

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. Also, many of the activities here can be used multiple times with small changes.

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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 use of opening and closing session exist in each lesson, which helps reinforce children’s sense of normalcy and security.

Steps	Time	Activity
Step 1	15-20 minutes	Opening Circle Welcome Activity Mindfulness Activity
Step 2	40-50 minutes	Lesson Content 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. If children can’t form a circle, have all children stand up.
- 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. The activities selected will be at the discretion of the facilitator, or with children selecting activities.

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 that is developmentally appropriate for 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 2: 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.

Session 7: Going to the market

Please make sure that the lists of market items are relevant to your area. Replace any items on these lists that are not local or familiar to children with new items. Also make sure to use local currency (money) but to keep figures in the single digits to make it easy for children to add.

If the children in your groups are already good at adding single digits, use double digits.

Note that you can play this game many different times by switching the lists around and having different children take turns “selling.” You can also make it more difficult by increasing the prices of items, and simpler by reducing the number of items on the lists.

Session 10: Making books to read to small children

Using the example primer at the end of the session as an example, create a new primer in the language you are using with your children. Do not translate the sample primer, because the words will start with different letters depending on the language used. Make a new primer.

Session 13: “I Spy”

Please change the name of this game to something that makes sense in the language you are using. In English, "I Spy with My Little Eye" roughly translates to "I see with my eye;" please try to find a name with a similar meaning that rhymes.

Scope and Sequence of skills by session

Session	Description	Skills	Welcome activity	Mindfulness activity
1	A Welcome Place	Language and literacy: descriptions SEL: mindfulness and social awareness	Name song	Belly breathing
2	Planting a seed	Language and literacy: describing objects and sequencing SEL: self-awareness and positive relationships	Name song	Belly breathing
3	It's ok to be different	Language and literacy: oral comprehension SEL: self-awareness, social awareness Numeracy: sorting and classification	Name song	Belly breathing
4	Making new friends	Language and literacy: oral comprehension, making connections, storytelling SEL: positive relationships, social awareness Numeracy: sequencing	Simple Morning Greetings Activity	Meditation exercise
5	Writing stories about new friends	Language and literacy: narrative storytelling SEL: positive relationships, self-management Numeracy: sequencing	Simple Morning Greetings Activity	Meditation exercise
6	Sharing stories about making new friends	Language and literacy: reading comprehension, narrative storytelling SEL: social awareness and self-management Numeracy: sequencing	Different languages greeting	Muscle relaxing
7	Going to the market	SEL: responsible decision making Numeracy: addition	Different languages greeting	Muscle relaxing

8	Number card game	Language and literacy: oral communication SEL: positive relationships Numeracy: addition	Introduce your neighbor	Seeing colors
9	Counting by 2's	Language and literacy: listening and oral communication SEL: self-management Numeracy: multiples of 2	Introduce your neighbor	Seeing colors
10	Making books to share with small children	Language and literacy: letter knowledge, phonemic awareness, graphic representation	Ball bounce/roll greeting	Sitting silently
11	Making books to share with small children	Language and literacy: fluency SEL: self-awareness (self-confidence)	Ball bounce/roll greeting	Sitting silently
12	Sharing stories with small children	Language and literacy: fluency, oral communication SEL: self-awareness	Name song	Belly breathing
13	I spy with my little eye..	Language and literacy: phonemic awareness SEL: self-awareness, self-management	Facilitator/student choice	Focus on the light
14	Telling a group story	Language and literacy: narrative storytelling; comprehension SEL: social awareness	Facilitator/student choice	Focus on the light
15	The synonym game	Language and literacy: vocabulary Numeracy: counting; addition SEL: positive relationship skills	Facilitator/student choice	Contact and release
16	Measuring our hands	Language and literacy: vocabulary Numeracy: measurement SEL: positive relationship skills	Facilitator/student choice	Contact and release

17	We are the same, we are different	Language and literacy: oral communication Numeracy-: classification SEL: self-awareness, social awareness	Facilitator/student choice	Facilitator/student choice
18	Alphabet decorations	Language and literacy: phonemic awareness Numeracy: Classification SEL: positive relationship skills, self-management	Facilitator/student choice	Facilitator/student choice
19	All about me	Language and literacy: descriptions Socioemotional learning: self-awareness	Facilitator/student choice	Facilitator/student choice
20	All about my friend	Language and literacy: descriptions SEL: social awareness	Facilitator/student choice	Facilitator/student choice

Session 1: A Welcome Place

Description: Children draw pictures of and describe a welcoming place

Objective:

- Children will practice mindfulness through engaging in belly breathing
- Children will be able to identify characteristics of a welcoming place and determine how they can make each other feel welcome.

Skills:

Language and literacy—descriptions

SEL—mindfulness and social awareness

Materials:

- Drawing materials, enough for all children:
 - Paper
 - Crayons or markers

Activities:

Step 1: Welcome

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game. This welcome activity will be used for as many sessions as it takes for children to learn each other’s names
 - *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. If children are sitting in a circle, you should join them in the circle.
- 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’”
 - Say: This is a technique that both adults and children use to get our bodies calm and focused.

- Say: 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 (20 minutes)

- Say: We are going to be working together a lot in this group, so it will be really important that we think about how we take care of ourselves and each other.
 - Say: Some of us might come here to this group for a long time
 - Say: Others might come here to this group a few times and then leave (depending on the context, this statement can be removed)
 - Say: Either way is ok, this is a place where everyone is welcome and we are kind to each other.
- Ask children what it means to be "welcome" and listen to their responses
 - Help children with responses such as:
 - *When we are welcome anyone can come here*
 - *We are kind to each other*
 - *No one says to go away*
 - Tell children they have done a great job thinking about what it means to be welcome
- Tell children that now they are going to draw a picture of a welcoming space.
 - This can be a real place or a place they imagine
 - Children can draw anything they want
 - After they are done drawing we will talk about what they drew
- Distribute drawing materials (crayons or markers and paper) to each child
 - Allow children to sit anywhere they want while they draw
 - Give children 10-15 minutes to work on their drawings
 - As children are drawing, walk around telling them they are doing a great job.
 - If you notice a child who is not participating, talk to the child to try and find out what kind of support is needed so he/she can engage in the activity.
- After 10-15 minutes, or when it seems like most children have finished their drawings, clap your hands or ring a bell to get children's attention.
 - Have children help you collect the drawing materials (make sure that both boys and girls have tasks to do, such as: one boy collects all the crayons, one girl collects all the markers)
- Ask children to join you in a seated circle if possible, and if not, stay seated while others present their drawing.
 - Tell children that we are going to share our drawings
 - Explain that no one has to share who doesn't want to

- Remind children that in this group we support each other. Ask: What can we say about the drawings our friends share?
 - Help children respond: We can say, that's pretty; I like that; nice job
 - Make sure that children understand we are only saying positive things, we are not making our friends feel bad
- Ask children if there is anyone who would like to share their drawing
 - Invite a volunteer to hold up his or her drawing so that everyone can see
 - Ask the child to explain what she or he drew
 - Tell the child what you like about the drawing. Find something specific in the drawing (for example, I love that tree you drew, or, I love the way you drew the friends together)
 - Invite more volunteers to share. Continue until everyone who wants to has shared, or until the children have lost interest, or until you don't have any more time.
- You can either hang the children's pictures in your space, if there is room, or tell children they can take the pictures home to their parents, siblings or give it to a friend.

Step 3: Closing (10 minutes)

- Tell children you have enjoyed working with them today
- Tell children you have learned a lot about creating a welcoming environment for our friends.
 - Ask children what we should do to make sure everyone feels welcome
 - *Help children respond as needed: We should make sure we say kind things to each other; we should have fun together; we should smile at each other; if there is a new person we should say hello and ask if they want to play with us*
- Tell children we are going to sing a goodbye song, and tell them the day and the time of the next session.
 - Here is an example goodbye song, but you can replace it with another if you prefer. It is good to use local songs when possible. Please use the same goodbye song each day.
 - *Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends*
- Stand near the exit and say goodbye to each child as she or he leaves

Session 2: 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 consideration: 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.

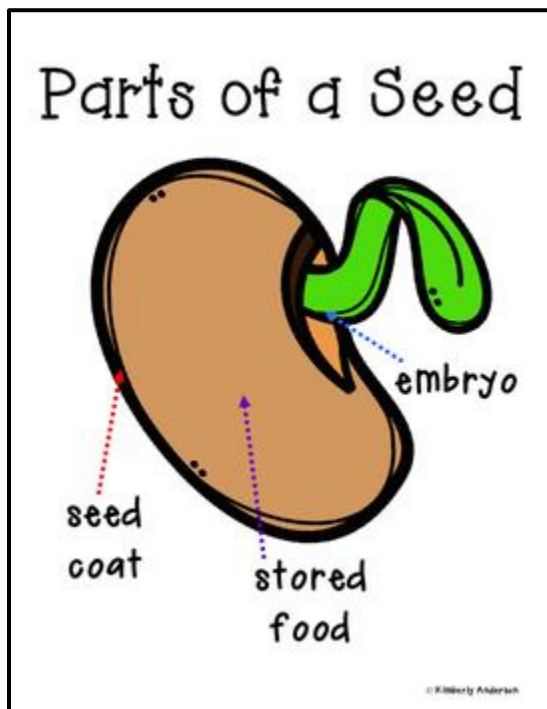
Skills:

Language and literacy—describing objects; sequencing

SEL—self-awareness and positive relationships

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
- A seed diagram, like the one below, drawn someplace where all children can see (on a chalkboard or on a big piece of paper)



Activities:

Step 1: Welcome

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game for as many sessions as it takes for children to learn each other’s names
 - *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 sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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’”
 - Say: This is a technique that both adults and children use to get our bodies calm and focused. Why is it important for us to know how to calm ourselves?
 - Help children with responses such as:
 - *When we get upset, we need to know how to make ourselves feel better*
 - *We need to know how to control our feelings so we don’t hurt other’s feelings*
 - *Sometimes we allow ourselves to get upset even when we don’t need to be so mad or sad*
- Say: 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: How did it feel to breathe like this? [Allow a few children to share their feelings]. Then 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)

- 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 in addition to food, water and shelter? [Time to play, love, friends, to learn] How can we make sure our friends are getting what they need to grow? [We can care for each other’s feelings by being kind, asking if something is wrong, playing together, encouraging each other etc.]*

- Show children the diagram of a seed you have drawn and tell them that all seeds have these parts.
 - Point to each part of the seed diagram and read it out loud
 - Give each child a piece of paper and markers or crayons and ask them to spend a few minutes copying and labeling the seed diagram.
 - Help children write the parts of the seed as needed.
 - When children have finished drawing you can either collect the pictures to hang on the wall, if there is space, or tell children they can take the pictures home to show their parents or siblings.
- 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 how will you help the seeds so they can 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 want to make a social emotional connection, ask children how can you help you friends and brothers and sisters?*
 - *Some responses may include:*
 - *We can listen to them*
 - *We show them that we care about them*
 - *We help them make good decisions*
 - *We make them happy and laugh when they are sad*
 - *We 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:*

Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends

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

Session 3: It's ok to be different

Description: The facilitator reads a story out loud, showing the pictures to the children, and discusses how the characters feel. The facilitator then guides children into groups by various characteristics (sex, height, etc) and each time tells children that we all have similarities and differences, and we are still kind to each other—we are kind to people to are different from us.

Objective: Children are able to recognize that we all have similarities and differences, and we should be kind to each other even if we are different from each other.

Skills:

Language and literacy—oral comprehension

Numeracy—sorting and classification

SEL— self-awareness, social awareness

Materials:

A printed copy of the story “Giraffes Can Have Stripes Too”. If there is a story that is more appropriate for your context, please use this story instead, but will need to create new questions during the adaptation process. The story needs to focus on accepting differences.

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game for as many sessions as it takes for children to learn each other’s names
 - *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 sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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’”
 - Say: This is a technique that both adults and children use to get our bodies calm and focused.
- Say: 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
- Using a calm voice, ask:
 - How did belly breathing make you feel? [Allow a few students to share their thoughts]
- 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)

- Tell children that today you are going to read them a story.
- Show children the front of the story and say: “This story is called, ‘Giraffes can Have Stripes Too’” (or the title of a different book). The questions asked will need to change if a different story is selected.
 - Ask children if that is true—have they ever seen a giraffe? Have they ever seen pictures of a giraffe? Have they ever seen a giraffe with *stripes*???
 - Say: I think that a giraffe with stripes is pretty different from most giraffes. Let’s read this story together.
- Read the story out loud to the children. As you read:
 - Show each page to the children so they can see the pictures
 - On each page, stop to ask children: Have you ever felt this way? What was that like?
- At the end of the story, ask the children if Jabari the giraffe learned a lesson. What lesson?
 - *Help the children see that Jabari learned that it’s ok to be different from the others.*
- Ask children if they ever feel different from others.
 - Ask them if that is ok—is it ok to be different?
 - Help children see that we should be welcoming to all children, even if they are different from us. We all have some things the same and some things different.
- Tell children that we’re going to make groups according to what is the same about us. This is called *sorting*.
 - Say: Everyone who is a girl stand in a group and everyone who is a boy stand in a group. If the classes are separated by sex, then use a different way to divide children by asking a preference between two choices (colors, food, games), etc.
 - If children are separated by sex, once the children are grouped, say: See we are different from each other, some of us are girls, and some are boys, but we are still kind to each other. If children are separated by other criteria, say: See we are different from each other, some of us like ____, and some of us like ____, but we are still kind to each other.

- Repeat this activity with a few other characteristics (for example, everyone who has short hair/long hair, or everyone who is tall/short, or by colors of shirts, and so on)
- After a few different groupings, have children sit or stand in a circle again.
- Tell children that, just like Jabari the giraffe, we know it is ok to be different from each other.

Step 3: Closing 10 minutes

- Thank children for their work today and tell them you are so glad to be working with them.
- Ask children if anyone would like to say something about the story we read today or about the activity we did grouping ourselves? Encourage a few children to share ideas with the whole group.
- Remind children that it's ok to be different, everyone is the same in some ways and different in some ways and that this is what makes us who we are.
- 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:*
 Goodbye! Goodbye! Goodbye to my friends
 See you again real soon
 We'll have some more fun
 Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 4: Making new friends

Description: The facilitator reads a story about making new friends, and talks to the children about times they have made new friends. Children then work on creating stories about making new friends.

Objective: Children will be able to empathize with characters in a story and relate the story to their own lives.

Skills:

Language and literacy—oral comprehension, making connections, storytelling

Numeracy—sequencing

SEL—positive relationships, social awareness

Materials:

A printed (preferably color printed) copy of the story, “Zebra’s New Friend”

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game if children have still not learned each other’s names. If they have learned each other’s names, select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in the simple morning greeting activity
- 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 during the activity, have everyone sit down. .
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- Say: “Today we are going to have so much fun!”
- If children have mastered belly breathing, you can try using a different mindfulness activity to start the lesson. The facilitator can select one of the mindfulness activities from the Annex. 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 a “meditation exercise”
 - Say: This is a technique that both adults and children use to get our bodies calm and focused.
- 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)

- Remind children that not everyone was with us in the last session, and ask if anyone who was there can remind the others what we did. If all children are returning, ask if someone can remind the others what we did.
 - *If the class is separated by sex, make sure to call on both sexes to speak*
 - Help children respond is needed by reminding them: In the last session, we read a story about a giraffe who had stripes. Ask students what the giraffe was worried about?
 - The giraffe was worried that the other giraffes wouldn't be friends with him because he was different, but he learned that they didn't mind him being different.
 - We also talked about how it's ok for people to be different—we all have some things the same and some things different about us, but we can still be kind to each other.
 - If a different story was used, provide an overview of the story used.
- Tell children that today we are going to read another story.
 - Show children the cover of the story and say, this story is called "Zebra's New Friend". A different story that is more appropriate for the context can be used, as long as the theme of the story is about friendship. If a different story is used, different questions will need to be developed to introduce the story and concepts to the students.
 - Ask children: Since the story is called "Zebra's New Friend," what do you think might happen in the story?
 - *Take a few responses from children*
 - Show the cover of the story and say: I see a Zebra and an ostrich (point at the ostrich). Say: I think the ostrich might be the zebra's new friend.
- Read the story, showing the children the pictures.
 - On each page, stop:
 - Show the picture
 - Ask children if they have ever felt this way (sad, lonely etc.)
- At the end of the story, ask children if they have ever had a similar experience where they felt lonely but then made a new friend.
 - Give children opportunities to tell their stories
- Tell children that now they will talk to each other about a time when they made a new friend.

- Say: When we're telling a story, we begin with what happened first, then we say what happened next, then we say what happened at the end.
- Give an example. Say: For example:
 - First I was feeling sad because I was in a new school and I didn't know anyone.
 - Then some children asked me if I would play ball with them.
 - At the end I felt really good because I had new friends to play with.
- Ask if anyone else can give an example like you did, saying what happened: first, next, and at the end.
 - Give a couple of children opportunities to speak
- Say: Now you will tell stories like these to each other. Each person will tell the person next to them about a time when they made a new friend. We will try to use: first, next, at the end to tell our stories.
 - Make sure each child has a partner to speak to, and ask children to tell their stories to each other.
- After a few minutes, when each child has told his or her story, tell children they did a great job.
- Say: Sometimes we can feel sad if we don't have friends.
 - Ask: How do you know when someone else might be sad?
 - Take some responses. *Responses may include:*
 - *Children may be crying*
 - *A child might be alone*
 - *A child might look sad*
 - Ask: If we see that a child is sad, how can we make sure that child feels happy and has friends?
 - Take some responses. *Responses may include:*
 - *We can see if a new child wants to play with us*
 - *If we see a child by himself or by herself we can say hello and introduce ourselves*
 - *We can make sure to be kind and not tease other children*
- Tell children that you can see they are very good friends to each other, just like zebra and ostrich in the story.

Step 3: Closing 10 minutes

- Tell children that we did a lot today!
- Say: Who can remind us of what we did today? If student need help, you can suggest the items listed below.
 - We read a story about a zebra and an ostrich who made friends
 - We told our own stories about making friends
 - We told stories using: first, next, and at the end
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give several children opportunities to respond
- Tell children they did a great job today and that you are proud of them.
 - Ask children what they will do if they see a child who looks sad or lonely
 - *They will say hello and see if the child wants to play*
- 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:*
Goodbye! Goodbye! Goodbye to my friends

*See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends*

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

Session 5: Writing stories about new friends

Description: Children create illustrations for stories about making new friends. For more advanced children, they can write their stories.

Objective: Children will be able to tell and illustrate short stories.

Skills:

Language and literacy— narrative storytelling

Numeracy—sequencing

SEL— positive relationships, self-management

Materials:

Paper and drawing materials for children

- Several sheets of blank paper per child
- Markers and/or crayons

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game if children have still not learned each other’s names. If they have learned each other’s names, select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in the simple morning greeting activity
- 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.
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused. This is the same activity we used during the last class.
- 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)

- Remind children that not everyone was with us in the last session, and ask if anyone who was there can remind the others what we did.
 - *If the class is separated by sex, make sure to call on both sexes to speak*
 -
- Help children respond: In the last session we read a story about a zebra and an ostrich who became friends.
 - In the beginning of the story the zebra felt sad because he didn't have any friends
 - Then he made friends with the ostrich
 - And at the end of the story the zebra and the ostrich were both happy because they were friends.
- Remind children that we learned about making friends, and how that makes us feel happy
- Remind children that we also told our own stories about making new friends, and we told them using:
 - First
 - Next
 - At the end
- Ask if anyone can give an example of telling a story using first, next, and at the end
 - Give a two or three children opportunities to try. Correct them *gently* if they need help.
- Tell children that today we are going to illustrate our own books to tell our story about making friends. More advanced children are encouraged to write their stories. Each child will get paper and markers or crayons.
 - Children will draw pictures (or write is possible) to tell their story about making friends.
 - If children feel comfortable writing, they can do so, but it is not required.
- Show children how to fold paper in half to make simple story books
- Show the cover of the storybook and explain that this is where they will make a cover.
 - Show the cover of "Zebra's New Friend" and the cover of "Giraffes Have Stripes"
 - Explain that the cover has the name of the story, called the title, and point at the title. Children who can write should also write the name of their stories on the front of their books. For children who can't write, they do not need to include a title.
 - Explain that the cover has a picture, and point at the pictures. Children should also put a picture on the front of their books.

- Explain that the cover has the name of the person who wrote the story. Children should also write their names on the front of their books.
- Open up one of the stories and explain that stories begin by saying what happened in the beginning, then they say what happened next, and at the end they explain what happened at the end. Children should create pictures (or write if possible) of their stories following this order.
- Give out paper and markers or crayons, and allow children to sit wherever they want to work on their stories.
 - Give children about 15-20 minutes to work (you can give them more time if you have more time). You may need to continue this work another day—you will have to see if children are able to finish.
 - As children work, walk around helping them.
 - Some children may need help writing, while others may write very easily.
 - Any child who want to write may do so.
- After most children have finished (or the time allotted has run out), ask children to help collect unused paper and markers or crayons.

Step 3: Closing 10 minutes

- Clap your hands or ring a bell to get children's attention
- Invite children to join you in a circle
- Tell children they did a great job working on their own stories
- Ask children to hold up their stories and compliment them on the work that they did
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Tell children they did a great job today and that you are proud of them.
 - Ask children what they will do if they see a child who looks sad or lonely
 - *They will say hello and see if the child wants to play*
- You may either collect the stories from children and tell them you will bring them back next time, or give children the option of bringing them home to show their families.
 - If they bring them home, they should bring them back to the next session
- 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 6: Sharing Stories About Making New Friends

Description: Children who have illustrated (or written) stories about making new friends will share them. Those who have not yet finished illustrating (or writing) their own stories yet will listen, and then have the opportunity to finish their own stories later.

Objective: Children feel pride and gain confidence through sharing their stories, and those listening are able to identify sequence in narratives.

Skills:

Language and literacy—reading comprehension, narrative storytelling

Numeracy—sequencing

SEL—social awareness and self-management

Materials:

Children who have finished their stories should have those stories, either bringing them to the session or because you have collected them and have them available.

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game if children have still not learned each other’s names. If they have learned each other’s names, select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in different languages greeting
- Before you start this activity, find out how many languages the students know by asking them. If children only know one language, then just use the ‘simple good morning greeting activity’.
- Start the different languages greeting activity:
 - One student starts and greets the student next to him/her by saying, “Good morning, _____” in a certain language. 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 in a new and different language. 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 during the activity, have everyone sit down.
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused.
- 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)

- Remind children that not everyone was with us in the last session, and ask if anyone who was there can remind the others what we did. If all children are returning, ask if someone can remind the others what we did. If the class is separated by sex, make sure to call on both sexes to speak
- Help children respond as needed by reminding them: *In the last session we created stories about making new friends. We told our stories in order: first, next, and at the end.*
- Ask children to take out their stories if they brought them home, or distribute them if you collected them.
- Tell children that they will share their stories with friends in a group. Anyone who wasn't here last time can listen to others' stories first, then have a chance to create their own stories.
- Tell children that when a friend has finished sharing his or her story, we should be supportive. Good friends are supportive.
 - Say: When someone finished a story, you can say something nice about it. You can say, “I like the part when...” or “that was a good story.”
 - Ask children what else they can say to encourage their friends.
- Divide children into groups of 3 or 4 and explain that each child who has created a story will share the story to the others.
 - They should show the pictures.
 - If they did not write words, they can show the pictures and explain the story as they show each picture.
 - The children listening should find something nice to say at the end.
 - Those who didn't write stories can listen and then have a chance to write their own stories.
 - Groups should be able to sit anywhere they want.
- As children are sharing their stories, walk around encouraging them.
 - If some children were not here the last time, bring them into a separate group
 - Explain to this group that they should create a story about a time when they made a new friend.
 - They should tell what happened in the beginning, after that, and at the end.
 - They can draw pictures to go with their stories, and if they don't want to write any words, that's ok.
- After about 10 minutes, or when it seems like all the groups have finished, bring the whole group back together.
 - Note that children who are creating new stories today may need to continue working during this time, and that is fine.
- Invite anyone who wishes to share their story with the whole group.
 - At the end of each story, tell the child who shared that she or he did a good job. Find something nice to say about each story.
 - Make sure that those listening say something positive at the end of each story.

Step 3: Closing 10 minutes

- Bring all children into a circle, including those who worked on new stories today.

- Ask children who worked on new stories if anyone would like to share (it's ok if they don't).
- Ask if anyone wants to say what they enjoyed the most about the day?
 - Give children opportunities to respond.
- Tell children they did a great job today and that you are proud of them.
 - Tell children that they are becoming good storytellers. Good storytellers know about developing stories in order: first, after that, and at the end.
 - Tell children they can bring their stories home to share with their families.
- 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 7: Going to the market

Description: Some children play the role of market sellers and others buyers in the market. Every small group of children has a list of things they need to buy, and every market seller has a list of how much items cost. The buyers go the pretend market, and together with the sellers try to figure out how much money they need.

Note that you can play this game many different times by switching the lists around and having different children take turns “selling.” You can also make it more difficult by increasing the prices of items, and simpler by reducing the number of items on the lists.

Objective: Children will be able to add single digits together.

Skills:

Language and literacy—

Numeracy—addition

SEL—responsible decision making

Materials:

- Signs written on paper that identify common foods that would be found in the market. For example:
 - Fruit
 - Vegetables
 - Rice and beans
 - Spices
- A list of market costs written out 4 or 5 times (4 or 5 copies of the same list), 1 copy for each market seller
- 3 or 4 different lists to take to the market (below are examples, please replace them with local products in your area)—enough so that every group of 3 or 4 children has a different list.
 - You can make more lists if necessary, the lists included here are examples

You can make this activity more complicated by changing the amount of each item (from 1 tomato to 2 tomatoes, for example) or by increasing the cost of each item. The items you include on the list and throughout the lesson should be based on what makes the most sense in your context.

Example lists for groups going to the “market”:

Note that these lists include many of the same items but in different orders so that groups visit different market sellers at different times. If you change the items, please make sure to do the same.

List 1	List 2	List 3	List 4
1 tomato	1 kilo mangoes	1 kilo beans	1 bag of spices
1 potato	1 kilo rice	1 corn	1 bag of salt
1 kilo bananas	1 kilo onions	1 tomato	1 kilo rice
1 kilo rice	1 bag of spicy	1 bag of salt	1 potato
1 kilo beans	peppers	1 kilo mangoes	1 kilo bananas
1 bag of spicy	1 corn		
peppers	1 bag of green beans		

Example list for market sellers:
(Note that this list should include all items from above)

Market Seller List	
Tomato:	1
Potato:	1
1 kilo bananas:	3
1 kilo rice:	2
1 kilo beans:	2
1 kilo mangoes:	3
1 kilo onions:	1
1 corn:	1
1 bag of green beans:	2
1 bag of salt:	1
1 bag of spices:	2
1 bag of spicy peppers:	2

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game if children have still not learned each other’s names. If they have learned each other’s names, select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in the different languages greeting activity
- Before you start this activity, find out how many languages the students know by asking them. If children only know one language, then just use the ‘simple good morning greeting activity’.
- Start the different languages greeting activity:
 - One student starts and greets the student next to him/her by saying, "Good morning, _____" in a certain language. 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 in a new and different language. 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 during the activity, have everyone sit down.
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused.
- 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 today we are going to pretend to go to the market. Some children will pretend to be market sellers, while others will pretend to buy things they need.
- Tell children that we are going to pretend we are going to a new market today, and we don't know how much things cost. We are going to have to figure out how much money we need to buy the things we need.
- Show children the “Market Sellers List”
 - Explain that everyone who is selling at the market will receive a list of items and their prices
- Show children one of the market buyers lists, and explain that those buying will work in groups to visit the different market stalls to figure out how much they need.
- Say: The first thing on my list is 1 tomato. 1 tomato costs 1 [fill in local currency]. I will write down the number 1 next to the tomato.
- Say: The next thing on my list is 1 potato. It also costs 1 [fill in local currency]. I will write down the number 1 next to the potato.
- Hold up 1 finger on 1 hand and say: the tomato costs 1.
 - Hold up 1 finger on the other hand and say: the potato costs 1.
 - Put both fingers together and say: if I put them together, I need 2 to buy the tomato and the potato.
 - Now, if I add the next thing on my list, and the next, and the next, until I get to the end of my list, I will know how much I need.
- Hang the signs that say fruit, vegetables, rice and beans, and spices around the room.
 - Ask children what fruits they know, and let them call out examples. Say, if you have any fruits on your list, you should go to the fruit sign where you will find the fruit seller.
 - Repeat for the other signs.
- Ask if anyone would like to volunteer to be the fruit seller, and choose a child.
 - Give that child the Market Sellers list and help him or her identify the fruits on the list, and how much each one costs. That child should stand underneath or next to the fruit sign.
 - Do the same for the other types of food.
- Divide the remaining children into groups. Each group should have no more than 3 or 4 children in it. (If there are not many children, pairs are fine)
 - Give each group a market buyers list and ask them to go to the different sellers to find out how much each item on their list costs.
 - At the end, they should be able to figure out how much money they will need to buy everything on the list.
 - Tell them you will help them figure out how much they need if they need help.
 - Give each group something to write with (a marker, pen, or pencil)
- As groups visit the different market sellers, walk around helping them.
 - Make sure they are noting the costs of each item as they go.
- When a group has finished, help them to calculate how much money they need.
 - Show them how to add on their fingers if they do not know how.

- Help them write down the total amount of money they need.

Step 3: Closing 10 minutes

- Clap your hands or ring a bell to get children's attention.
- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Ask each group to share out how much money they need to buy the items on their lists

If you would like to make a social emotional connection, remind students that shopping at a market requires making responsible decisions. Ask students to consider what would have happened if they bought something that wasn't on their list?

- Possible answers might include:
 - I wouldn't have enough money to buy the food I need
 - I might not buy the foods that are healthy for my body

- Tell children they did a great job today and that you are proud of them.
 - Tell children that they practiced a very important skill today—they practiced adding numbers, and that will help them in the market and also in school.
- 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 8: Number card game

Description: Each child gets a card with a number on it. In groups, they combine their cards to equal different numbers. First, they practice. Then, to make it a more fun game, the first group to find a correct answer wins.

If the children in your group are already good at adding single digit numbers, you can make this more difficult by including double digit numbers.

Objective: Children will be able to add single-digit numbers.

Skills:

Language and literacy—oral communication

Numeracy—addition

SEL—positive relationships

Materials:

- A card (small piece of paper about the size of a playing card) with a number from 1-3 written on it for each child.

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game if children have still not learned each other’s names. If they have learned each other’s names, select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in the activity called, “introduce your neighbor”
- Start the 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 during the activity, have everyone sit down.
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- Say: “Today we are going to have so much fun!”
- The facilitator can select one of the mindfulness activities from the Annex.
 - 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 ‘seeing colors’
- Say: This is a technique that both adults and children use to get our bodies calm and focused
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 play a game. We are going to divide into groups and try to put numbers together—try to add numbers—as quickly as we can.
- Show children a few different number cards and say: For example, if I put these cards together (hold up each card as you say the number out loud): 2 plus 1 plus 1, I get 4.
- Explain that each child will get a number, and the group will have to work together to see if they can make the number that you call out.
- Invite 4 volunteers to the front of the room and give each a different number card
 - Say: Can you work together to make the number 6?
 - Give the group a few minutes to work it out, then help them if they need help.
 - Have the group members line up and show their cards, saying, for example: 3 plus 2 plus 1 equals 6.
- Do a second example with a new group of children.
- Divide children into groups of 5 and give each child a number card. Make sure that each group includes at least one of each of the numbers.
- When children are in groups, say: which group can make the number 5?
 - After a few minutes, clap your hands or ring a bell to get children's attention.
 - Ask groups to show what they have come up with. Help any group that has made a mistake to correct it.
- Repeat, asking groups to make the number 7, and then the number 6.
- You may wish to continue this way if the children are struggling. If they are able to make the numbers fairly easily, say: Now we are going to make this into a game. The first group to get the number wins!
 - Play the game with the number 4, then 8, then 6, then 5.
- Congratulate groups on their work.
- Collect the cards back.

Step 3: Closing 10 minutes

- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Ask if anyone found anything challenging
 - Tell children that things get easier as we practice, so if they found anything hard today they can keep practicing and it will get easier.

If you want to make a social emotional connection, ask student to think about why it was helpful to work with others to play the game? Ask students why can it be helpful to work as a team instead of working alone?

- Possible responses may include:
 - When we work together it is easier to find the answer
 - When a few people participate, we can solve the problem more quickly
 - We can support each other to find the answer instead of trying to find it by yourself

-
- Tell children they did a great job today and that you are proud of them.
 - Tell children that they practiced two very important skills today—they practiced adding numbers and working together to solve problems in a game, and that will help them in the market and also in school.
- 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 9: Counting by 2s

Description: The group stands in a circle and counts off, with each person saying a number going around the circle. Every other person either claps or snaps (first a clap, then a snap) instead of saying their number. It should go: 1-clap-3-snap-5-clap-7-snap-etc; or: clap-2-snap-4-clap-6-etc.

Note: You can make this more challenging by changing the multiple. For example, you can count by 3 or by 4. Counting by 3 would be: 1-2-clap-4-5-snap-7-8-clap-10-11-snap etc. Counting by 4: 1-2-3-clap-5-6-7-snap-9-10-11-clap-13-14-15-snap.

Objective: Children will be able to count by 2.

Skills:

Language and literacy—listening and oral communication

Numeracy—multiples of 2

SEL—self-management

Materials:

None

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Play a name game if children have still not learned each other’s names. If they have learned each other’s names, select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in the activity called, “introduce your neighbor”
- Start the 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 during the activity, have everyone sit down.
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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 through ‘seeing colors’
- Say: This is a technique that both adults and children use to get our bodies calm and focused
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 play a game. We are going to make a big circle and practice counting.
- Have children stand in a big circle. You should be in the circle as well.
- Say: First we are going to go around the circle, counting off. Each person will say the next number.
 - You begin, saying: 1, then prompt the child next to you to say “2,” the next child to say, “3,” and so on.
- When you have successfully made it around the circle, say. This time, we are going to switch it up. Every person who has a multiple of 2 will either clap (clap your hands to demonstrate) or snap (snap your fingers to demonstrate).
 - Demonstrate yourself, first. Count: 1-clap-3-snap-5-clap-7-snap
 - Explain: Multiples of 2 are: 2, 4, 6, 8, 10, and so on.
 - Demonstrate a second time
 - Start the counting again, saying “1,” then helping the child next to you to clap, then the next child says “3,” and the child after that snaps, and so on
 - Practice a few times helping them
 - Remind the children that they can only say the number when it is their turn so everyone has the chance to play. Also, it is ok when we make mistakes because this is a just a counting game, so let’s continue to be supportive even if someone makes a mistake.
- Say: This time let’s go a little faster, and I won’t help you.
 - Play the game going around the circle. If anyone misses a clap or a snap, start again from 1.
 - If you make it around the whole circle, switch it up—have the child next to you begin with 1 so that different children are clapping and snapping.
- After a few times, divide children into 2 or more groups (there should be about 5 or 6 children per group) and have them make smaller circles. They should go around their own circles the same way, while you walk around helping the groups.
- If children are able to play with multiples of 2, bring the whole group back together and try again with multiples of 3, then 4.

Step 3: Closing 10 minutes

- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond

- Ask if anyone found anything challenging
 - Tell children that things get easier as we practice, so if they found anything hard today they can keep practicing and it will get easier.

If you want to make a social emotional learning connection, remind students that it is important to control our own emotions, even if we feel so stress. Remind students that as we were counting faster, the game became more challenging, but it is important to be supportive to our classmates, even if someone makes a mistake. All people make mistakes and it is a very important skill to be able to forgive someone.

-
- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 10: Making books to share with small children

Description: Children make short books to read to younger children.

Objective: Children will be able to illustrate primers. More advanced children are encouraged to write in the books as well, but it is not required.

Skills:

Language and literacy—letter knowledge, phonemic awareness, graphic representation

Numeracy—

SEL

Materials:

- Blank paper, enough for each child to receive several sheets
- Drawing supplies such as markers and/or crayons
- Example primer (see the end of this session)

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit in a circle or stand in a circle (if possible), otherwise simply stand up at your seat
- Select one of the other ‘Welcome Activities’ (see Annex 1). For example, engage children in the ball-bounce/roll greeting activity
- Start the ball bounce/roll greeting activity
- **Ball-Bounce 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 sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- Say: “Today we are going to have so much fun!”
- The facilitator can select one of the mindfulness activities from the Annex. 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’.”
 - Say: This is a technique that both adults and children use to get our bodies calm and focused.
- 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 they can be a good role model by helping younger children learn. One of the best things you can help teach a younger child is the alphabet or how to count. This helps them become familiar with letters and numbers, so that they can learn to read and add when they are older.
- Tell children that one of the first ways that small children learn to read is by learning the letters of the alphabet.
- Show children the example primer and read it out loud.
 - Explain that this is a short book in which every page has just one word, and the words all start with the same letter. This helps children learn letters and sounds.
 - Tell children that today they are going to make primers that they will read to small children. This will help the small children learn to read as well.
 - If some children don’t know how to read, they can create a primer for counting.
 - Tell children that making a book that teaches children basic numbers will help them learn how to count. This will help the younger children add and subtract when they are older.
- Explain how to make a primer:
 - Each child should pick a letter or number
 - If the child chooses a letter, he/she should make a list of words that begin with that letter. If the child picks a number, ne/she should think of drawings they can use to help teach this number to younger children
 - For letter primers, children should choose 5 or 6 words from the list that are names of objects they can draw without too much difficulty. For number primers, children should identify 5-6 drawings to help teacher this number to younger children
 - Each child will get a few sheets of paper to fold in half in order to make a simple booklet.
 - Children will write the letter or number they have chosen on the front of the booklet
 - Each page after the cover will have one word, and a picture of the word, or a drawing related to the number
- Distribute a sheet of paper to each child and ask them to start by choosing a letter or number and make a list of words or images that begin with that letter or represent that number
 - Walk around helping children. If there are any children who are struggling, help them. You can give them a letter or number to copy and when they think of words, you can write the words for them.
 - Ask children to choose words from their lists that are of things they can draw
- Distribute a few sheets of paper to each child and show them how to fold the paper in half to make a simple booklet.
- Distribute drawing materials (markers and/or crayons)

- Give children about 10 minutes to work on their primers. They can finish in the next session.
 - Encourage children who are struggling to write words to begin with pictures, and you can help them to write the words afterwards. Walk around helping children write words. For those working with numbers, help them as needed.
- Clap your hands or ring a bell to get children's attention. Tell them that they will need to stop for today but they can continue in the next session.
- Ask children to write their names on their books. They can write them the way that authors do, on the front cover.
- Have children help you to collect the materials. Make sure to save the work that children have done in a safe space so that you can give it back to them next time to finish.

Step 3: Closing 10 minutes

- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Ask if anyone found anything challenging
 - Tell children that things get easier as we practice, so if they found anything hard today they can keep practicing and it will get easier.
- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 11: Making books to share with small children

Description: Children finish making their primers and practice reading them out loud to each other.

Objective: Children will be able to read their work out loud to each other.

Skills:

Language and literacy—fluency

SEL—self-awareness (self-confidence)

Materials:

- The same example primer from the previous session, or another example primer that you have made if you prefer
- The primers that children started in the previous session
- Blank paper and drawing materials for any children that finish early and begin a second primer, and for any children who were not in attendance the previous session so that they can make primers

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- Select one of the other ‘Welcome Activities’ (see Annex 1)
- For example, engage children in the ball-bounce/roll greeting activity
- Start the ball bounce/roll greeting activity
- Ball-Bounce 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- Say: “Today we are going to have so much fun!”
- The facilitator can select one of the mindfulness activities from the Annex. 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’
 - Say: This is a technique that both adults and children use to get our bodies calm and focused.
- 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)

- If there are any new children in the group today, ask another student to explain to the whole group what we did last time.
 - Help children to explain that in the previous session we began to make primers for them to share with small children.
 - Tell children that they are doing important work, helping small children learn letters and/or number.
 - Also remind children that they are acting as a role model and a leader and should share the primer with confidence. It is important for small children to have positive role models who can help them learn.
 - Make sure all children understand the term ‘role model’ and if necessary explain that a role model is someone who is looked up to by others and who others want to imitate.
- Explain to children that today we will finish the primers that we started last time, and anyone who didn’t make one last time can do so today.
 - Briefly show the example primer and explain how to make a primer (choose a letter or number, list words, choose words that are fairly easy to illustrate, and write one word per page, with a drawing to go with each word).
- Explain that after they have finished, the children will share their primers with each other in order to practice for sharing with small children. They will share with small children in the next session.
- Distribute the primers from the previous session to the children, and distribute drawing materials.
 - Give a few sheets of blank paper to each child that was not present in the previous session and help them get started on their primers.
- As children finish their work, pair them up to share their primers to each other.
 - Tell them to first show the letter or number on the front cover of the primer, saying, “This is the Letter/number...”
 - Tell them to then read each word, pointing at the word as they read it, and showing the picture that goes with the word.
- If any children finish very early, they can begin work on a second primer.
- Make sure all children have written their names on their primers (help any children who need help writing their names).
- Have children help you collect the materials. Collect the primers and store them in a safe space to distribute in the next session

Step 3: Closing 10 minutes

- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day

- Give children opportunities to respond
- Ask children if they are looking forward to reading to small children.
 - Give them opportunities to respond.
 - Tell them that there will be small children in the next session and they will each read to a small child.
 - Explain that first we will sing our usual song, only this time we will have small children sing with us. Then each person will be paired with a small child to share the story. When they have finished sharing, the small child can go to a new person to hear their story.

If you want to make a social emotional learning connection, remind students that it is important for role models to have self- confidence. Ask students how it felt to be a positive role model for younger children?

- Give several students the opportunity to share ideas.

- Tell children they did a great job today and that you are proud of them and the leaders they are becoming. Remind them that they have a lot to be confident about.
- 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leave

Note that before the next session you should arrange for a group of children ages 3-5 to be present. If possible, try to have the same number of small children as older children, so that they can be paired 1:1.

Session 12: Sharing stories with small children

Description: Children are paired with small children to read their primers to them. Other stories are also available if children would like to continue reading.

Objective: Children will gain confidence and a sense of responsibility through reading to small children.

Skills:

Language and literacy—fluency, oral communication

SEL—self-awareness

Materials:

- Children will need the primers they made in the previous sessions
- Have additional primers or other short, simple stories available. If any child attends today's session who has not made a primer, s/he may read one of these stories to the small children, and those who finish reading their primers can use these materials, as well.

Note that in advance of this session you should have invited a group of small children to attend. It is best to have the same number of small children as regular participants so that older children can be paired with younger children. This may require holding the session in a different area to ensure there is enough space.

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, "welcome!"
- Ask children to gather in a circle. Point out that we have visitors in our groups today, and say a special welcome to the small children.
- Tell the small children that we are going to sing a song about our names to start the day—Sing the name song, first with some of the regular participants, then try to include the smaller children. Note that they may be shy.

○ *Example:*

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 if possible, otherwise sit at their seats
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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’”
 - Say: This is a technique that both adults and children use to get our bodies calm and focused.
- Say: Now we are going to:
 - Put both of our hands gently on our bellies
 - Sit upright 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)

- Tell children that today we are very lucky to have special guests with us.
- Explain that each older child will sit with a younger child and share the primer s/he made.
- Explain that there are also other stories available, and if children are finished with their primers they can look at a different story.
 - If the new stories are too difficult to read, or if one of the older children can’t read, they can look at the pictures with the small children, and talk about the pictures.
 - Explain that they should go slowly while reading and while talking about pictures.
- Distribute primers and show where additional stories are kept
- Pair each older child with a younger child. Let them choose where to sit.
- Walk around as children are reading, encouraging them
- If a child finished reading his/her primer, collect it and encourage him or her to help the younger child choose from the additional stories available.
- After about 10-15 minutes, stop the group.

Step 3: Closing 10 minutes

- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Ask the older children if they enjoyed reading to the younger children, and give them opportunities to respond
 - Ask the older children if they would like to do this again—should we set up regular days and times to read stories to small children?
- Ask the younger children if they enjoyed being read to by the older children, and give them opportunities to respond

- Ask the younger if they would like to do this again.
- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Note that it would be good to arrange days and times to pair older children up with younger children. This might be once a week, or it might be more often, but make sure it's regular and that parents are informed. Both younger children and older children benefit from this type of interaction.

Session 13: "I Spy with My Little Eye..."

Description: Children play a game called "I Spy," in which one person looks around the room and finds an object, then says, "I spy with my little eye, something that starts with the letter..." and the other children try to guess the object. Then the person who guesses correctly takes a turn. First, the whole group plays together with support from the facilitator, then the children play in small groups.

Objective: Children will practice phonemic awareness while having fun.

Skills:

Language and literacy—phonemic awareness

SEL—self-awareness, self-management

Materials:

None

Note that you need to rename this game to something that makes sense in the language you are using with the children.

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, "welcome!"
- Ask children to sit 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
 - Different Language 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused.
- 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.

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

Step 2: Activity (15-20 minutes)

- Tell children that today we are going to play a game called “I Spy.”
 - First, you are going to look around the room and choose something you can see.
 - Then you are going to say, “I spy with my little eye, something that starts with the letter...” (say the first letter of the object you have chosen)
 - Then the children will try to guess the object. They should only guess objects that start with the letter you indicated. Remind children that because we are playing as a full group, everyone needs to have a turn to share his or her guess, and that it is ok when we guess something incorrect. We will be happy for our friend when he or she guesses the object correctly.
- Demonstrate by choosing an object in the room, saying “I spy with my little eye, something that starts with the letter...” (remember, this should be an object you can see).
 - Give children the chance to call out guesses.
 - When a child guesses the correct answer, that child gets a turn to look around the room, choose an object (without telling anyone), and say, “I spy with my little eye...”
 - Play the game a few times through as a whole group
- Divide children into groups of 4 or 5 and have them play “I spy” in groups for 5-10 minutes.

Step 3: Closing 10 minutes

- Invite children to join you in a big circle.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Tell children they can play this game at home with their friends, siblings and parents

If you want to make a social emotional learning connection, ask students how it felt when they guessed the object correctly? As students they were happy for their classmate when the correct answer was given? Remind students it is important to be happy for others when they do something well.

- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 14: Telling a group story

Description: Children tell a story together. The whole group sits or stands in a circle. If possible, you may need to move outside of the learning space for children to gather in a circle. The facilitator says the first line of a story (some suggestions are included here but facilitators are welcome to use their own ideas). The child to the right of the facilitator says the next line, and the next child the next line, and so on. The story can end with the last child in the circle, or it can continue around the circle. Then, children sit in groups of 4-6 and tell stories the same way, in their groups.

Objective: Children will be able to work collaboratively to create narratives and respect each other's contributions to the stories.

Skills:

Language and literacy—narrative storytelling; comprehension
SEL—social awareness

Materials: None

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
-
- 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
 - Name song
 - Simple Good Morning Greetings
 - Different Language 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused.
- 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.
- 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

Step 2: Activity (15-20 minutes)

- Invite children to sit in a circle. You should sit in the circle with them.
- Tell children that today we are going to tell group stories that we make up together. The stories we make up will focus on a certain theme that the children will identify. For example, the theme of sharing, giving to others, accepting an apology, etc.
- Explain that you are going to say the first line of a story, then the person next to you will continue with the next line, and the next person with the next line, and so on.
 - Explain that sometimes we might think that a story has come to an end, in which case we can end the story and start a new one, or else we might go the whole way around the circle and find that we think the story needs to continue. Both are fine.
- Start a story with a single sentence. *Some examples are listed here, but you may wish to invent your own line instead.*

Example first lines:

- *There was once a young girl named Anna [please substitute with a local name] who lived with her grandmother on the top of a very tall mountain.*
- *A little boy named David [please substitute with a local name] was walking down the road one day when he spotted, far off in the distance, what looked to be a castle/palace.*
- *In a tiny village, down a long road, far from the city, there lived a girl named Anayah [please substitute with a local name] who was known far and wide for being brave enough to stand up to the lions.*
- *Isarro [please substitute with a local name] was a little girl who loved adventures; she wanted to travel to the bottom of the sea, and to the farthest stars.*
- After you have said your line, the next child should say a line, and so on. Help any children that struggle.

Remind students that everyone will have a turn to share an idea and create the story, but that you do not have to participate if you don't want to and can say 'pass' when it is your turn. We all have different ideas, and no one idea is better than any other since we are using our imagination, so we should be polite and encouraging to each other as we create the story.

- Once you have done a couple of stories as a whole group, divide children into groups of about 5 children per group and ask them to sit in circles around the space.
 - Explain that each group will tell its own story
 - Ask children to choose one group member to start the story
 - Remind children that they should go around the circle, with each child taking a turn to say the next line of the story.
 - Tell children that when they feel that their story has come to an end, they can stop the story and start a new one.

Note to facilitators: This activity might get a bit noisy. That is fine.
- After about 10 minutes, clap your hands or ring a bell and ask children to rejoin the whole group in one big circle.

Step 3: Closing 10 minutes

- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Tell children they can play this game at home with their friends, siblings and parents

If you want to make a social emotional connection, you could ask children if anyone felt stressed when it was their turn to share an idea for the story. If some children express that they did feel stress, remind all students that sometimes we get stressed or nervous when we will uncertain or feel uncomfortable, but this is normal and it is ok to feel this way. Remind all of the students that the story could not have been complete without everyone's help and ideas.

- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 15: Synonym game

Description: Children compete in teams to identify the most synonyms for a word called out by the facilitator.

Objective: Children will develop their vocabularies by identifying synonyms.

Skills:

Language and literacy—vocabulary

Numeracy—counting; addition

SEL—positive relationship skills

Materials:

- Prepare a list of words that each have many synonyms. Make sure that you can identify at least 4 synonyms for each word on your list.
- Chalk or markers for keeping score
- A phone or watch for timing
- Optional: Paper and pens/pencils for each team. *You may wish to ask teams to write their lists of words down on paper. If most children are unable to read and write, this is not necessary.*
- *You may wish to determine the teams before the session in order to make sure that each team has at least one child who knows how to read and write*

Example list of words:

Words	Synonyms
Pretty	Beautiful, cute, nice-looking,
Funny	Comic, joking, hilarious, witty, clowning
Big	Huge, enormous, large, giant, gigantic, expansive, wide
Small	Tiny, little, short, miniscule, mini, restrained, limited
Fast	Speedy, rapid, quick,
Loud	Noisy
Intelligent	Smart, thoughtful, reflective, analytical, genius,
Nice	Kind, considerate, thoughtful, sweet
Tired	Sleepy, exhausted, worn out, spent
Calm	Peaceful, gentle, quiet, relaxed,

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit in a circle or stand in a circle (if possible), otherwise simply stand up at your seat
- 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 Annex 1

- Name song
- Simple Good Morning Greetings
- Different Language 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused.
- 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 today we are going to play a game in teams. Ask students what are the most important things to keep in mind when working in a team to complete a task?
 - Some possible responses may include:
 - We need to give everyone the opportunity to share his/her ideas
 - No ideas are stupid and we need to be respectful of others' contributions
 - We should encourage each other and be supportive so we can complete the task effectively
- Explain that you are going to say a word, and each team is going to think of as many words as it can that have a similar meaning to the word given. Explain that different words that mean the same thing are called SYNONYMS.
 - For example: If you say the word *afraid* [please substitute with another word if this word doesn't have many synonyms in the language you are using], teams might say:
 - Scared
 - Frightened
 - Terrified

- Teams will have 3 minutes to make a list of synonyms—words that mean the same as the given word
- After 3 minutes, you will stop the teams and each team will read out (or recite) its list. Teams will get one point for each CORRECT synonym.
 - Show the group where you will keep track of points (on a chalkboard or a big piece of paper so everyone can see)
- Divide children into teams of 3-5 per team, and ask each team to come up with a team name.
 - Distribute paper and pens/pencils if you are using them
- Write each team name on the chalkboard or big paper to keep score.
- Go down your list of words as follows:
 - Read the word
 - Give teams 3 minutes to identify synonyms and write their lists if you are writing
 - After 3 minutes, stop the teams and have each team read its list out loud (or recite it)
 - Note the number of points on the chalkboard, and add them to the previous number to calculate how many points each team has earned
 - Go on to the next word
 - After you have gone through the whole list, identify the winning team and congratulate them. Remind the class that it is important to be happy for our friends when they do good work. Also remember that at various points, we all have the chance to be winners.

Step 3: Closing 10 minutes

- Invite children to join you in a circle
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond

If you want to make a social emotional learning connection, remind students that showing happiness for others when they are successful is an important part of being a good friend. Ask students to share examples of times when they were happy for a friend because something good happened to someone they care about. This can be done in small groups, or as a whole class.

- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 16: Measuring our hands

Description: Children trace their hands onto paper, then use rulers to measure them. Afterwards they practice measuring other objects.

Objective: Children will be able to use rulers to measure centimeters (or inches).

Skills:

Language and literacy—vocabulary

Numeracy—measurement

SEL— positive relationship skills

Materials:

- At least 2 sheets of blank paper per child
- Pencils with erasers, 1 per child
- Rulers, 1 for every 2 children

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- 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 Annex 1
 - Name song
 - Simple Good Morning Greetings
 - Different Language 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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: This is a technique that both adults and children use to get our bodies calm and focused.
- 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 today we are going to *measure*. Explain that when we measure, we find out how long something is, how wide it is, or how much it weighs.
- Show one of the rulers and ask the children if anyone knows what this is? Either let a child explain to the rest of the group, or if no one knows, explain that it is called a ruler, and that it is divided into equal spaces by tiny lines. Each of the tiny lines measures one centimeter [if you are not using centimeters, please replace with the unit that you are using].
 - Show the tiny lines with your finger, holding it up so all children can see.
- Explain that we are going to measure how long our hands are. We can then measure other objects in the room.
- Trace your hand on a sheet of paper, and show the whole group
- Measure your hand from the tip of your middle finger to the base of your wrist, holding the ruler next to it.
 - Explain to the children that you are measuring the longest part of your hand, and show them that the middle finger to the base of the wrist is the longest part
 - Point to the number on the ruler that represents that you measured and tell children: “The number here is ...[say the number]. This means my hand is ...centimeters long.” Note the length of your hand on the outline you traced.
- Distribute paper, pencils, and rulers to children and assign them to partners.
 - Ask children to work together to trace their hands.
 - After each child has traced his or her hand, he or she should measure the longest part of his or her hand, and note the number of centimeters on the page
 - Partners should help each other trace, measure, and note the length of their hands
 - As children are working, walk around helping anyone who needs help
- When most children are done, ask them to hold up their outlines of their hands and compliment them on the work they’ve done
 - Ask children if anyone has very long hands, and compare their measurements
 - Ask children if anyone has very short hands, and compare their measurements
- Tell children they can now walk around the room measuring anything they wish to measure. They should note what they are measuring (they can write the word or draw a picture of the object) and note the length.
 - Give children about 10 minutes to measure.

Step 3: Closing 10 minutes

- Clap your hands or ring a bell to get children’s attention
- Invite children to join you in a circle, bringing their materials with them
 - Collect the rulers and pencils from children, but have them keep the papers on which they noted measurements
- Ask children what objects in the room they measured, and to say their lengths. You can ask:
 - What is the longest object you measured?

- What is the shortest object you measured?
- Did anyone measure anything unexpected?
- Take responses to each question.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond

If you want to make a social emotional learning connection, ask children to think about a time when people will need to help each other measure something. For example, remind students that if people are building a house, they need to measure all sides of the house to make sure it will be stable.

- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 17: We are the same, we are different

Description: The facilitator explains that we all have things the same about us, and we all have things that are different between us. The facilitator has children walk around talking to each other, finding people who have similarities to them, and grouping themselves. This can get a little noisy, which is ok. After the game, the facilitator leads a discussion about how although we have similarities and differences between ourselves, we should be kind to each other.

Objective: Children will be able to identify similarities and differences between themselves, and will determine the importance of kindness to those that are the same and those that are different.

Skills:

Language and literacy—oral communication

Numeracy--classification

SEL— self-awareness, social awareness

Materials:

List of similarities to call out (an example list is provided here, but you may substitute any that you think are not applicable to this group.

Example list

1. Find everyone in the room who has the same favorite color as you, and group yourselves together
2. Find everyone in the room who is the same age as you, and group yourselves together
3. Find everyone in the room whose first name starts with the same letter as yours, and group yourselves together
4. Find everyone in the room who enjoys the same food as you do, and group yourselves together
5. Find everyone in the room who has the same number of brother and sisters, and group yourselves together

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit in a circle or stand in a circle (if possible), otherwise simply stand up at your seat
- 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 Annex 1
 - Name song
 - Simple Good Morning Greetings
 - Different Language 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.

- 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. Now that the facilitator has used all of the mindfulness 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 Annex 2
 - Belly breathing
 - Meditation Exercise
 - Seeing Colors
 - Muscle Relaxing
 - Sitting silently
 - Focus on the light
 - Contact and release

Step 2: Activity (15-20 minutes)

- Tell children that here in this room, we are all different people. We have things that are the same about us, and we have things that are different about us.
 - Provide some examples of things that are the same and things that are different. *For example:*
 - *We are all human beings*
 - *We all have families and friends*
 - *We all enjoy playing games and having fun*
 But we are different in that:
 - *Some of us may speak one language, while others speak another*
 - *Some of us are tall, and others short*
 - *Some of us are girls, and others boys*
- Tell children that today we are going to find some things that are the same and some things that are different about ourselves. Explain that:
 - You will read out an instruction, and children will go around the room talking to each other. They will find everyone in the room that is the same as they are, according to that instruction, and stand in a group with those people.
 - For example, if you said: Find everyone who has the same favorite food as you, all the children should walk around asking others their favorite food. When they find someone with the same favorite food, they will group themselves together and ask others, until they have found everyone with the same favorite food. They will then stand in a group.
- Try the first instruction on your list (find everyone with the same favorite color), and give children time to talk to each other.
 - After 2-3 minutes, clap your hands or ring a bell to get children’s attention. Help any children who are not in a group to find their group.
 - Ask each group to call out its favorite color
- Repeat this with the remaining instructions on your list
- After you have finished all of the instructions on your list, invite children to join you in a circle
- Tell children that they have found that they have similarities and differences with others in the room.
 - Ask volunteers to share some of the similarities they found
 - Ask if anyone was surprised by the similarities or differences
 - Give children time to talk about the game for a bit

- Tell children that even though we are the same and we are different, we should all be kind to each other.
 - Ask children why it is important to be kind, and give them time to respond. This helps develop the social emotional skill of empathy.
 - *Help children to see that:*
 - *When we are kind to each other, we make each other feel good, but if we are unkind we make each other feel bad.*
 - *We feel good and happy when we have friends*
 - *When everyone is feeling good and happy, we are able to have a good time with each other, there isn't fighting*
 - *Everyone is different and unique, but all of our differences are special, and it is important to remember that those differences can make us experience the same situation in ways that differently from others. For example, what one child might think this is a fun activity, the other might think is not fun, and each child is entitled to his or her own opinion based on who he or she is.*

Step 3: Closing 10 minutes

- Tell children that they did a good job today
 - They identified things that are the same and things that are different between us
 - They were able to explain why it is important to be kind to those who are the same and to those who are different
- Ask children if they will try to be kind to others
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond

If you want to make a social emotional learning connection, ask students to think of a time when did something to make someone who was feeling sad to feel happy. In small groups or pairs, have the students share examples of how they can show empathy for someone else and try to make someone who is upset feel better.

- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leaves

Session 18: Alphabet decorations

Description: Children work in pairs or small groups to write words and draw pictures of objects that begin with a specific letter. These letters are used to decorate the room with a whole alphabet.

Objective: Children will be able to identify words that begin with a specific letter.

Skills:

Language and literacy—phonemic awareness

Numeracy—Classification

SEL: positive relationship skills, self-management

Materials:

- Each letter of the alphabet written on a separate sheet of paper, large-sized (A4)
- A sheet of blank paper for every 2-3 children
- Drawing and writing materials for children

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- 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 Annex 1
 - Name song
 - Simple Good Morning Greetings
 - Different Language 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
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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. Now that the facilitator has used all of the mindfulness 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 Annex 2
 - Belly breathing
 - Meditation Exercise
 - Seeing Colors
 - Muscle Relaxing
 - Sitting silently
 - Focus on the light
 - Contact and release

Step 2: Activity (15-20 minutes)

- Tell children that you would like to make this room look nicer, and also to help younger children learn to read, so you would like to decorate the room with the letters of the alphabet
 - Show the children the large-sized letters you have written out
- Explain that children are going to work together. Each pair is going to get one letter, and a second sheet of paper, and they are going to use the second sheet of paper to write out words that start with that letter, and to draw pictures of objects that start with that letter. Remind students that each person in the pair needs a turn to share ideas of words and create drawings, so sharing and working together to accomplish the task is important.
- Put children in pairs and give each pair a letter, a blank sheet of paper, and writing and drawing materials.
 - Tell children that if they have finished, if they have thought of all the words and objects they can, they should come back to you for a second letter
 - Explain that if they are having trouble thinking of words, they can walk around the room to see what objects are in the room that start with the letter they have
- When everyone has finished, collect materials but let children keep their letters and lists/drawings

Step 3: Closing 10 minutes

- Invite children to join you in a circle, bringing their letters and lists/objects with them.
- Ask children to hold up their letters and lists/drawings and tell them they did a great job
- Go through a few of the letters, asking children to say one of the words/objects from their lists
- Tell children that they did a good job today, and that you're going to take these letters and lists and hang them around the room.
 - *Please make sure to do this before the next session or it will be upsetting to the children.*
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
 -

If you want to make a social emotional learning connection, ask students to reflect on why it was helpful to work with someone else to complete this task.

- Some possible responses might include:
 - When you work with someone else, you can think of more words and pictures than when you have to do the work by yourself
 - It is fun to hear the ideas that someone else can come up with and it can help you learn more about the letter
 - You will be able to complete the work more quickly and work on more than one letter to learn more

- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends
- Stand next to the exit and say goodbye to each child as he or she leave

Session 19: All about ME

Description: Children draw self-portraits and describe themselves, either writing their descriptions or drawing pictures.

Objective: Children will be able to identify and describe their own qualities.

Skills:

Language and literacy—descriptions

Numeracy

Socioemotional learning—self-awareness

Materials:

- Paper and drawing materials for children

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit in a circle or stand in a circle (if possible), otherwise simply stand up at your seat
- 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 Annex 1
 - Name song
 - Simple Good Morning Greetings
 - Different Language Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing during the welcome activity, have everyone sit down
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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. Now that the facilitator has used all of the mindfulness 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 Annex 2
 - Belly breathing
 - Meditation Exercise
 - Seeing Colors
 - Muscle Relaxing
 - Sitting silently
 - Focus on the light
 - Contact and release

Step 2: Activity (15-20 minutes)

- Tell children that today we are going to spend some time thinking about ourselves, and what we are good at and what we enjoy
- Explain that first they will draw self-portraits—pictures of themselves—then they will either write a description of themselves, or they will draw pictures that describe them.
 - They can write or draw pictures of the following: My name is... and I am ...years old. I enjoy.... I am good at...
 - Each person should think of at least 3 things they enjoy, and 3 things they are good at
 - If they would prefer to draw pictures, they can draw pictures of 3 things they enjoy, and 3 things they are good at
- Distribute 2 sheets of paper (one for drawing the self-portrait, one for the description of themselves) and drawing materials to each child
- Give children 15-20 minutes to work on their self-portraits while you walk around encouraging them.
 - If this isn't enough time, you can either extend the session or continue this activity in the next session.
- When time has run out, collect the drawing materials but let children keep their work.

Step 3: Closing 10 minutes

- Invite children to join you in a circle, bringing their self-portraits and descriptions with them
- Ask children to hold up their drawings and tell them they did a great job
- Ask if anyone would like to stand up and show their drawing and explain their description of themselves.
 - Make sure that the group is supportive of anyone who presents

If you want to make a social emotional learning connection, remind children that it is important to understand our own strengths and our weaknesses. Knowing our weaknesses isn't something to be ashamed of since we all have ways we can improve to become better people, and knowing our weaknesses helps us focus on improving ourselves to become the best we can possibly be.

- Read an example of the children before having them share. Say, "for example, my mom gets mad at me when I don't keep my things clean and neat, so I want to try to be more clean to make her happy."
- After the children have heard your example, give them the opportunity to discuss with a partner of their choice about one thing they want to improve in themselves.

- Tell children that they did a good job today
 - If possible, collect the children's drawings and descriptions and hang them up in the room. If this is not possible, please allow children to take their work home with them to share with their families.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Tell children they did a great job today and that you are proud of 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:*

*Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends*

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

Session 20: All about my friend

Description: As in the previous session, children will draw portraits and write descriptions of people, however this time they will choose a friend or family member to describe.

Objective: Children will be able to describe a person that they love

Skills:

Language and literacy—descriptions

Numeracy

SEL—social awareness

Materials:

- Paper and drawing materials for children

Activities:

Step 1: Welcome (10-15 minutes)

- Clap hands or ring bell, call out, “welcome!”
- Ask children to sit or stand in a circle (if possible), otherwise simply stand up at your seat
- 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 Annex 1
 - Name song
 - Simple Good Morning Greetings
 - Different Language Greetings
 - Introduce Your Neighbor
 - Ball bounce/roll Greeting
- Say: “Welcome everyone!” and smile at the children. If you were standing during the welcome activity, have everyone sit down
 - Make sure to welcome any new children, greeting them and telling them you are happy they joined us today.
- 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. Now that the facilitator has used all of the mindfulness 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 Annex 2
 - Belly breathing
 - Meditation Exercise
 - Seeing Colors
 - Muscle Relaxing
 - Sitting silently
 - Focus on the light
 - Contact and release

Step 2: Activity (15-20 minutes)

- Tell children that those who were here for the previous session drew pictures and wrote descriptions of themselves.

- *If the pictures and descriptions are in the room, point to them*
- Explain that today we are going to do the same, only we are going to draw pictures and describe a friend or a family member
 - Each child should think of a person he or she likes a lot, a friend or someone in their family
 - On one sheet of paper they will draw a picture of the person
 - On another sheet of paper they will describe the person. They should think of three things they like about the person and three things the person is good at.
 - They can write their descriptions or draw pictures, whichever they prefer
- Distribute paper and drawing materials to the children
- Give children 15-20 minutes to work
 - *If this is not enough time, you can either extend the session or continue this activity in the next session*
- When time has run out, collect the drawing materials but allow children to keep their work

Step 3: Closing 10 minutes

- Invite children to join you in a circle, bringing their drawings and descriptions with them
- Ask children to hold up their drawings and tell them they did a great job
- Ask if anyone would like to stand up and show their drawing and explain their descriptions of the person they chose
 - Make sure that the group is supportive of anyone who presents

If you want to make a social emotional connection to develop the skill of perspective taking, ask children to think about what they can do to make their relationship with this person strong based on what this person likes and what this person is good at?

- Say to the children that for example, if I know that my mother likes to cook, I will offer to help her. Or if I know my brother likes to play football, I can offer to play with him.
- After reading the example, give students the opportunity to share ideas of what can do with this person based on his or her likes to make their relationships stronger. This can be done in pairs or in small groups.

- Tell children that they did a good job today
 - If possible, collect the children's drawings and descriptions and hang them up in the room. If this is not possible, please allow children to take their work home with them to share with their families.
- Ask if anyone wants to say what they enjoyed the most about the day
 - Give children opportunities to respond
- Tell children they did a great job today and that you are proud of 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:*
Goodbye! Goodbye! Goodbye to my friends
See you again real soon
We'll have some more fun
Goodbye! Goodbye! Goodbye to my friends

- 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.

Different Languages Greeting

Same as above but using a greeting from a different language.

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.