

Note that these sessions may be rolled out sequentially, as written here, beginning at the beginning and continuing all the way through, or facilitators may choose to focus on a specific type of activity, such as literacy or numeracy, first, and then continue to other activities.

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Introduction

This packet of activities is intended for use with children who have recently been displaced from their homes, or those in protracted crisis who have not had access to education, so that they can continue to learn and participate in structured educational activities while they wait for the opportunity to participate in formal schools or other longer term non-formal education programs.

Activities can be implemented by community facilitators in Child Friendly Spaces, or in home/community settings. Prior to implementation, facilitators should participate in the Return to Learning Facilitator Orientation, and they should be supported by ongoing Return to Learning Facilitator Workshops on a weekly or bi-weekly basis.

Routine for Sessions/Classes

We want:

- ✓ Everyone to feel welcome, valued, protected, and engaged
- ✓ Children to know what to expect
- ✓ Children and facilitators to feel they are part of a community/group

Schedules and routines are very important for children, especially during crises/emergencies. The session or “class” may be short but it will be an important routine in the daily and weekly lives of children.

You may make adjustments to the time for each step but it is important that the order of the activities remains the same every day so children know what to expect.

You will notice that in this activity packet, the opening and closing are the same for each session. This reinforces children’s sense of security.

Steps	Time	Activity
Step 1	15-20 minutes	Opening Circle Welcome and Focusing on Group/Self
Step 2	40-50 minutes	Group Activity Whole group, individual, or small group work
Step 3	20-30 minutes	Closing Circle Clean Up Goodbye for the day

Details on Steps

Step 1: Welcome

- Facilitator claps hands/rings a bell to focus group and sings or says “Welcome! Good Morning!”
- Facilitator invites children to join him/her in a circle
- Conduct a **welcome activity** to help children focus at the start of the activity. It is best to start with the ‘name game’ so children get to know each other.
- Conduct a **mindfulness activity** to help children focus and find a quiet space

Step 2: Activity

- Activity introduction
 - If it is part of a theme, reinforce it as part of a group of activities.
 - Explain the activity
- Whole group activity
 - The facilitator leads an activity that all children do together, with support from the facilitator.
- Individual/small group work
 - Continuation of same activity in smaller groups
 - Facilitators organize groups, distribute materials, and make sure children know how much time they have
 - Facilitators circulate, helping groups
 - When there are only a few minutes left, facilitators let children know they need to start finishing up

Step 3: Closing

- The facilitator rings a bell/claps and asks children to return to the group.
- Collect the work or materials from the group activity if any
- The facilitator asks children how they enjoyed the group or individual activity—was it fun? Was it surprising in any way? Was there anything challenging about it?
- Clean Up Time
 - Ask children to clean up the space and materials – if there is a song, sing as a group (example: “clean up, clean up, everybody, everywhere, clean up, clean up”)
- Group meeting closing
 - Closing meeting is a time to gather together as a group to sing a song or tell a story before saying goodbye for the day. (The story could be a child’s storybook read aloud or if books have not been procured yet, an orally told story.)
 - Sing a song – great to use local children’s songs
 - Read a book or tell a story (for younger children)
- Remind children when the next session will be, tell them you want to see them return and enjoy the next session together. Stand near the exit and say goodbye as children leave.

Notes for local adaptation

General guidance

All activities and sessions must be reviewed by the Save the Children team prior to the facilitator orientation. Adaptation teams should look for:

- Activities that do not make sense in this context
- Songs and games that can be replaced with local songs and games
- Materials that can be replaced with local materials
- Vocabulary that needs adjusting to make it more child-friendly

Adaptation teams should also bear in mind that children who have recently been displaced are likely to feel a sense of trauma, especially if they are currently transient, or “on the move.”

- Sessions that include activities that may provoke emotional responses from children are highlighted.
 - Save the Children teams should make sure that facilitators understand only to implement those activities if they are capable of providing emotional and psychosocial support to children, or if there is someone on site to whom they can refer children experiencing grief.
- We want to be able to provide children with a supportive environment in which they can express all of their emotions, however we do not want to encourage them to expose emotions and then inadvertently cause them harm.
 - This is a difficult undertaking with a lot of gray area. If in doubt, please consult your colleagues, supervisor, and/or technical advisor before reaching a conclusion.

Session-specific guidance

Session 1: Planting a Seed

SEL connections: Children can be encouraged to think about the kind of care that they need and how they can care for each other. However, note that children may not be receiving that kind of care in their current situation, and only engage in this discussion if you are able to provide supportive, child-friendly psycho-social support yourself or through a referral system.

Sessions 2-4: The letter “s”

Note that this series of sessions can be replicated and used with any letter/sound combination at any point. Facilitators should use these sessions, replacing the letter “s” with a different letter, whenever the opportunity arises

Session 5: Making triangles

Note that this session can be repeated using different shapes. If the shape, such as a circle, includes a curve, use grasses or string instead of sticks. Facilitators should use this activity with other shapes whenever the opportunity arises.

Session 7: What if...we were magic?

Please make sure to replace the name “Alex” from the story included here with a local name.

Scope and Sequence of skills by session

Session	Description	Skills	Welcome activity	Mindfulness activity
1	Planting a seed	Language and literacy: describing objects and sequencing SEL: social awareness, responsible decision making	Name song	Belly breathing
2	“Ssss” sounds	Language and literacy: phonemic awareness, letter knowledge, descriptions SEL: self-management (executive function)	Name song	Belly breathing
3	Making the letter “S”	Language and literacy: phonemic awareness, letter knowledge, descriptions SEL: self-management (executive function)	Name song	Belly breathing
4	Letter “s” treasure hunt	Language and literacy: phonemic awareness, letter knowledge SEL: self-management	Simple Morning Greetings Activity	Meditation exercise
5	Making triangles	SEL: self-management Numeracy: counting; geometry	Simple Morning Greetings Activity	Meditation exercise
6	Shape matching	SEL: self-management, social awareness Numeracy: geometry	Simple Morning Greetings Activity	Meditation exercise
7	What if... we had magic powers?	Language and literacy: reading comprehension, vocabulary, listening, describing SEL: positive relationships	Introduce your neighbor	Seeing colors
8	Being a good friend	Language and literacy: descriptions SEL: social awareness, positive relationships	Introduce your neighbor	Seeing colors

9	Fixing problems with our friends	Language and literacy: describing our objectives and how we feel SEL: positive relationship skills, social awareness	Introduce your neighbor	Seeing colors
10	Helping our community	SEL: social awareness, responsible decision making	Ball bounce/roll greeting	Sitting silently
11	Making patterns with our bodies	Numeracy: patterns, prediction SEL: self-management	Ball bounce/roll greeting	Sitting silently
12	Making a pattern	Numeracy: patterns, prediction SEL: self-management	Ball bounce/roll greeting	Sitting silently
13	Alphabet bingo	Language and literacy: alphabet knowledge SEL: self-awareness	Facilitator/student choice	Focus on the light
14	Letter teams	Language and literacy: letter knowledge SEL: positive relationships	Facilitator/student choice	Focus on the light
15	My letter	Language and literacy: alphabet knowledge, phonemic awareness, early writing	Facilitator/student choice	Focus on the light
16	Sorting letters	Language and literacy: letter knowledge Numeracy: sorting, counting SEL: social awareness	Facilitator/student choice	Contact and release
17	Sorting by color	Language and literacy: names of colors Numeracy: sorting and classification SEL: positive relationship skills	Facilitator/student choice	Contact and release

18	Sorting by size	Language and literacy: descriptions Socioemotional learning: self-awareness	Facilitator/student choice	Contact and release
19	Being a good friend: working in groups	Language and literacy: reflection and analysis SEL: self-awareness, social awareness	Facilitator/student choice	Muscle relaxing
20	Some great things about me	Language and literacy: early writing/graphic representation SEL: self-awareness	Facilitator/student choice	Muscle relaxing

Session 1: Planting a Seed

Description: Children plant seeds in cups and discuss how we will grow together.

Objective: Children will be able to identify the kinds of care that seeds need in order to grow and will gain confidence in themselves by providing that care.

SEL connections: Children can be encouraged to think about the kind of care that they need and how they can care for each other. However, note that children may not be receiving that kind of care in their current situation, and only engage in this discussion if you are able to provide supportive, child-friendly psycho-social support yourself or through a referral system.

Skills:

Language and literacy—describing objects; sequencing

SEL—social awareness, responsible decision making

Materials:

- A collection of seeds, at least 1 per child
 - Can be beans, grains, or any kind of locally found seed. (Please avoid seeds that take many months to sprout, and instead provide on fast-growing seeds such as grains and beans)
- Paper cups, at least 1 per child
- Crayons or markers

Activities:

Step 1: Welcome

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- Play a name game
 - *Example: Sing a name song, facilitator starts*
Facilitator: [Singing]
My name is [say name], [say name] is my name
My name is [say name], and what is your name? [Look at child to the right]
[Child says name]
[Everyone sings]
Her name is [say name], [say name] is her name
Her name is [say name], and what is your name? [Next child to the right]
[Child says name]
[Everyone sings]
Her name is [say name], [say name] is her name
Her name is [say name], and what is your name? [Next child to the right]
[After having sung all of the children’s names, sing, “Now we said everybody’s name.”
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)

- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘belly breathing.’ Who can show me where their belly is?”
- Say: That’s right! Now we are going to:
 - Put both of our hands gently on our bellies
 - Sit right and straight, but also relaxed
 - We can close our eyes, or look right at the top of my head
- Using a calm, slow voice, say:
 - Let’s breathe in slowly and feel our bellies fill up with air
 - Our bellies should get nice and round, very slowly
 - And now let’s breathe out and feel our bellies get small again, nice and slowly
- Count to 5, slowly as the group breathes in, and from 5 down to 1, slowly, as the group exhales
- Repeat 4 or 5 times
- Quietly thank children for their work breathing, and say: Now that we have made our bodies and our minds calm, we are ready to start our activity.

Step 2: Activity

- Show children one of the seeds/beans/grains you have brought and ask if anyone knows what it is. Take responses.
 - Pass it around from person to person and ask children to say something about it when they get it. Encourage them to describe:
 - The color
 - The size
 - The texture
 - The shape
- Tell children that today we are going to plant seeds like this.
- Ask if anyone has planted seeds before, and what happens.
- Tell children that first we put seeds into dirt, then we give them water, then we make sure they get sunlight, and we continue to water them, and they grow!

If you would like to make a socioemotional connection here, you can say: That is what seeds need to grow—what do children need? [Food, water, time to play, love] How can we make sure our friends are getting love? [We can care for each other’s feelings by being kind, asking if something is wrong, playing together, encouraging each other etc]

- Show children one of the paper cups you have brought, and the markers or crayons. Explain that you are going to plant your seed in this cup, but first you will make it pretty.
 - Color something on your cup
- Distribute cups and markers or crayons to each child and ask them to make their cups pretty
 - As they are coloring, ask them to write their names on the bottoms of their cups. Help any child who is unable to write his or her name to do so.

**Note that you may need to go outside for the following activities*

- Then, show children how you will fill your cup with dirt. Ask children to fill their cups with dirt as well.

- Show children that you will now poke a hole in the dirt in your cup and put your seed/bean/grain inside, then cover it with dirt.
 - Distribute seeds/beans/grains to each child and ask children to plant their seeds as you did.
- Finally, demonstrate how you water your seed, and help each child to put a bit of water in his or her cup as well.

Step 3: Closing

- Ring a bell or clap hands and ask children to help you clean up any messes that are left (markers back in their place, any remaining cups, sweeping up dirt, etc)
- When the space is orderly, invite children to join you in a circle; they should have their planted seed cups with them.
- Ask all children to hold up their seed cups, showing them to the group, and tell them they did a wonderful job
- Ask children to describe their seed cups.
 - What colors did they use to decorate? What shapes?
- Ask children if anyone would like to say anything fun about planting seeds today—what did they enjoy?
 - Give time for children to respond
- Ask if anyone had any challenges, was anything difficult? How did they handle difficulties when they arose?
 - Give time for children to respond
- Ask children what they need to do to make sure their seeds grow, and give them time to respond
 - *They need to give them water, but not too much water*
 - *They need to put them in a sunny place*
 - *They need to protect them from animals*

If you would like to make a socioemotional connection, ask children how they will make sure their friends and brothers and sisters grow.

Ex. They will be kind and say nice things; they will help each other when they need help

- If there is a space where children can leave their seed cups, you can offer them the choice between leaving their seed cups or taking them home. Otherwise tell all of the children they should take their seed cups home and take good care of them.
 - Tell children they are very responsible for taking on the care of a seed.
 - Tell them you will ask them to bring in their seeds in a week or so to see how they are doing.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way

- Stand next to the exit and say goodbye to each child as he or she leaves

Session 2: “Ssss” sounds

Description: Children think of words that start with the letter “s,” then they see the letter “s.” Children then feel objects in a bag without being able to see the objects, describing them as they and their friends try to guess the name of the object—all of the items start with the ssss sound.

Objective: Children will be able to associate the letter “s” with the sound sssss.

Note that this session can be replicated and used with any letter/sound combination at any point. Facilitators should use these activities as the opportunities arise.

Skills:

Language and literacy—phonemic awareness; letter knowledge; descriptions

SEL- self-awareness

Materials:

- A bag or a hat (something to contain objects without children being able to see them)
- A collection of objects that start with the sound ssssss (preferable about 6 different objects; if this is not possible, include multiple objects that are the same)
- A place to write so that everyone can see, such as a chalkboard and chalk or a big piece of paper and a marker

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- Play a name game
 - *Example: Sing a name song, facilitator starts*
Facilitator: [Singing]
My name is [say name], [say name] is my name
My name is [say name], and what is your name? [Look at child to the right]
[Child says name]
[Everyone sings]
Her name is [say name], [say name] is her name
Her name is [say name], and what is your name? [Next child to the right]
[Child says name]
[Everyone sings]
Her name is [say name], [say name] is her name
Her name is [say name], and what is your name? [Next child to the right]
[After having sung all of the children’s names, sing, “Now we said everybody’s name.”]
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)

- Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘belly breathing.’ Who can show me where their belly is?”
- Say: That’s right! Now we are going to:
 - Put both of our hands gently on our bellies
 - Sit right and straight, but also relaxed
 - We can close our eyes, or look right at the top of my head
- Using a calm, slow voice, say:
 - Let’s breathe in slowly and feel our bellies fill up with air
 - Our bellies should get nice and round, very slowly
 - And now let’s breathe out and feel our bellies get small again, nice and slowly
- Count to 5, slowly as the group breathes in, and from 5 down to 1, slowly, as the group exhales
- Repeat 4 or 5 times
- Quietly thank children for their work breathing, and say: Now that we have made our bodies and our minds calm, we are ready to start our activity.

Step 2: Activity (15-20 minutes)

- Ask if anyone in the group can remind us what we did last time.
 - Help children to explain that in the last session we planted seeds in cups.
 - Ask children how their seeds are doing—are they remembering to give them a little water? Does anyone have a seed that has sprouted yet?
- Say to children: Last time we planted seeds. Repeat the sss sound: *ssss, ssss, ssssseeds.*
 - Say, *sssseeds* starts with the sound *ssssss*.
- Ask: Can anyone think of other words that start with *ssss*?
 - Help children think of a few examples, and give them time to call out further examples
 - Act out or point to any of the example words that you can (for example, make a big SMILE when saying the word, “smile,” or point to the SUN when saying the word, “sun.”)
 - Make sure that at least some of the items included in the objects you have brought today are included in the examples.
- Draw a big letter “s” someplace where all of the children can see, on a chalkboard, on a big piece of paper, or on the ground with a stick.
 - Tell children, “this is the letter ‘s,’ it makes the sound *ssssss*. Every time you see the letter “s” you know it’s saying *ssssss*.”
 - Trace the letter “s” and say, “*ssssss*”
 - Ask the children to say, “*ssss*” with you, and say again, this is the letter “s.”
- Tell children that you have a bag full of objects that all start with the letter “s,” that all start with the sound *ssss*.
 - Ask children for some examples of objects that might be in the bag, and let them call out examples. If the example starts with “s,” say: yes, that might be in the bag; if the example starts with a different letter, remind children that every object in this bag will start with “*ssss*.”

- Tell children that you are going to close your eyes and feel for an object inside the bag. You will describe the object, and the children should call out ideas of what the object is.
 - Close your eyes and put your hands in the bag. Describe an object that you feel. (It's hard or soft, the shape, the texture, etc)
 - Ask children to call out ideas of what object you might be describing. Remind them that the object starts with the sssss sound.
 - When a child guesses the object correctly, pull out the object and show it to the group.
 - Say the name of the object, emphasizing the sssss sound.
 - Point to the letter "s" you wrote and tell children that this object starts with the sound "sss," so it starts with the letter "s." Remind them that when they see the letter "s," they know that it is saying "sssss."
- Ask if anyone else would like to try describing an object, and invite a volunteer to the front of the group.
 - Have the child put his or her hand in the bag and choose one object to describe.
 - Help the child to describe the object by asking questions—is it big or small? Hard or soft? Any bumps on it? Any lines?
 - Ask the children who are watching and listening to guess the object. Remind them that it starts with the letter "s" and the sound "ssss."
 - After a few minutes, ask the child who is describing the object, the child at the front, to show everyone the object.
 - Say the name of the object, emphasizing the "ssss" sound and pointing to the letter "s" that you wrote earlier.
 - Explain that the name of this object [say the name, emphasizing the ssss sound] starts with the letter "s" [point at the letter s]. Remind the group that when they see the letter "s," they know it is saying "sssss."
- Repeat this activity with a few more children, 3 or 4 more times.

Step 3: Closing (10 minutes)

- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today. Give several children the chance to share responses.
- Tell children that they did a great job today, and that you are very proud of them for their work.
- Ask children to keep their ears open for words that start with the "sssss" sound. Anytime they hear a word like with "sssss," they can think of the letter "s,"
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 3: Making the letter “s”

Description: Children practice making the letter “s” with their bodies, in the air, and on the ground.

Possible modification: Instead of drawing the letter “s” on the ground, children can write it with markers or chalk.

Objective: Children will be able to write the letter “s.”

Skills:

Language and literacy—phonemic awareness; letter knowledge; descriptions

Materials:

- Chalk and chalkboard or marker and paper for the facilitator
- Sticks and a patch of ground for children (alternatively, markers and paper or chalk and chalkboard for children)

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- Play a name game
 - *Example: Sing a name song, facilitator starts*
Facilitator: [Singing]
My name is [say name], [say name] is my name
My name is [say name], and what is your name? [Look at child to the right]
[Child says name]
[Everyone sings]
Her name is [say name], [say name] is her name
Her name is [say name], and what is your name? [Next child to the right]
[Child says name]
[Everyone sings]
Her name is [say name], [say name] is her name
Her name is [say name], and what is your name? [Next child to the right]
[After having sung all of the children’s names, sing, “Now we said everybody’s name.”
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘belly breathing.’ Who can show me where their belly is?”
- Say: That’s right! Now we are going to:
 - Put both of our hands gently on our bellies
 - Sit tight and straight, but also relaxed

- We can close our eyes, or look right at the top of my head
- Using a calm, slow voice, say:
 - Let's breathe in slowly and feel our bellies fill up with air
 - Our bellies should get nice and round, very slowly
 - And now let's breathe out and feel our bellies get small again, nice and slowly
- Count to 5, slowly as the group breathes in, and from 5 down to 1, slowly, as the group exhales
- Repeat 4 or 5 times
- Quietly thank children for their work breathing, and say: Now that we have made our bodies and our minds calm, we are ready to start our activity.

Step 2: Activity (15-20 minutes)

- Ask if anyone in the group can remind us what we did last time.
 - Help children to explain that in the last session we started thinking about the letter "s"
 - Show children a big letter "s" you have written down
 - Remind children that the letter "s" makes the sound sssssss
 - Say a few words that start with sssss, emphasizing the ssssss sound
 - Ask children to call out words that start with sssss and point to the letter "s"
 - Remind children that when they see the letter "s," they know it is making the sound sssss.
- Tell children that today we will work on making the letter "s" ourselves.
- Hold up a stick or a marker and show how you trace the letter "s" in the air
- Write the letter "s" somewhere where all of the children can see it
- Write the letter "s" again, explaining what you do as you write ("I start at the top and I make a big curve swooping around, then another curve around on the bottom...")
- Ask the children to stand up and make a big letter "s" with their fingers, in the air
- Ask children to make a letter "s" with their bodies—they can trace it with their heads, with their fingers, with their hips, even with their feet
 - Give children a few minutes to do try that out (this part should be fun!) Children should be silly!
- Divide children into small groups (no more than 3 per group) and give each group a stick or a marker. Ask groups to try out making the letter "s" in the ground (if they have sticks) or on paper (if they have markers)
 - Remind children to help each other
 - Give groups time to practice while you walk around helping them

Step 3: Closing (10 minutes)

- Clap your hands or ring a bell to get children's attention, then ask them to join you in a circle
- Ask children if they were able to make the letter "s"
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work.
- Ask children to keep their ears open for words that start with the "sssss" sound. Anytime they hear a word like with "sssss," they can think of the letter "s,"
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.

- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 4: Letter “s” treasure hunt

Description: Children get small pieces of paper with the letter “s” written on them, and they walk around putting the letter on any object that starts with the letter “s”

Objective: Children will be able to connect the letter “s” with the sound ssss.

Skills:

Language and literacy—phonemic awareness; letter knowledge

SEL— self-management

Materials:

- The letter “s” written down somewhere where everyone can see it, nice and large, on a chalkboard or a big piece of paper
- Small squares of paper, about the size of half a cell phone, with the letter “s” written on them—you will need at least one “s” paper per child, preferably many more than that
- Tape—Place a piece of tape on each square so that children can stick the letters onto the objects they find

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- By now, the children should know each other’s names, so the facilitator should try a different ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the simple morning greeting activity (see Annex 1)
- Start the simply morning greeting activity.
 - One student starts and greets the student next to him/her by saying, “Good morning, _____.” They make eye contact and face each other when doing this exchange. The next student returns the greeting and then greets the person on his/her other side. You can add a handshake, high five or other contextually and culturally appropriate greeting. Given every student the opportunity to participate.
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘meditation exercise.’
- Say: Now we are going to:
 - Take 1 minute to sit quietly.
 - Close your eyes only if you are comfortable doing so grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.

- Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
- Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
- Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
- Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
- Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

Step 2: Activity (15-20 minutes)

- Ask if anyone in the group can remind us what we did last time.
 - Help children to explain that in the last session we started practicing how to write the letter “s”
 - Show a big letter “s” and trace it with your finger
 - Ask everyone to trace a letter “s” in the air with their finger, while you do it in front of them
 - Remind children that we also made the letter “s” with our bodies
 - Ask if anyone would like to show the group how they made the letter “s” with their bodies (they don’t have to if they don’t want to)
- Tell children that today we will be going on a treasure hunt! We are going to hunt down objects that start with the letter “s”.
 - *If you want to make this activity more difficult, you can include objects that include the sound ssss, not necessarily at the start of the word*
- Show children one of the “s” papers with tape on it, and tell children they are each going to get papers like this one.
 - Look around the room and think out loud, say: “hmm, where can I put this? Do I see anything that starts with ‘ssss’?”
 - Find something that starts with “ssss” and stick the “s” paper on it
- Ask children to call out other objects in the room that start with “s”
 - *You can decide to allow children to go outside as well depending on your space*
- Put children in pairs and distribute an “s” paper to each child.
 - Tell children to run and stick them on any object they can find that starts with the letter “s,” as fast as they can
 - *Possible modification: If you are able to have many “s” papers, put the remaining ones in a bowl or a basket at the front of the room, and have children run back to get a new one when they have finished. They can continue until all of the “s” papers run out.*
- When everyone has finished, ask children to stand next to their “s” objects (if they have found more than one object, they can start with just one for now)
- Give each child a chance to call out the name of his or her object
 - Gently correct any child that has made a mistake, do not scold. Help children correct their mistakes if necessary.

- Tell children they did a great job finding objects that start with “sssss.” Ask them to find their “s” papers and bring them back to sit in a circle with you.

Step 3: Closing (10 minutes)

- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work.
- Ask children to keep their ears open for words that start with the “sssss” sound. Anytime they hear a word like with “sssss,” they can think of the letter “s,”
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It’s time to end our day
It’s time to end our day
Its’ time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 5: Making triangles

Description: Children make triangles out of sticks

Objective: Children will be able to identify and create triangles, and will practice counting.

Note that this activity can be repeated for any shape. If the shape includes a curve, such as a circle, use grasses or string instead of sticks. Facilitators should use this activity as the opportunity arises.

Skills:

Numeracy—counting; geometry

SEL—self-management

Materials:

- You will need to be able to draw shapes somewhere where all children can see. This can be on a chalkboard, on a big piece of paper, or in the dirt on the ground
- A collection of short sticks, about the same size, for each child
 - Each child will need at least 3 sticks
 - You may wish to ask children to bring their own sticks to this session, however be sure to have extras available for any child that does not come with sticks
 - If sticks are not readily available, grasses or something else that is in a straight line would also work

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- By now, the children should know each other’s names, so the facilitator should try a different ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the simple morning greeting activity (see Annex 1)
- Start the simple morning greeting activity.
 - One student starts and greets the student next to him/her by saying, “Good morning, ____.” They make eye contact and face each other when doing this exchange. The next student returns the greeting and then greets the person on his/her other side. You can add a handshake, high five or other contextually and culturally appropriate greeting. Given every student the opportunity to participate.
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘meditation exercise’
- Say: Now we are going to:
 - Take 1 minute to sit quietly.

- Close your eyes only if you are comfortable doing so grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
- Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
- Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
- Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
- Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
- Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

Step 2: Activity (15-20 minutes)

- Tell children that today we are going to look at shapes. Tell children that examples of shapes are squares (draw a square) and rectangles (draw a rectangle).
- Ask children if they know of any other shapes.
 - As they call out shapes, repeat the name of the shape and draw it. Some other answers may include circles, triangles, stars.
- When the children have exhausted their ideas, point to the triangle (or draw a triangle) and ask if anyone knows the name of the shape. If they don't know, say: this is a triangle.
- Say: let's count the sides on a triangle, and point to each side as you count: 1-2-3
- Ask children to take out the sticks they brought (or distribute sticks) and ask them if they can make triangles out of sticks.
 - Ask children to make as many triangles as they can using the sticks they have.
- Tell children they have done an excellent job.
- Ask children to count the number of triangles they have made
- You can also count the number of triangles the whole group has made

Step 3: Closing (10 minutes)

- Ask children if they can think of anything that is triangle shaped—anything at home? In the market? In the street?
 - Provide a few examples yourself, then give children time to provide examples
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work.
- Ask children to keep their eyes open for triangles anywhere they see them.
- Thank children for their work today and tell them you are so glad to be working with them.

- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 6: Shape matching

Description: Each child receives a piece of paper with a shape on it. Before the music stops, they have to find someone else in the group that has the same shape.

Objective: Children will be able to recognize and name shapes.

Skills:

Numeracy—geometry

SEL—self-management, social awareness

Materials:

- Before the session, draw shapes on small pieces of paper about the size of half the length of a cell phone; there should be multiple pieces of paper with the same shape (several triangles, several squares, several rectangles, etc)
 - If you find that more children turn up than you were expecting, make a few extra shapes before beginning the session. Each child must receive one.
- Some place to write where all children can see; this may be a chalkboard, a big piece of paper, or a patch of dirt

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- The facilitator should start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the simple morning greeting activity (see Annex 1)
- Start the simply morning greeting activity.
 - One student starts and greets the student next to him/her by saying, “Good morning, _____.” They make eye contact and face each other when doing this exchange. The next student returns the greeting and then greets the person on his/her other side. You can add a handshake, high five or other contextually and culturally appropriate greeting. Given every student the opportunity to participate.
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘meditation exercise.’
- Say: Now we are going to:
 - Take 1 minute to sit quietly.
 - Close your eyes only if you are comfortable doing so grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.

- Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
- Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
- Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.
- Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
- Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

Step 2: Activity (15-20 minutes)

- Tell children that today we are going to look at shapes.
- Ask children to call out the names of shapes that they know, and repeat each name as you draw it.
 - The drawing should be big enough for all children to see.
- Point at each shape and repeat the name of it
- Tell children that they are each going to get a shape card (hold one up as an example)
 - On this card there is a shape
 - They should find the other people in the room who have the same shape on their cards
- Tell children that you are going to sing (you may prefer to play music on your phone or ask someone else to sing, that is fine).
 - Children must find their shape groups before the music stops
- Distribute the shape cards and tell children to spread out around the room. They should stay still and quiet until the music starts; then, they should find other children with the same shape as fast as they can.
 - The first group to have all of its members wins!
 - Everyone must find their group before the music stops.
- Start singing (or playing music)
 - Allow children to rush around, making noise
- When the music stops ask: Where are the squares?
 - And have everyone clap for the squares
 - Continue with the other shapes
 - Congratulate the winners

Step 3: Closing (10 minutes)

- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work.
- Ask children to keep their eyes open for triangles anywhere they see them.
- Thank children for their work today and tell them you are so glad to be working with them.

- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 7: What if...we had magic powers?

Description: Children think and talk about what kind of magic powers they would like to have, and draw pictures of what it would be like to have those powers.

Objective: Children will be able to describe magic powers using their creativity.

Skills:

Literacy and language—reading comprehension; vocabulary; listening; describing
SEL—positive relationships

Materials:

- Drawing materials for children (paper and markers or crayons)
- Alex [please replace with local name] is Magic story (see below)

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- The facilitator will start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the ‘introduce your neighbor’ activity (see Annex 1)
- Start the welcome activity ‘introduce your neighbor’.
 - Each student interviews a partner by finding something out about them (favorite book, favorite food, favorite activity) and then sharing that information with the rest of the class. For example, you can say, “This is my friend _____, and his or her favorite activity is _____.”
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘seeing colors.’”
- Say: Now we are going to:
 - Sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator’s head and let their eyes rest.
 - Ask children to think of their favorite color but not say it out loud.
 - Ask children to take a deep breath and as they breathe in tell them that they are breathing in their favorite color. Can they imagine the color going up their nose and into their lungs? Can they close their eyes and see the color in their chest? In their heart? Is the color small or large? Is it moving or is it resting inside of them?
 - Ask them to imagine the color inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.

- Ask them to be their favorite color for one, two, three, four, five, six, seven, eight, nine, ten.
- Take another deep breath and hold for one, two, three. Tell the children to name their color quietly when they exhale.

Step 2: Activity (15-20 minutes)

- Tell children that today we are going to use our *imaginations*. Ask if anyone knows what an imagination is.
 - Take a few responses.
 - Explain that our imaginations are the parts of our minds that make up new and really fun ideas. They are very important, because with our imaginations we can see new places, visit new places, and find solutions to problems.
- Tell children that first we are going to read a story.
 - The children should all sit quietly in a circle and listen as you read out loud.
 - This story has no pictures, so the children should try to see the story in their minds—this is also using their *imaginations*.

Samy is Magic

[Please replace the name “Samy” with a local name]

Samy woke up one morning feeling a little strange. He stretched his arms above his head and said good morning to his mother and father. “Good morning, Samy,” his mother said. “Ah-ah-ah-chooo!” Samy sneezed, and then he screamed! “A fire just came out of my nose!” “Oh Samy,” his father said, “please be a little more quiet, we’re just waking up.”

Samy pointed his finger at his father, “but look!” he said, and fire shot out of his finger!

“Aaaah!” screamed Samy’s parents at the same time.

Samy pointed at the ceiling and another fire shot out of his finger.

He coughed and a fireball came out!

“Samy!” his mother said, “you have woken up this morning with magic powers!”

- Stop reading and look around at the children. Say: Wow, this little boy woke up one morning with magic powers!
 - Ask: What was Samy’s magic power? [He could shoot fire out of his body]
 - Ask: What are some other magic powers you have heard of?
 - Children may have heard of: flying, being invisible, being incredibly strong, having very strong eyesight or hearing....
 - Ask: If you could have a magic power, what would you choose? Why?
- Ask children to talk to the person next to them about the magic power they would like to have, and what they would do if they had that power.
 - Give children a few minutes to talk, then ask if anyone would like to share their ideas with the whole group

- Distribute paper and drawing materials to children and ask them to draw what it would be like to wake up one morning with magic powers, like Alex in the story.
 - Give children 5-10 minutes to work on their drawings

Step 3: Closing (10 minutes)

- Clap hands or ring bell to get children’s attention, and ask them to bring you the drawing materials (markers or crayons)
- Invite children to join you in a circle and ask them to hold up their drawings. Look at the drawings and tell children they did a great job.
- Ask if any children would like to show their drawing to the group and explain what they drew.
 - For each child that presents his or her drawing, make sure to tell him or her that it is beautiful
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It’s time to end our day
It’s time to end our day
Its’ time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 8: Being a good friend

Description: Children talk about what it means to be a good friend, and practice being good friends to each other.

Objective: Children will develop competencies to support each other and collaborate well with their peers.

Skills:

Language and literacy: descriptions

SEL: social awareness, positive relationships

Materials:

- Drawing materials
- Ball (more than one if possible)
- Other recreational materials if possible

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- The facilitator will start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the ‘introduce your neighbor’ activity (see Annex 1)
- Start the welcome activity ‘introduce your neighbor’.
 - Each student interviews a partner by finding something out about them (favorite book, favorite food, favorite activity) and then sharing that information with the rest of the class. For example, you can say, “This is my friend _____, and his or her favorite activity is _____.”
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘seeing colors.’
- Say: Now we are going to:
 - Sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator’s head and let their eyes rest.
 - Ask children to think of their favorite color but not say it out loud.
 - Ask children to take a deep breath and as they breathe in tell them that they are breathing in their favorite color. Can they imagine the color going up their nose and into their lungs? Can they close their eyes and see the color in their chest? In their heart? Is the color small or large? Is it moving or is it resting inside of them?

- Ask them to imagine the color inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.
- Ask them to be their favorite color for one, two, three, four, five, six, seven, eight, nine, ten.
- Take another deep breath and hold for one, two, three. Tell the children to name their color quietly when they exhale.

Step 2: Activity (15-20 minutes—may be longer if possible)

- Tell children that today we are going to talk about what it means to be a good friend. Tell them that it's important that we try to be good friends to each other.
- Ask children what it means to be a good friend, and listen to their responses.
Responses may include:
 - Helping each other
 - Playing together
 - Sharing
- Tell children they know a lot about being good friends.
- Ask children if they ever meet new friends.
 - Ask children what they do when they meet a new friend.
Responses may include:
 - *They smile*
 - *They say their names*
 - *They ask if the new friend would like to play*
 - Ask children if they have ever been in a new situation where they did not know anyone. Ask children how they felt in that situation.
 - Ask children what they can do to help a new child feel comfortable.
Responses may include:
 - *They can say hello*
 - *They can introduce themselves*
 - *They can ask if the new person would like to play*
 - *They can share with the new person*
 - Tell children that you're going to pretend to be a new child and ask if someone can volunteer to pretend to be the person helping you feel comfortable.
 - Act out being a new child who is feeling shy and let one of the children invite you to play
 - Invite more volunteers to help you feel comfortable
- Ask children if they ever have trouble with their friends—do they ever have a disagreement? Ask for examples of disagreements they have had (you may give examples if children have trouble coming up with them themselves).
Responses may include:
 - *A time when a child and his or her friend both wanted the same thing and they didn't want to share*
 - *A time when a child and his or her friend got angry and started pushing each other*
 - *A time when a child and his or her friend did not want to play the same game*
 - Ask children what they can do if they have a disagreement with a friend. (If they have trouble coming up with responses, you can help them)

Responses may include:

- *They can talk about it with their friend*
- *They can talk to a grownup about it*
- *They can try to figure out a way that both children can be happy*
- Tell children that good friends help each other, and they share, and they try to make sure they are both happy. If they have a disagreement, they look for a way that both can be happy.
- Tell children that they now have time to choose what they would like to do. During this time they should try to be good friends. They can choose to:
 - Draw pictures
 - Play ball
 - Play another game that you have materials for
- Give children at least 10-15 minutes to play. If you have more time, give them more time.
 - While children play, walk around checking in with them—are they being good friends? Does anyone need help being a good friend?

Step 3: Closing (10 minutes)

- Clap hands or ring bell to get children’s attention, and ask them to bring you the drawing materials (markers or crayons)
- Invite children to join you in a circle and ask them if they were able to be good friends while they played.
 - What did they do to be good friends?
 - Did anyone have a disagreement? Were they able to handle it while still being good friends?
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It’s time to end our day
It’s time to end our day
Its’ time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 9: Fixing problems with our friends

Description: Children practice problem-solving, talking about and role-playing what they can do if they have a problem with a friend, resolving their problem in a way that makes both friends happy.

Objective: Children will be able to role-play strategies for resolving conflict.

Skills:

Language and literacy—describing our objectives and how we feel

SEL—positive relationships skills, social awareness

Materials:

- Some kind of toys, markers, or other objects, enough for every two children to receive one

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- The facilitator will start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the ‘introduce your neighbor’ activity (see Annex 1)
- Start the welcome activity ‘introduce your neighbor’.
 - Each student interviews a partner by finding something out about them (favorite book, favorite food, favorite activity) and then sharing that information with the rest of the class. For example, you can say, “This is my friend _____, and his or her favorite activity is _____.”
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘seeing colors.’”
- Say: Now we are going to:
 - Sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator’s head and let their eyes rest.
 - Ask children to think of their favorite color but not say it out loud.
 - Ask children to take a deep breath and as they breathe in tell them that they are breathing in their favorite color. Can they imagine the color going up their nose and into their lungs? Can they close their eyes and see the color in their chest? In their heart? Is the color small or large? Is it moving or is it resting inside of them?
 - Ask them to imagine the color inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.

- Ask them to be their favorite color for one, two, three, four, five, six, seven, eight, nine, ten.
- Take another deep breath and hold for one, two, three. Tell the children to name their color quietly when they exhale.

Step 2: Activity (15-20 minutes)

- Ask if anyone can remind us what we did in our last session.
 - Help children respond:
 - *We talked about being good friends*
 - *We talked about helping new friends feel comfortable*
 - *We talked about resolving problems with our friends*
- Tell children that today we are going to talk more about how to resolve problems.
 - Tell children that resolving problems is something that is very important for our whole lives, and that even grownups have trouble resolving problems with their friends.
- Remind children that in the last session we talked about how it is important that both friends can be happy. So we try to figure out how to resolve a problem in a way that makes **both people happy**.
- Give an example: Show a ball (or a marker, or something else that children like).
 - Say: Let's say that you and your friend both want this [ball/marker/other object] and you are arguing about it.
 - Ask: What can you do so that both of you can be happy?
 - Give children time to respond. If they have trouble responding, you can help them. Responses may include:
 - *We can take turns—first one person has the [ball/marker/other object], then the other person*
 - *We can play with it together (this works better for the ball example than the marker example)*
 - Say: Those are great ideas! Now let's see what that would look like. Who can come to the front and pretend to be my friend?
 - Choose a volunteer from the children to role-play the scenario with you. The two of you pretend to be children arguing over the [ball/marker/other object]. Then you say, what can we do so both of us are happy? and find a solution together (either taking turns or playing together).
- Say: Now I'm going to give you toys (or markers or some other objects) and I want you to pretend that you are arguing with your friends and you find a good solution.
 - Distribute objects, one to every two children
 - Make sure each child who receives an object is paired with a child who has not received an object
 - Ask children to pretend to argue about the object, then to try to find a solution that makes both friends happy
 - Give children a few minutes for this activity
- Clap your hands or ring a bell to get everyone's attention and ask children to sit back down.
- Say: Wow! You are really getting good at resolving problems with your friends!
- Ask if any pair of children would like to come to the front to show us how they argued and how they resolved their argument in a way that made both friends happy.

- Invite volunteers to the front to demonstrate. You may have 2-3 pairs present if they want.
- Tell children that they are doing a great job showing how to resolve conflict in a way that makes both friends happy.

Step 3: Closing (10 minutes)

- Ask children if they think they will be able to find ways of making both friends happy when they are playing with their friends. Can they take turns and share?
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 10: Helping our community

Description: Children identify a task they can complete that would help the community, and they do that task.

Objective: Children will gain confidence and a sense of responsibility through small community improvements.

Skills:

SEL—social awareness, responsible decision making

Materials: none

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- The facilitator will start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the ‘Ball Bounce/Roll activity (see Annex 1)
- Start the ball bounce/roll greeting activity
- Ball-Bounce/Roll Greeting
 - Everyone stands in a circle. The first student says, “Good morning, _____” to another student and bounces or rolls a ball to him/her. After he/she has greeted someone and bounced or rolled the ball, the student sits down. The greeting is over when everyone is seated in a circle. If there is not floor space that makes it possible to bounce or roll the ball, the children can pass the ball through the air instead.
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘sitting silently.’
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is through ‘sitting silently’. Before you begin this activity, students will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
- Say: Now we are going to:
 - Ask students to sit tall in their seats and stretch their neck out above their shoulders.
 - Ask them to state their daily intention. Repeat the daily intention one or two more times.
 - Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
 - Now take one minute to sit silently.

- Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Step 2: Activity (15-20 minutes)

- Tell children that we have been talking about being good friends. Ask if anyone can remind us what good friends do. (Help children respond if they are struggling)

Responses may include:

- *Good friends play together*
- *Good friends share*
- *When good friends have a problem they find a solution that makes both friends happy*
- Tell children that we are good friends and we take care of each other, but we also take care of our community
 - Explain that our community is made of all of the people and places around us.
 - Explain that this space (where you are right now) is part of the community.

- Ask children to look around the space. Is there anything they see that they could help with?

Examples might include:

- *Cleaning up*
- *Reorganizing*
- *Fixing something that is broken*
- Tell children that these are all great ideas for ways we can help our community.
 - Ask children which idea they would like to try right now.
 - Help children choose an idea for improving the space that they can do.
- Help children decide who will do what—who will sweep, for example, who will wash, who will pick things up and put them away—and so on.
 - *Make sure that girls and boys are engaged in all tasks. Don't have girls doing all of one thing and boys doing all of another.*
- Help children to complete the activity, making sure that everyone is engaged.

Step 3: Closing (10 minutes)

- Clap hands or ring bell to get children's attention, and ask them to bring back any materials they have been using.
- Invite children to join you in a circle and ask them to look around the space. It looks so much better now that they have worked on it!
- Congratulate children on their work to improve the community. Tell them they are very important members of the community and that they showed that today
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*

*It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way*

- Stand next to the exit and say goodbye to each child as he or she leaves

Session 11: Making patterns with our bodies

Description: Children learn about patterns by making patterns through movement

Objective: Children will be able to identify and make patterns

Skills:

Numeracy—patterns; prediction

SEL—self-management

Materials: ball

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle.
- The facilitator will start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the ‘Ball Bounce/Roll activity (see Annex 1)
- Start the ball bounce/roll greeting activity
- Ball-Bounce/Roll Greeting
 - Everyone stands in a circle. The first student says, “Good morning, _____” to another student and bounces or rolls a ball to him/her. After he/she has greeted someone and bounced or rolled the ball, the student sits down. The greeting is over when everyone is seated in a circle. If there is not floor space that makes it possible to bounce or roll the ball, the children can pass the ball through the air instead.
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘siting silently.’”
- Before you begin this activity, students will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
- Say: Now we are going to:
 - Ask students to sit tall in their seats and stretch their neck out above their shoulders.
 - Ask them to state their daily intention. Repeat the daily intention one or two more times.
 - Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
 - Now take one minute to sit silently.
 - Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Step 2: Activity (15-20 minutes)

- Tell children that today we are going to make *patterns*.
 - Explain that a pattern is when something repeats over and over again.
- Say: let me show you a pattern I can make with my body.
 - Say: JUMP while you jump
 - Say: CLAP while you clap
 - Say: TURN AROUND while you turn around

Then repeat:

 - Say: JUMP while you jump
 - Say: CLAP while you clap
 - Say: TURN AROUND while you turn around

And repeat a third time:

 - Say: JUMP while you jump
 - Say: CLAP while you clap
 - Say: TURN AROUND while you turn around
- Tell children that you just made a pattern with your body. Your pattern was: jump-clap-turn around, jump-clap-turn around.
 - Ask children to stand and make the same pattern with you.
 - Lead the children in:
Jump-clap-turn around; jump-clap-turn around; jump-clap-turn around
 - Then, stop. Ask children: if I want to continue the pattern, what should I do next? (*You should jump*)
- Ask if there is someone in the room who wants to lead the group in a new pattern.
 - Invite a volunteer to the front and help him or her to do a series of 3 or 4 movements (for example: clap – pat knees – touch head – wiggle whole body)
 - After she or he has done 3 or 4 movements, stop him or her and ask him or her to start again. This is the pattern.
 - Help the child lead the other children in repeating the pattern a few times.
 - Ask if there is anyone else who would like to make a pattern for the group.
 - Choose a second child to do the same.
- Have children make a long line, standing next to each other, and say: now we are going to work together to make a pattern. Each one of us will be one part of the pattern.
 - Explain and demonstrate the first pattern again (jump-clap-turn around)
 - Say: I will be first, so I will jump.
 - Point at the child next to you and say, now s/he will clap, and the next child will turn around; then we'll start over again.
 - Continue the pattern all the way down the line.
- Divide children into groups of 3 or 4 and ask each group to make a pattern.
 - If they are having trouble they can use the same jump-clap-turn around pattern.
 - Give groups 5 minutes to make and practice their patterns while you walk around helping them.
- After it seems that all or most groups have made patterns with their movements, clap your hands or ring a bell to get children's attention.
- Tell children they are doing a great job making patterns.
- Ask if any group would like to show the others their pattern.
 - Invite 1 or 2 groups to share. (You can allow for more groups if there is time)

Step 3: Closing (10 minutes)

- Invite children to join you in a circle and remind children that today we talked about patterns.
 - Remind children that a pattern is something that repeats.
 - Tell children that today we made patterns with our bodies, but there are also other ways of making patterns, like with pictures or letters or numbers.
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to bring the following objects (or some similar objects that they can easily find) to the next session.*
 - *Make sure that children understand that they are welcome to come to the session even if they don't have these objects*
 - *3 or more small sticks*
 - *3 or more leaves*
 - *3 or more stones*
 - *3 or more bottle caps*
- Sing a goodbye song
 - *Example:*
 - It's time to end our day*
 - It's time to end our day*
 - Its' time to say a big HOORAY*
 - and then be on our way*
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 12: Making a pattern

Description: Using any available materials, children make patterns

Objective: Children will be able to identify and make patterns

Skills:

Numeracy—patterns; prediction

SEL—self-management

Materials:

- The facilitator should gather a large number of small materials, many of the same materials, ahead of time. Alternatively, you may ask each child to bring the following (or similar):
 - At least 3 small sticks
 - At least 3 leaves
 - At least 3 stones
 - At least 3 bottle caps
- Even if you have asked children to come to the session with the above materials, be sure to have extra on hand for those children that come without
- Ball

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- The facilitator will start the session with a ‘Welcome Activity’ from the list in Annex 1. For example, the facilitator can use the ‘Ball Bounce/Roll activity (see Annex 1)
- Start the ball bounce/roll greeting activity
- Ball-Bounce/Roll Greeting
 - Everyone stands in a circle. The first student says, “Good morning, _____” to another student and bounces or rolls a ball to him/her. After he/she has greeted someone and bounced or rolled the ball, the student sits down. The greeting is over when everyone is seated in a circle. If there is not floor space that makes it possible to bounce or roll the ball, the children can pass the ball through the air instead.
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘sitting silently.’”
- Before you begin this activity, students will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
- Say: Now we are going to:

- Ask students to sit tall in their seats and stretch their neck out above their shoulders.
- Ask them to state their daily intention. Repeat the daily intention one or two more times.
- Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
- Now take one minute to sit silently.
- Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Step 2: Activity (15-20 minutes)

- Remind children that in the last session we started to make *patterns*.
 - Explain that a pattern is when something repeats over and over again.
- Take a set of sticks, stones, and leaves, and make a simple pattern.

For example: stick-stone-leaf; stick-stone-leaf; stick-stone-leaf

 - Invite the children to gather around so they can see the pattern
 - Explain: This is a pattern, it repeats over and over again.
 - Say: Here is a stick, here is a stone, here is a leaf; then it starts again: here is a stick, here is a stone, here is a leaf; and then again: here in a stick, here is a stone, here is a leaf.
 - Ask: If we wanted to continue the pattern, what should we put next?
 - *If children have trouble, point at each object again and say, as you point: stick, stone, leaf; stick, stone, leaf.*
 - *Help children to see that if you want to continue the pattern, you need to put a stick down next to the leaf.*
- Pick up your sticks, stones, and leaves, and ask children to help you make a new pattern.
 - Ask what you should put down first—do children want you to put a stick, a stone, or a leaf?
 - And next?
 - And after that?
 - Continue until you have 3 or 4 objects lined up, then say: now I want to repeat this to make a pattern. What should I put next?
 - Allow children to guide you in repeating the pattern a few times.
- Put children in pairs and distribute materials to each pair (or ask them to take out the materials they have brought)
 - Ask children to work in pairs to make a pattern. Remind children that a pattern repeats.
 - Tell children they should start by putting down 3 or 4 objects, the way that you did, in a line, and then they can put the same objects down again in the same order.
 - Tell children they can sit wherever they want to, and give them 5-10 minutes to make their patterns.
 - While children work, walk around helping them
- After it seems that most (or all) pairs have finished, ask if anyone wants to show their pattern.
 - Have any pair that wishes to present stand and point at their objects. Gently correct anyone who has made a mistake.
 - *Make sure that girls as well as boys present*

Step 3: Closing (10 minutes)

- Tell children they did a great job making patterns.

- Remind children that a pattern is something that repeats.
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to find 9 small stones to bring to the next session. Make sure that children understand that they are welcome to come to the session even if they don't have stones.*
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 13: Alphabet Bingo

Description: The facilitator leads a game where s/he chooses a letter card from a bag and children mark off that letter on their bingo boards. The first child to mark a line of letters wins the game.

Objective: Children will be able to identify letters

Skills:

Language and literacy—alphabet knowledge

SEL—self awareness

Materials:

- Letter cards—Squares of paper, each with one letter of the alphabet written on it
- Bingo cards—Make enough for one per child.
 - Cards should have a grid on them, with 9 squares and 1 random letter in each square. Every card should be different.

Example:

Bingo!		
B	E	D
R	U	L
N	W	S

- Small stones—9 per child (you may wish to ask children to bring the stones themselves, but be sure to have extras available in case some children come without)

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘focus on the light.’”
- Say: Now we are going to:

- Sit silently and visualize. If you are comfortable, feel free to close your eyes.
- Say: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.
- Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings.
- Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”
- Ask students to sit for a few seconds in silence.

Step 2: Activity (15-20 minutes)

- Tell children that today we will play a game called BINGO.
- Distribute the Bingo cards, one per child.
- Explain the game:
 - Show children an example card, pointing at the letters. Explain that each square has a letter on it.
 - Ask children to take out the stones they brought, or distribute stones
 - Show children your letter cards, and put them in a bag (or a hat, or a bowl—someplace where you can choose one without knowing which letter it is)
 - Explain that you will pick a letter from the bag (or hat, or bowl) and say the letter out loud
 - If you have a chalkboard, you will also write it on the chalkboard at the same time
 - If you don't have chalkboard, you will walk around the room showing children the letter
 - *Remember that these are young children and some may not know their letters yet*
 - Explain that if a child has the same letter on his or her card as the one you chose from the bag, s/he should put a stone on top of that letter.
 - Explain that the first person who gets a whole line of stones, from one side to the other, wins bingo!
- Play the game slowly, helping children who are struggling
- Play the game a second time
- The third time you may wish to invite a volunteer to choose letters, and ask children to trade bingo boards.

Step 3: Closing (10 minutes)

- Tell children they did a great job identifying letters on their bingo boards
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 14: Letter Teams

Description: Each child gets a letter on a piece of paper, with at least two children receiving each letter. They then have to find the other child or children in the room with the same letter, before the music stops.

Objective: Children will be able to identify letters.

Skills:

Language and literacy—letter knowledge

SEL—positive relationships

Materials:

- The alphabet written someplace everyone can see it—this may be on a chalkboard, on a sheet of paper, or on several pieces of paper
- Letters written on squares of paper:
 - One letter per square
 - At least 2 of each letter (can be more)
 - Enough squares for each child to receive one

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘focus on the light.’”
- Say: Now we are going to:
- Sit silently and visualize. If you are comfortable, feel free to close your eyes.
- Say: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with

bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.

- Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings.
- Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”
- Ask students to sit for a few seconds in silence.

Step 2: Activity (15-20 minutes)

- Tell children that we are going to play a letter game today, but before we play we’ll review the letters of the alphabet.
 - Point to where the alphabet is written
 - Ask if everyone knows the alphabet song
 - Sing the alphabet song while pointing to each letter as you sing it
 - Sing the song through a second time, again pointing to each letter as you sing it.
 - Ask if anyone would like to come up and point to the letters while you sing the song a third time.
- Tell children that now that we have reviewed the alphabet, we will play a game called Letter Teams
- Explain the game:
 - You are going to give each child a piece of paper with a letter on it
 - You will sing a song (or play music on your phone), and children must find the other child or children with the same letter before the music stops.
 - Children should walk around asking each other: What letter do you have? And showing each other their letters.
- Ask children to come to you one-by-one to get their letter cards, and tell them the letter they have when you hand it to them
 - Try not to let other children hear
 - Make sure at least 2 children receive each letter (it may be more than 2)
- Tell children that you are going to start the song/music now
 - Sing a song or play music for a few minutes as children rush around looking for others with the same letter
 - Stop the music after a few minutes
 - Ask each pair or group to go to the alphabet and point at their letter, one-by-one
- Collect the letter squares from children and distribute new ones, again quietly telling each child his or her letter as you distribute them.
- Play the game a second time. At the end, ask each group to point to its letter on the alphabet, one group at a time.
- You may play the game a third time if children are still engaged and time allows.

Step 3: Closing (10 minutes)

- Tell children they did a great job identifying letters. Tell them that knowing their letters is very important to learning how to read.
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 15: My Letter

Description: Children identify and write the first letters of their names

Objective: Children will be able to identify and write letters, and to associate letter sounds with letters

Skills:

Language and literacy—alphabet knowledge, phonemic awareness, early writing

Materials:

- The alphabet written someplace where everyone can see it
- Paper and markers, enough for one per participant

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘focus on the light.’ Who can show me where their belly is?”
- Say: Now we are going to:
- Sit silently and visualize. If you are comfortable, feel free to close your eyes.
- Say: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.
- Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings.

- Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”
- Ask students to sit for a few seconds in silence.

Step 2: Activity (15-20 minutes)

- Tell children that we have been practicing our letters.
- Point at the alphabet and say that today we are going to start by singing the alphabet song
 - Sing the song all the way through, pointing at each letter as you sing it
 - Sing the song all the way through a second time, again pointing at each letter as you sing it
 - The third time, ask if there is a volunteer to come to the front to point at each letter as you sing it
- Tell children that each of these letters makes a special sound. Some of them make more than one sound.
 - Choose a letter that makes only one sound, point at it on the alphabet, and say, “this is the letter... the letter ... makes the sound ...”
 - *For example: “This is the letter B, the letter B makes the sound bbbbbb”*
- Tell children that each of us has our own special letter. It is the letter that starts our names.
 - Say: My name is; my name starts with the sound ...; the letter ... makes that sound.
 - Point at the first letter of your name on the alphabet and say: My letter is the letter...
- Ask one of the children for his or her name.
 - After the child says his or her name, repeat it. Say: His/her name is That starts with the sound... The letter.... Makes that sound.
 - Point at the letter on the alphabet and tell the child: this is the letter ..., the letter ... is your letter.
- Repeat with a few other children.
- Remind children that every letter makes a sound, and some letters make more than one sound.
- Tell children that you are going to give them paper and markers, and each person is going to write his or her own letter.
 - Give a piece of paper and a marker to each child.
- Help children identify the letter that starts their names, and help them to copy the letter from the alphabet
 - Don’t worry if their writing is not very pretty, these are still young children
- Ask children to hold up their letters so you can see and tell them they have done a wonderful job
- Ask children to find other children with the same letters
 - Once all children have found their groups, have each group show and say their letters
- Tell children they can bring their letters home with them to show their families.

Step 3: Closing (10 minutes)

- Tell children they did a great job writing their letters today. They are learning so much!
- Ask children if there was anything fun in what we did today—did anything make them laugh?

- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 16: Sorting letters

Description: Children work in groups to sort letters into piles, with all the letter As in one pile, all the letter Bs in another pile, and so on.

Objective: Children will be able to recognize letters and understand the concept of sorting.

Skills:

Language and literacy—letter knowledge

Numeracy—sorting; counting

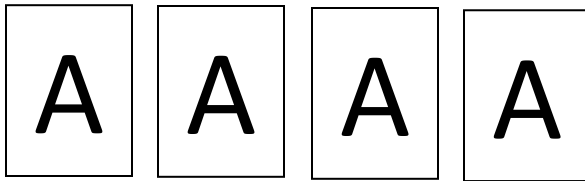
SEL—social awareness

Materials:

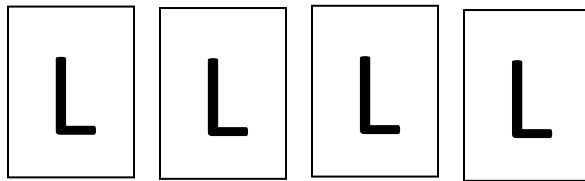
- Alphabet written someplace where everyone can see
- Letters written on small squares of paper
 - You will need many different copies of the same letter
 - At least 10 squares of each of 5 or 6 letters

Example:

10 squares like this:



10 squares like this:



And the same for several more letters.

Each square should be cut out.

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join me in a circle
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor

- Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘contact and release.’
- Say: Now we are going to take one minute to sit silently.
- Say: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax.
- Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
- Ask students to sit silently for 30 seconds, or as long as they are comfortable.
- Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

Step 2: Activity (15-20 minutes)

- Tell children that we have been practicing our letters.
 - Tell children that some friends weren’t with us last time, but that’s ok, they will practice letters with us today.
- Remind children that those who were here last time made letters. Ask if any child who was here can explain to the others what you did. (Encourage girls to participate by inviting a girl to respond.)
 - Help the child or children explain that last time we each made the first letter of our name
 - Help the child to explain that we then found the other people with the same first letter and got into groups
- Tell children that when we divide things into groups because there is something the same about them, we are *sorting*.
 - Tell children there are many ways to sort. For example, we could put all of the blue things together, and all of the red things, and that would be sorting by color.
 - Last time we sorted by letter.
- Tell children that today we are going to sort letters again. We will work in groups today.
- Hold up one of the letter squares and tell children, this is the letter ...
 - Point to the letter on the alphabet
- Say: When you are in your groups, you are going to put all of the letter ... together
- Hold up a second letter square and point to it on the alphabet.
 - Say: this is the letter ...

- Say: when you are in your groups you will sort the letters, you will put all of the letter ... together
- Continue until you have shown each of the letters on the letter squares once.
- Tell children that you're going to divide them into groups, and each group will get a set of letters. They should sort the letters, making a pile of each letter.
 - If they can, they should count the number of letters in each pile.
 - If they have trouble counting, you will help them after.
- Divide children into groups of 3 or 4 children per group and give each group a collection of letters. Give them 5-10 minutes to sort.
 - While they are working, walk around helping them and complimenting them on their work.
- Clap your hands or ring a bell to get everyone's attention.
- Ask if all groups have finished sorting.
- Walk to one group and ask them to point to their letter piles and say which letters they have sorted into which piles.
 - Say, now let's count the number of letter... you have (choose one letter from their piles)
 - Hold up each square so that everyone can see it as you count it: 1, 2, 3, and so on
 - Say: Great! You have xxxx number of letter xxxx!
 - Move to another group and do the same with a different letter
 - Continue until you have counted one pile of letters from each group.

Step 3: Closing (10 minutes)

- Tell children they did a great job sorting today. They are learning so much!
 - Remind children that when we sort, we are dividing things into groups because there is something the same about them.
 - Today we sorted letters, we put all the same letters together
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to bring several sticks, blades of grass, flower stems, straws, matches, or other straight objects that are easy to find, of different sizes to the next session*
 - **Make sure that children understand that they're welcome to come to the session even if they don't have anything to bring*
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way

- Stand next to the exit and say goodbye to each child as he or she leaves

Session 17: Sorting by color

Description: Children sort themselves based on the colors they are wearing, then work in groups to sort objects by color.

Objective: Children will be able to sort and classify objects by color.

Skills:

Language and literacy—colors

Numeracy—sorting and classification

SEL—positive relationships

Materials:

- Small objects such as bottle caps, scraps of paper, sticks, leaves, flowers, or any other type of small, found object
 - Enough for each group of 3-4 children to receive at least 10
 - *You may have asked children to bring sticks to the session, but be sure to have extra in case some children come without*

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join in the circle.
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘contact and release.’ Who can show me where their belly is?”
- Say: Now we are going to take one minute to sit silently.
- Say: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax.
- Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your

shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

- Ask students to sit silently for 30 seconds, or as long as they are comfortable.
- Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

Step 2: Activity (15-20 minutes)

- Tell children that we have started learning about *sorting*.
 - Ask if a child or children who was/were here last time can tell our new friends who just joined us today what sorting is.
 - Help children remember that sorting is when we divide things up because there is something the same about them. For example, last time we sorted all of the same letters into piles.
- Tell children that one way of sorting is by color.
 - Point to the color of your shirt and say, this is the color ...
 - Ask: Is anyone else wearing the same color as I am, the color... ?
 - Point to the child sitting next to you in the circle and say: s/he is wearing the color ...
 - Ask: Is anyone else wearing the color ?
 - Continue around the circle until you have identified the color of each child's shirt
- Say: Now we are going to sort ourselves by the colors of our shirts.
 - Everyone wearing the same color shirt should stand together in a group
 - We should all be in our groups by the time this song is finished
 - *Sing a song or play music for a few minutes*
 - Stop the song and ask each group what color they are, have them shout it out (blue, green, red, etc)
- Bring children back into a seated circle
- Say: We just sorted ourselves by the colors of our shirts!
- Tell children that we are now going to divide into groups and sort objects by their color.
 - Divide children into groups of 3-4
 - Distribute the small objects you have brought and/or ask children to take out the objects they brought with them
 - Tell children they should put all of the objects that are the same color together. They should *sort* the objects by color.
 - Tell groups they can sit anywhere they want (or explain the space within which they can choose to sit)
 - Tell groups they have about 10 minutes for this work.
 - Ask children are working, walk around the room asking how they are doing and helping if needed. Don't worry if the discussion gets loud, as long as children are focused on sorting.
- After about 10 minutes, clap your hands or ring a bell to get children's attention.
- Ask if any group would like to show the others how they sorted by color.
 - Someone in the group (preferably a girl) should point at each pile of objects and say what color the pile is.

- Allow a 2-3 groups to present. You may wish to allow more if there is time and children are still engaged.

Step 3: Closing (10 minutes)

- Tell children they did a great job sorting today. They are learning so much!
 - Remind children that when we sort, we are dividing things into groups because there is something the same about them.
 - Today we sorted by color, we put all of the objects that were the same color together
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to bring back the small objects to the next session, such as bottle caps, scraps of paper, sticks, leaves, flowers, or anything really that they can find. The more they can collect, the better.*
 - **Make sure that children understand that they're welcome to come to the session even if they don't have anything to bring*
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 18: Sorting by size

Description: Children first sort themselves by height, then sort objects by size.

Objective: Children will be able to classify and sort objects by size.

Skills:

Language and literacy—comparing and contrasting

Numeracy—sorting, classification, foundations of measurement

SEL—working together

Materials:

- Sticks, blades of grass, flower stems, straws, matches, or other straight objects that are easy to find, of different sizes
 - Enough for each group of 3-4 children to receive at least 10
 - *You may have asked children to bring sticks to the session, but be sure to have extra in case some children come without*

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join the circle.
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘contact and release.’
- Say: Now we are going to take one minute to sit silently.
- Say: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax.
- Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and

let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

- Ask students to sit silently for 30 seconds, or as long as they are comfortable.
- Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.

Step 2: Activity (15-20 minutes)

- Remind children that we have been working on sorting objects.
 - Ask if someone who was here last time can tell our new friends what sorting is
 - Help children explain that sorting is dividing up because something is the same, for example the same color
- Say: let's sort ourselves by height. Let's put everyone who is tall all together in one group, let's put everyone who is short together in another group, and let's put the in-betweens in a third group.
 - Help children arrange themselves in 3 groups.
- Say: Great job! Now let's do the same with different objects. Let's divide them into three groups: a long group, a medium group, and a short group.
 - Show children a few different objects (sticks, grasses, etc) of different lengths
 - Show them the longest object and say: this one is long, I'll put it over here. Repeat for a medium length and a short object.
 - Hold up a 4th object and say: I'm going to hold this next to each group, the long group, the medium group, and the short group, and see where it fits best.
 - Show children how to do that, then say: hmm, I think this is... [long/medium/short], do you all agree with me? And put the object in that group.
 - Repeat for a few more objects.
- Say: Now you are going to work in groups to do the same. You will sort your objects into long/medium/and short groups.
- Divide children into groups and ask them to take out the objects they brought and/or distribute objects to each group. Each group needs at least 10-12 objects.
 - Tell groups they can sit anywhere they want.
 - Give groups about 10 minutes to work on sorting while you walk around asking how they are doing and helping as needed.
- After 10 minutes, clap your hands or ring a bell.
 - Ask if all of the groups are done sorting, and tell any group that hasn't finished they can continue while you talk.
 - Ask groups to hold up their longest pile, then their medium, then their shortest.
 - Tell groups they did a great job.

Step 3: Closing (10 minutes)

- Tell children they did a great job sorting today. They are learning so much!
 - Remind children that when we sort, we are dividing things into groups because there is something the same about them.
 - Today we sorted by color, we put all of the objects that were the same length

- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to bring back the small objects to the next session, such as bottle caps, scraps of paper, sticks, leaves, flowers, or anything really that they can find. The more they can collect, the better.*
 - *Make sure that children understand that they're welcome to come to the session even if they don't have anything to bring*
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 19: Being a Good Friend: Working in Groups

Description: Children discuss what they do to make their group work go really well, and define strategies for good collaboration

Objective: Children will be able to reflect on and analyze good collaboration

Skills:

Language and literacy—reflection and analysis

SEL: self-awareness and social awareness

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join them in the circle
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘muscle relaxing.’
- Say: Now we are going to:
 - Sit in a comfortable position
 - Ask students to pretend to be “frozen” by tightening their arm.
 - Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melt away.
 - Repeat again with a different body part (fingers, hand, toes, legs)

Step 2: Activity (15-20 minutes)

- Tell children that recently, in our learning, we have been doing a lot of group work. Tell children that you have noticed that they are doing a great job working together in groups.
- Tell children that sometimes when people work in groups they have a lot of trouble.
 - Ask children what kinds of trouble we might have working in groups.
 - *Responses may include: We might argue or fight, we might not get a turn, we might not like the other children*
- Tell children that you have noticed that many of them are really great at working in groups.

- Ask children what it looks like when we work in groups and it goes really well. What happens?
 - *Responses may include: We are happy, we laugh, we talk together, everyone gets a turn, everyone plays nicely, everyone shares*
- Ask children what they do to make sure that their group work goes well. How do they make their groups so great?
 - Help children find responses such as:
 - We share
 - We take turns
 - Everyone gets a chance to talk
 - No one is mean to each other
 - No one teases
- Tell children that these are excellent strategies for making sure group work goes well.
 - We all get turns
 - We share with each other
 - We all get to speak
- Tell children that if they are able to use these strategies in all of their lives they will have many friends.
- Give children 10 minutes or so (can be longer) to engage in any activity they want.
 - Show them their choices, such as markers and paper, balls, jump rope, other toys you may have available.
 - Remind children to use their good collaboration strategies while playing.
 - Walk around, helping children, as they play.

Step 3: Closing (10 minutes)

- Clap your hands or ring a bell to get children's attention.
- Ask children to join you in a circle.
- Ask children if they were able to use their strategies while they were playing—did they share? Did they take turns? Did everyone get to speak and be heard?
 - Tell children they did a great job working and playing together.
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to bring back the small objects to the next session, such as bottle caps, scraps of paper, sticks, leaves, flowers, or anything really that they can find. The more they can collect, the better.*
 - **Make sure that children understand that they're welcome to come to the session even if they don't have anything to bring*
- Sing a goodbye song
 - *Example:*
It's time to end our day

*It's time to end our day
Its' time to say a big HOORAY
and then be on our way*

- Stand next to the exit and say goodbye to each child as he or she leaves

Session 20: Some great things about ME

Description: Children draw pictures of themselves and identify some great qualities/skills they have.

Objective: Children build confidence and self-awareness.

Skills:

Language and literacy—early writing/graphic representation
SEL—self-awareness

Materials:

- Paper and markers/crayons for children to draw

Activities:

Step 1: Welcome (5-10 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to make a circle and join the circle
- Now that the facilitator has used all of the ‘Welcome Activities’ with the children, it will be up to him/her to select an activity.
- Engage children in any welcome activity listed below by following instructions in the Annex 1.
 - Name song
 - Simple Good Morning Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing to sing the song, have everyone sit down in a circle. (You should sit down in the circle, too.)
 - Make a point to welcome any new children who are joining for the first time. Tell them you are happy they are there.
- Say: “Today we are going to have so much fun!”
- Say: “The first thing we will do today is calm down our bodies and our minds. One very good way we have of calming down our bodies and our minds is called ‘muscle relaxing.’
- Say: Now we are going to:
 - Sit in a comfortable position
 - Ask students to pretend to be “frozen” by tightening their arm.
 - Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melt away.
 - Repeat again with a different body part (fingers, hand, toes, legs)

Step 2: Activity (15-20 minutes)

- Tell children that in our last session we talked about ways we can be good friends so that our group work goes well. For example, we should share, we should take turns, we should make sure everyone gets a chance to speak and be heard.

- Tell children that today we will think about ourselves. We are each good at so many things.
 - Say: Myself, I am very good at...
 - Ask if anyone else has something they are very good at.
- Say: I'm going to give you paper and markers/crayons and each of you should draw a picture of yourself.
 - Say: Draw a picture of something you are very good at doing. For example, I will draw a picture of myself ... *[fill in with your example of what you are good at]*
- Distribute drawing materials, and allow children to sit anywhere they like while they draw
 - Give children 10-15 minutes to work
- After 10-15 minutes, clap your hands or ring a bell to get children's attention. Ask children to join you in a seated circle.
- Say: Now we are going to show each other our drawings. It is very important that we be good friends to each other while looking at our drawings. We must say nice things to each other, and not tease.
- Ask if anyone would like to show their drawing.
 - Invite a volunteer to stand and show his or her drawing and explain what s/he is doing in the drawing—what is s/he good at?
 - Tell the child s/he must be very good at [whatever s/he is doing in the picture] and that s/he did a great job
- Repeat for several more children. You may continue as long as the children are engaged and there is still time. Make sure that both girls and boys present.

Step 3: Closing (10 minutes)

- Tell children they did a great job identifying things they do well, and their pictures are very nice.
- Ask children if there was anything fun in what we did today—did anything make them laugh?
- Ask children if they learned anything new or surprising today.
- Tell children that they did a great job today, and that you are very proud of them for their work. Tell children they should continue to try to be good friends to each other.
- Thank children for their work today and tell them you are so glad to be working with them.
- Tell children they may bring their drawings home.
- Tell children the day and time of the next session and tell them you are looking forward to seeing them soon.
 - *You may wish to ask children to bring back the small objects to the next session, such as bottle caps, scraps of paper, sticks, leaves, flowers, or anything really that they can find. The more they can collect, the better.*
 - **Make sure that children understand that they're welcome to come to the session even if they don't have anything to bring*
- Sing a goodbye song
 - *Example:*
It's time to end our day
It's time to end our day
Its' time to say a big HOORAY
and then be on our way
- Stand next to the exit and say goodbye to each child as he or she leaves

Annex 1- Welcome Activities

Name game

Sing a name song, facilitator starts

[Singing]

My name is [say name], [say name] is my name

My name is [say name], and what is your name? [Look at child to the right]

[Child says name]

[Everyone sings]

Her name is [say name], [say name] is her name

Her name is [say name], and what is your name? [Next child to the right]

[Child says name]

[Everyone sings]

Her name is [say name], [say name] is her name

Her name is [say name], and what is your name? [Next child to the right]

[After having sung all of the children's names, sing, "Now we said everybody's name."

Simple Good Morning Greeting

One student starts and greets the student next to him/her by saying, "Good morning, _____."

They make eye contact and face each other when doing this exchange. The next student returns the greeting and then greets the person on his/her other side. You can add a handshake or high five to the simple greeting.

Introduce Your Neighbor

Each student interviews a partner by finding something out about them (favorite book, favorite food, favorite activity) and then sharing that information with the rest of the class. For example, you can say, "This is my friend _____, and his or her favorite activity is _____."

Ball-Bounce Greeting

Everyone stands in a circle. The first student says, "Good morning, _____" to another student and bounces a ball to him/her. After he/she has greeted someone and bounced the ball, the student sits down. The greeting is over when everyone is seated in a circle.

Annex 2- Mindfulness Activities

Belly Breathing

1. Ask all children to sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator's head and let their eyes rest.
2. Ask them to place their hands gently on their lower belly.
3. As they sit quietly for a moment, using a quiet and calm voice, ask them to listen to their breath. Are they breathing from their nose or mouth? Are their breaths fast or slow? Is there belly moving or their chest?
4. Ask them to take a breath with their belly – inhale for one, two, three. Feel the belly go out. Hold their breath for one, two and exhale for one, two, three. Feel their belly go back in.
5. Inhale one, two, three, four, five. Hold for one, two, three and exhale for one, two, three, four, five.
6. Repeat two more times. On the last round, ask children to say “Hah!” on their last breath!

Seeing Colors

1. Ask children to sit with their backs straight but in a comfortable position. If the children are comfortable, they can close their eyes; if not, they should look at the top of the teacher/facilitator's head and let their eyes rest.
2. Ask children to think of their favorite color but not say it out loud.
3. Ask children to take a deep breath and as they breathe in tell them that they are breathing in their favorite color. Can they imagine the color going up their nose and into their lungs? Can they close their eyes and see the color in their chest? In their heart? Is the color small or large? Is it moving or is it resting inside of them?
4. Ask them to imagine the color inside of them everywhere... moving down their legs and into their toes, down their arms and into their fingers, up their neck and into their ears and behind their eyes.
5. Ask them to be their favorite color for one, two, three, four, five, six, seven, eight, nine, ten.
6. Take another deep breath and hold for one, two, three. Tell the children to name their color quietly when they exhale.

Meditation Exercise

1. Tell students to take 1 minute to sit quietly. Close your eyes only if you are comfortable doing so.
2. Grow your back longer and taller, reaching your head to the sky. Breathe in deeply and let yourself relax.
3. Squeeze up your toes and release them, feeling the heat come out of your toes. Squeeze the muscles in your legs and knees. Now let them fully relax and feel the heat coming out of your legs.
4. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat.
5. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out.

6. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
7. Now bring your attention back to the class and group. Wiggle your fingers and toes. Make small circle with your wrists. Stretch your arms up to the sky and then shake them. If your eyes are closed, slowly open them.

Muscle Relaxing

1. Tell students to sit in a comfortable position
2. Ask students to pretend to be “frozen” by tightening their arm.
3. Then, let them “thaw” by relaxing their arm, and imagine their stress or anger melt away.
4. Repeat again with a different body part.

Sitting Silently

1. Tell students before they begin this activity they will need to identify a daily intention or mantra. This can be a short saying that they repeat throughout the day for encouragement or motivation. Example: I am going to be joyful today, or Breathe in the peace, breathe out the stress.
2. Ask students to sit tall in their seats and stretch their neck out above their shoulders.
3. Ask them to state their daily intention. Repeat the daily intention one or two more times.
4. Ask them to reflect quietly, “What does today’s “Daily Intention” mean to you?”
5. Now take one minute to sit silently.
6. Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Focus on the Light

1. Ask students to sit silently and visualize. If you are comfortable, feel free to close your eyes.
2. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts.
Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings.
Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.”
3. Ask students to sit for a few seconds in silence.
4. Tell students that they can now begin to bring themselves back to the present. Focus on breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

Contract and Release – Heat

1. Ask students to take one minute to sit silently.
2. SAY: Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.
3. Ask students to sit silently for 30 seconds, or as long as they are comfortable.
4. Ask students to bring their attention back to the class. Wiggle their fingers and toes. Make small circles with their wrists. Stretch their arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.