRADES K – 2 MODULE OVERVIEW

| Lesson 1: Establishing Community (90 minutes) | Lesson 2: The Immigrant Experience Literature-based Discussion <i>From North to South</i> (120-180 minutes) |
|---|--|
| <ul style="list-style-type: none">▪ Activity 1: Showing Feelings with Color▪ Activity 2: The “Me” You Cannot See | <ul style="list-style-type: none">▪ Discussion 1: Fear of Loss▪ Discussion 2: Crossing Borders▪ Discussion 3: Solving Problems▪ Discussion 4: Staying Connected |

Preface

The intent of this Module is to create a safe space where students can share their feelings through activities and the reading of powerful literature conducive to elicit personal responses from the children, provided students feel comfortable and safe doing so. Due to the sensitive nature and topic of this Module, it is strongly suggested that teachers communicate with parents the reason for making this a part of the Language Arts curriculum before starting the lessons in the Module and make clear that schools are safe zones and all classroom discussions and information are strictly confidential and protected.

Most teachers develop a system for establishing community (or a positive classroom climate) in order to get students to feel comfortable sharing and expressing their ideas and feelings with their peers, such as, through a “Magic Circle”. If the class is not used to sharing their feelings and ideas, it will be important to develop a level of trust and comfort so such things may happen. The first step is to establish norms by teaching and modeling behaviors that are conducive to a positive social climate. With older students, norms that promote a feeling of safety, confidentiality, and establish trust in a group can be developed by the group themselves. Younger students would need to be given the norms. In either case, what is important is that the students **own** these rules and understand that the norms will not only help them get along together by getting to know each other better but feel good about themselves and others.

There are four essential norms for establishing community:

1. We listen attentively to what others have to say.
2. We don’t make fun of or put down anyone.

3. We have a right to decide if, what, and when we'll share.
4. We don't tell anyone/gossip what was shared in our group.

An essential component to ensure the successful practice of these behaviors is teacher modeling. This can only happen if as teachers we are true and authentic to the message. What Jeanne Gibbs (1976) called being REAL and HEART-CONNECTED.

Setting is important. Sitting in a circle, where everyone can see and hear each other, is more conducive to establishing communication and feeling of community. Likewise, it would be important for the teacher to be part of the group and not place himself/herself in a position that establishes hierarchy or is perceived as one of power, especially with older students. Be willing to share your experiences and feelings whenever you ask students to share either orally or in writing.

This lesson is comprised of two activities intended to begin the process of establishing trust and an atmosphere conducive to sharing feelings and emotions within the classroom community.

Activity 1: Showing Feelings with Color

I. Objectives

1. To encourage students to talk about their feelings and build trust among the class community.
2. Expand students' vocabulary to express their feelings.

II. Standards

CCSS ELA Speaking and Listening Strands 1 and 2
ELD Standards I.A.1, 3 and 4; I.B.5

III. Materials and Resources

1. Chart paper
2. Markers
3. Crayons, markers or tempera paint and brushes
4. Art paper
5. Literature Logs
6. Teacher Resource: *Color My Feelings* Sample Table
7. Teacher and Student Resource: Feeling Words Picture Cards (2 sets)

IV. Vocabulary

Adjectives: Feeling words

V. Introduction

Tell students that in this activity they will share words they know and use to express their feelings and will think of a color that represents that feeling

VI. Input

1. Sitting in a circle, brainstorm with students the different types of feelings people have. Contribute to the brainstorm, if needed, giving examples to help students understand the meaning of the word. On chart paper, create a 2-Column Table labeled Feeling – Color.
 - As students share feeling words, write them in the “Feelings” column. With K students, limit the number of words to five. Place the picture card that illustrates the feeling next to the word. See *Color My Feelings* Sample Table.
 - See Teacher Resource: *Color My Feelings* Sample Table for suggested feeling words. For older students, make sure to introduce the bolded words listed in the sample if students do not generate them as they will be important in the context of this module.
2. <Inside – Outside Circle>
 - a. Have students form two concentric circles. The Inside circle faces the Outside Circle so each student is facing another student.
 - b. Distribute Feeling Cards representing the words in the brainstorm, one to each student in the Inside Circle.
 - c. Ask pairs to think of a color that matches the feeling, e.g., angry – red, and write it down on the card or a Post-it.
Grade K: students share and teacher records the color on the second column of the table.
 - d. Have Outside Circle move two places over. Repeat the process one more time or until you have at least 3 different colors to represent each feeling.
3. Grades 1-2: Debrief as a whole class. Teacher writes down the colors for each feeling in the “Color” column as students share.

VII. Reflective Discussion

1. Ask students to choose a color that represents a feeling and draw a picture based on the prompt/sentence frame.
I feel/felt ____ when ____
2. Have students share.
3. Ask questions such as, How did you feel while you were drawing?; Why? What else makes you feel ____? I have felt the same when ____; What other feelings do you have? When?

VIII. Closure

Discuss the different feelings illustrated to point out similarities and differences. Point out that our feelings change depending on situations.

VIII. Follow-up Activities

K Literature Log: Divide a paper in two. Ask students to draw two pictures illustrating a time they remember when their feelings changed, e.g. scared to happy.

Grades 1-2 Literature Log: Write about a time when your feelings changed. For example, you were feeling bored and then you felt excited. Tell what happened.

NOTE: Be part of the community. Write your own entry in response to the prompt. If you would like to be able to support and observe students during the writing, have it ready ahead of time. Responses can be shared in a small group setting or one on one.

Activity 2: The “Me” You Cannot See

I. Objectives

1. To encourage students to talk about their feelings and build trust among the class community.
2. To build acceptance

II. Materials

1. Paper
2. Markers
3. Hand Mirror. If available, enough hand mirrors for every pair of students in the classroom
4. Literature Logs

III. Vocabulary

Descriptive words

IV. Introduction

Tell students that they will be participating in an activity that will help them understand that people are more than what we can see/their physical appearance.

V. Input

1. Show a hand mirror and model briefly describing your physiognomy.
2. Pass out the mirror and have students share.
3. Pair – Share: If available, distribute a hand mirror for each pair of students to look into. Pairs share what is the same or different between them.

VI. Reflective Discussion

1. As a whole group, ask students in what ways they were similar or different.
2. Point out that even if some had the same color hair or eyes they were still different in special ways.
3. Tell students that even though we can see those differences, we cannot see what others think or feel unless they share it.
4. Ask students to share how they felt sharing their “mirror”. Point out that we could not “see” those feelings.

VII. Closure

- Ask students to share why they think it is important to remember people’s thoughts and feelings.
- Guide students to become aware of the need to recognize, respect and accept, not only physical differences, but our different feelings and ideas.

VIII. Follow-up Activities

K Literature Log: Draw a picture of a time when you were feeling scared or worried.

Grades 1-2 Literature Log: Write about a time when no one knew how you were feeling. Tell what happened.

NOTE: Be part of the community. Write your own entry in response to the prompt. If you would like to be able to support and observe students during the writing, have it ready ahead of time. Responses can be shared in a small group setting or one on one.

Read Alouds:

Whoever You Are by Mem Fox, First Voyager Books, Florida, 2006

A picture book that celebrates the world’s diversity as it highlights that we all share in feeling joy, pain, love... regardless of where we live or who we might be.
















Words Are Not For Hurting by Elizabeth Verdick, Free Spirit Publishing, Minneapolis, 2004

This book gently guides young children to understand that words affect other people and to use helpful rather than hurtful words.

Grades K-2 Module

Lesson 1, Activity 1 - Color My Feelings Sample Table

Draw a table or T-Chart similar to the one below. K students brainstorm feeling words to generate a list of **5** words. Students in *Grades 1-2* should generate a list of **10** words. If necessary, teachers may choose from the words in bold to help students complete their list. The completed chart should be displayed and used as a resource for students throughout the Module.

| Feelings | Color |
|---|-------|
| happy  | |
| sad  | |
| angry  | |
| excited  | |
| scared  | |
| nervous  | |
| worried  | |
| safe  | |
| glad  | |
| loved  | |
| lonely  | |
| guilty  | |
| confused  | |
| embarrassed  | |
| Proud  | |

excited



loved



safe



happy



sad



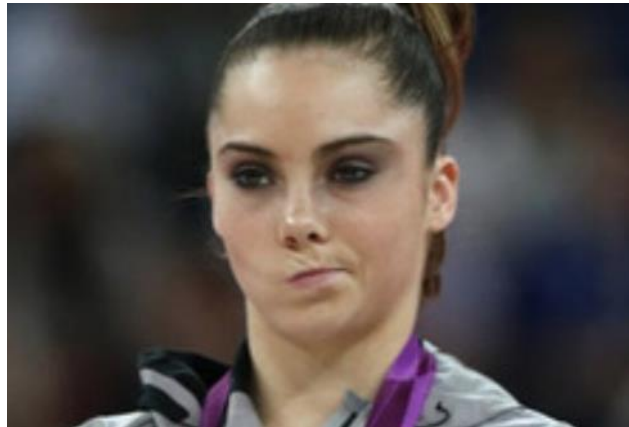
angry



scared



nervous



worried



glad



lonely



confused



embarrassed



proud



guilty

