



WELCOME

Week 1 - Younger Groups

SEL Connections: Social Awareness & Relationship Skills

Get excited! It's time to meet your kiddos. Learning their names is a great way to build a positive connection. This week, aim to set the tone for the semester by working collaboratively to set clear expectations for classroom culture and behavior.

SUGGESTED GOALS:

- ★ **Prioritize establishing a “Peace Corner” and a “personal bubble”**
 - The Peace Corner serves as a place for children to go if they are having difficulty participating in the activity for any reason. Stock this area with stress balls, slime, and drawing materials. This gives students the opportunity to **self regulate and reflect**.
 - Younger children can be very physical, so set boundaries early. No lap-sitting or hair playing.
- ★ **Establish an “Attention getter” and an opening or closing routine**
 - It may be easier to use the same attention getter that their classroom teacher uses.
 - Having an opening or closing routine like a song or activity helps with transitioning, and provides a sense of security because of its reliability.
- ★ **Make a “Peace Contract”**
 - This relates back to setting expectations and creating a **classroom culture**.
 - It is unfair to get upset with children over something you never explained.
 - Allowing children to create their own classroom rules allows them to develop **autonomy** & be more **accountable**.

ACTIVITIES:

- ★ **Play games focused on getting to know one another.**
 - When playing these games, sneak in questions that will help guide future programming. Find out if the group has a preference for certain activities.
- ★ **In terms of Imagineering, focus on self expression!**
 - Volunteers should participate in the activities alongside the students.
 - At the end everyone can share their creation, and have a chance to talk about themselves.

DEBRIEFING:

- ★ What makes a person a good person? **Are we born with these qualities or can anyone work hard and be this way?**
- ★ What do you like in a friend? Is it okay to have more than one best friend?
- ★ What are **expected classroom behaviors**? What should happen if someone displays unexpected behavior? Do we shame them or should we guide them?
- ★ What are our **peace goals** for the semester? What are your peace goals?
- ★ What is the purpose of Peace Through Play?



WELCOME

Week 1 - Older Groups

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SUGGESTED GOALS:

- ★ **Establish a “Peace Corner” and reinforce that the classroom is a safe space**
 - The Peace Corner serves as a place for children to go if they are having difficulty participating in the activity for any reason. Stock this area with stress balls, slime, and drawing materials. This gives students the opportunity to **self regulate and reflect**.
 - Create a respectful environment that is free of judgement so that older children feel more comfortable being vulnerable. A space like this allows for personal growth
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BUILDING RELATIONSHIPS

Weeks 2 & 3 - Younger Groups

SEL Connections: Self Management & Relationship Skills

With younger groups, agree together on a definition of a relationship. Having relationships is one of the keys to leading a happy and fulfilling life.

SUGGESTED GOALS:

- ★ ***Continue to establish a “safe space” within the classroom.***
- ★ ***Encourage students to acknowledge and respect differences amongst peers***
- ★ ***Empower students to take control over their attitude and emotions***
 - It is important for your students to **regulate their emotions** in order to maintain relationships with their friends
 - **expressing positive feelings** is also important, to remind your friends that you love and care for them
- ★ ***Discuss strategies for being inclusive and making new friends***
 - finding a common connection, or giving a compliment
 - inviting someone to join you, share an activity you enjoy with them

ACTIVITIES:

- ★ ***Play games focused on communication & continuing to get to know one another***
 - Communication is a key element of creating and maintaining strong relationships. A game like telephone is lighthearted and silly, and with a solid debrief the importance of communication is easy to convey
- ★ ***This theme lends itself to group crafts***
 - Since the focus is building relationships, this is a great opportunity to do a group or paired activities. If feasible, save crafts like mega-puzzles where each student creates an individual component and brings it together for weeks like community.
 - Try making a chainbow, or a collage, reminding students that they are working together to make one final product. During the craft making time facilitate conversation, or debrief.

DEBRIEFING:

- ★ What does a **relationship** mean to you? Who are people in your lives you have relationships with?
- ★ How do you make new relationships? Share a story of when you made a **new friend**, or a fun memory with a **longtime friend**.

SOCIAL EMOTIONAL LEARNING:

- ★ ***Self Management***
 - **Regulating emotions** and **communicating feelings** in order to maintain relationships
- ★ ***Relationship Skills***
 - **Making connections** with people from all walks of life
 - Being an **effective listener** and able to **cooperate** with adults and peers



BUILDING RELATIONSHIPS

Weeks 2 & 3 - Older Groups

SEL Connections: Self Management & Relationship Skills

Having relationships is key to leading a happy and fulfilling life. Having and being a good friend can greatly enhance your satisfaction. Friendships are a great way to practice setting boundaries and getting to know yourself as well as another person.

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- ★ **Encourage students to acknowledge and respect differences amongst peers**
- ★ **Empower students to take control over their attitude and emotions**
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ACTIVITIES:

- ★ **Play games focused on communication & continuing to get to know one another**
 - Games like compliment relay and talent shows allow your students to learn about their classmates strengths, and find commonalities or qualities they admire about each other
- ★ **This theme lends itself to group crafts**
 - Since the focus is building relationships, this is a great opportunity to do a group or paired activities. If feasible, save crafts like mega-puzzles where each student creates an individual component and brings it together for weeks like community.
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COMMUNITY

Weeks 4 & 5 - Younger Groups

SEL Connections: Social Awareness & Relationship Skills

This week, focus on having students understand exactly what a community is, what communities look like, and why communities are important. Being part of a community can enhance your sense of belonging.

SUGGESTED GOALS:

- ★ **A (healthy) community is an environment that encourages growth while providing security. For younger groups, try comparing it to a living home.**
 - A home keeps you safe, and a home is made up of many different parts (people). You contribute to a home, and the home contributes to your life.
- ★ **Teaching the idea of community can create a sense of place, familiarity, and security for students while also fostering stewardship**
- ★ **Connect your classroom to people, places, and things outside of/bigger than the classroom and the kids in it**

ACTIVITIES:

- ★ **Introduce Peacemaker Projects**
 - They are a great way to continue the conversation about important people in their communities.
- ★ **The best games are played with friends!**
 - Blob tag, Big wind blows, and banana tag all require the formation of communities to be played successfully
 - Try Community Musical Chairs for guaranteed giggles and a sense of togetherness

DEBRIEFING:

- ★ What is the value of being part of a community?
- ★ How are families and communities similar to and different from each other?
- ★ What communities are you apart of? Can you be a part of more than one?
- ★ Who is a good peacemaker in your community?

SOCIAL EMOTIONAL LEARNING:

- ★ **Social Awareness**
 - **Appreciating** the strengths that diverse members bring to the community
 - Having **respect** for members of the community and ones that are different than yours
- ★ **Relationship Skills**
 - **Making connections** with people in other communities and your own
 - Being positively **engaged with the community** through service or activities



COMMUNITY

Weeks 4 & 5 - Older Groups

SEL Connections: Social Awareness & Relationship Skills

Community is a simple concept to grasp for this age. To open up the conversation and range of potential activities, discuss the more complicated idea of identity and how a student's identity changes from one community to another.

SUGGESTED GOALS:

- ★ ***A community is like a home without a house. Contrasting the idea of a “home” and a “house” can work as an analogy for some students.***
 - Do not be afraid of rerouting the conversation toward something more complex.
- ★ ***The positive aspects of community are clear – but what about the other side?***
 - Communities which actively exclude others are not acting in anyone's best interest.
 - Ask them how a change would occur within the community if it needed to begin.
- ★ ***Discuss what communities your students are apart of, or would like to be.***

ACTIVITIES:

- ★ ***Introduce Peacemaker Projects***
 - As discussed at M3 this week, it is time to start brainstorming or working on peacemaker projects with your students.
 - They are a great way to continue the conversation about the people they find important or look up to in their communities.
- ★ ***The best games are played with friends!***
 - Captain's Corner and Band-aid tag all require the formation of communities to be played successfully.

DEBRIEFING:

- ★ What is the value of being part of a community?
- ★ How are families and communities similar to and different from each other?
- ★ Do you get to choose the communities you are apart of?
- ★ What can happen when different communities come together?

SOCIAL EMOTIONAL LEARNING:

- ★ ***Social Awareness***
 - **Appreciating** the strengths that diverse members bring to the community.
 - Having **respect** for members of the community and ones that are different than yours.
- ★ ***Relationship Skills***
 - **Making connections** with people in other communities and your own.
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LEADERSHIP

Weeks 6 & 7 - Younger Groups

SEL Connections: *Responsible Decision Making & Relationship Skills*

Being a leader is not something young children have the chance to do. This week, allow them to experience autonomy and be a leader. This can be done by letting students pick teams for a game, or decide what to do together.

SUGGESTED GOALS:

- ★ **Discuss qualities of good leaders, and make connections with your students as to how they might already be great at these skills.**
 - Good leaders are **good listeners, hardworking, and have goals**. Do your students listen in class? Work hard at sports or art? Are they working on their peace goals?
- ★ **During discussions, include that groups of leaders exist as well.**
 - The president doesn't run the country alone, they have a **whole team** that helps them.
- ★ **NOTE: Be aware of the political climate in these conversations – especially in terms of recommending potential community leaders.**

ACTIVITIES:

- ★ **For books, try reading The Berenstain Bears are Superbears!**
 - It is surprisingly effective at connecting successful leadership to being a superhero. It is highly recommended for 2nd & 3rd grade groups.
- ★ **For imagineering, superhero masks are a classic, but don't be afraid to try something new!**
 - Print out pictures of leaders, and words related to leadership for your students to color in, or have them freehand it. Put them together for a cool collage.
- ★ **For games, consider a **team activity** where there is one leader, then no leaders.**

DEBRIEFING:

- ★ What makes a good leader? Who has potential to be a good leader
- ★ Do you prefer being a leader, or a follower? Is being a follower a bad thing?
- ★ What can you do if you don't like what the leader is doing?

SOCIAL EMOTIONAL LEARNING:

- ★ **Responsible Decision Making**
 - Being able to independently **identify and find solutions** for problems
 - **Evaluating scenarios**
- ★ **Relationship Skills**
 - Being able to **take the perspectives** of others
 - **Creating bonds and a safe environment for others** to be in



LEADERSHIP

Weeks 6 & 7 - Older Groups

SEL Connections: *Responsible Decision Making & Relationship Skills*

With older students, the idea of leadership has likely been rehashed with them over and over again. That said, focus on bringing leadership closer to your students – make it more graspable and attainable, and equate stepping-up as a leader as a form of strength and courage.

SUGGESTED GOALS:

- ★ **Leadership and peacemaking go hand in hand.**
 - Although all peacemakers are leaders – not all leaders are peacemakers.
- ★ **Bad leaders forget what it's like to be among the led.**
 - Great leaders listen to those they lead. This is another opportunity to highlight the importance of **empathy**.
- ★ **Discuss the importance of the first followers.**
 - A leader cannot be a leader if they do not have anyone who believes in their cause and supports them. It is important that leaders are kind and understanding to gain followers.

ACTIVITIES:

- ★ **Play games in which students are put in and out of leadership roles**
 - Try a classic game like “Simon Says” or a challenging game like “Blizzard”
 - Another angle involves observational games...oftentimes, we are leaders and examples to others, without even knowing it.
 - We are powerful whether we want to be or not.
- ★ **Consider reading Yertle the Turtle for this age group. Yertle is an example of an authority and a bad leader.**
 - Impress upon older students the idea that they you don't have to be hired to be a leader – leadership is about what you do, and how you do it.

DEBRIEFING:

- ★ Did they play the game differently after experiencing being the leader?
- ★ How can they be a leader? How can they build their leadership qualities when they aren't in a leadership role?
- ★ What are a leader's most important responsibilities?

SOCIAL EMOTIONAL LEARNING:

- ★ **Responsible Decision Making**
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OUR PLANET

Weeks 8 - Younger Groups

SEL Connections: Responsible Decision Making & Social Awareness

It is crucial that we all respect the planet because it is a shared resource. The decisions one person makes in regard to how they treat the planet can potentially affect us all - be it positive or negative.

SUGGESTED GOALS:

- ★ **Extend the same kindness you show to yourself, friends and family to the planet**
 - Our students already know how they treat things they like, be it their friends pets, or a favorite toy. Explain how some of the acts of care they show to their loved ones/things can translate to the environment.
- ★ **Explain that students can act as a powerful force for good!**
 - Even though they are small, they can make a big impact by turning off the water when they brush their teeth, shutting off the lights when they leave a room and throwing away their trash and recycling.
 - They can spread what they have learned about protecting our planet to people in their life
- ★ **Talk about all the planet offers us everyday**
 - The planet gives us our food, our water, and land to build our houses, and schools, and the oxygen we need to breathe! The least we can do is treat it kindly, and try to leave it better or the same as when we found it.

ACTIVITIES:

- ★ **Play games involving recyclables, or that emphasize the importance of our planet.**
 - Use old soda bottles filled with weights as bowling pins, and a ball of any size to make a bowling game. Bonus Points for using recyclable items!!
 - Try a spin on “Messy Backyard.” Have one team (or the volunteers) be the “polluters” and the other team be the “protectors.”
- ★ **Making Crafts out of Recyclables is great for this week!**
 - Students can use egg cartons to create little animals by painting them and decorating them with googly eyes and pipecleaners.

DEBRIEFING:

- ★ Who do you know that protects the environment?
- ★ What is a small change you can make to protect the environment?

SOCIAL EMOTIONAL LEARNING:

- ★ **Responsible Decision Making**
 - **Making choices** that lead to a cleaner and healthier environment.
- ★ **Social Awareness**
 - Understanding the importance of protecting the environment because we **share** it.
 - **Feeling empathy** for those affected by damage that has been done to the environment.



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Weeks 8 - Older Groups

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SUGGESTED GOALS:

- ★ **Extend the same kindness you show to yourself, friends and family to the planet**
 - Open the conversation for this, allowing the students to come up with their own strategies.
- ★ **Explain that students can act as a powerful force for good!**
 - Talk about how they can practically enact some of the ideas they came up with earlier.
 - They can also spread what they have learned about the planet to people in their life.
- ★ **Talk about all the planet offers us everyday**
 - The planet gives us our food, our water, and land to build our houses, and schools, and the oxygen we need to breathe! The least we can do is treat it kindly, and try to leave it better or the same as when we found it.
- ★ **With older groups, make sure to steer clear of the doom and gloom**
 - they likely have a stronger grasp on the issues facing the planet, so try to keep things about the power we have to change things. Examples include; electing officials whose policies align with our interests, supporting or volunteering with environmental organizations, and making small changes in our personal lives.

ACTIVITIES:

- ★ **Play games involving recyclables, or that emphasize the importance of respecting and protecting our planet.**
 - Try a spin on “Messy Backyard.” Have one team (or the volunteers) be the “polluters” and the other team be the “protectors.”
 - You could also try a science project, like making volcanoes to showcase what the earth and its elements are capable of doing.
- ★ **Making Crafts out of Recyclables is great for this week!**
 - Checkout the craft where students make vehicles out of recycled goods and balloons!

DEBRIEFING:

- ★ How do you protect the planet, or what are some things you can see yourself doing?
- ★ Who are some people you know who protect the planet? Would you want to be like them?

SOCIAL EMOTIONAL LEARNING:

- ★ **Responsible Decision Making**
 - **Making choices** that benefit the environment and the people around them.
 - **Looking for solutions** that could protect the environment.
- ★ **Social Awareness**
 - Understanding how their decisions can **impact** other people and the environment.