

# A Cold Wind Blows

## Introduction

Talking to each other and learning new facts about each other is important in building our classroom community. If we get to know our classmates better, we will have stronger relationships and build a stronger classroom community for all of us.

## Steps of the Activity

1. Move chairs into the circle. The number of chairs should be one less than the number of players.
2. Begin the game by saying “A cold wind blows for anyone who \_\_\_,” and share one fact about yourself. Continue the sentence with an interesting fact that may apply to other participants (e.g., “The wind blows to those who have a brother or sister”).
3. All participants who agree with the statement should get off their chair and find a new seat as quickly as possible. The leader in the circle also tries to sit down as quickly as possible.
4. The participant who did not have time to sit in the chair becomes the leader and starts the game again. If no one moves, congratulate that student for being unique and have them try again with a different fact.
5. After 5-10 minutes, end the game by having students partner up and share 3 new facts they learned with their partner.

## Reflection

- Was it easy to remember facts about other classmates? What strategies did you use to remember?
- Did you learn anything new about your classmates while playing this game? What did you learn? When else is it helpful to know facts about your classmates?
- Was there a round that you wish you could have stood up for? Was there a round that you did not want to stand up for? Why?
- When do you like to feel similar to others, and when do you like to feel unique?



**Target skills:**  
Building relationships



**Materials:**  
None required

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- If students are struggling to come up with categories, brainstorm a list together before the game begins, and refer to it whenever a child gets stuck.
- Invite the students to form teams and become the leaders of the game.

### For students in grades 5-6:

- Encourage students to incorporate their opinions on current class literature or current events (e.g., “A cold wind blows for anyone who liked the ending of *Charlotte’s Web*”)
- Use this game to build empathy by changing the prompt to, “A cold wind blows for anyone who feels \_\_\_\_ when \_\_\_\_” (e.g., frustrated when they make a mistake; excited when they see a puppy, etc.). Discuss how people might feel differently about the same situation.

# Award to a Friend

## Introduction

Sometimes when we are celebrating others, we notice something special about them that they don't realize about themselves! Today, we are going to do an art activity called Award to a friend where we will notice something special about someone else's artwork and give it a special award.

## Steps of the Activity

1. Give students 5-10 minutes to create a drawing or piece of art about anything they choose. Alternatively, feel free to assign a theme for the piece of art (e.g., it must include: a birthday cake; their favorite four-legged animal; something related to an upcoming holiday, the time of year, something they are studying in school, etc.).
2. When students are finished with their art, ask them to find a partner. Ask each child to explain to their partner what their piece of art is and why they chose to make it. Then, have each partner say what award they would give their partner's piece of art (e.g., most beautiful, most creative, most colorful, most joyful, etc.).
3. When partners are finished sharing what awards they would give each other, come back together as a whole group, and ask a few pairs to share what awards they gave each other.

## Reflection

- Why is it important to notice and share something special about something someone has created?
- What other awards might you have given to someone else for their art piece today? For your own art piece?



### Target skills:

Building relationships and celebrating others



### Materials:

Paper; colored pencils, markers, etc.

## My Notes

## Ideas for expansion and adaptation

### **For primary school students:**

- Before starting the activity, brainstorm the names and types of awards, and create images of these awards and print them out.
- Prompt students to use descriptive adjectives for their awards and embed a short lesson on superlatives.

### **For students in grades 5-6:**

- Consider using this strategy during academic work such as writing assignments or projects. Invite students to write an essay or implement a research project, invite students to take turns presenting their work, and award them in a certain category to all other participants.

# Biggest Fan

## Introduction

It is important to celebrate others in our lives, such as our family members, our friends, and others in our community. It is also important for them to celebrate us and for us to celebrate ourselves! When we encourage other people and feel encouraged by others, it helps us build relationships. Today, we're going to play a game called Biggest Fan. In this game, we will celebrate our and others' achievements.

## Steps of the Activity

1. Ask everyone to find a partner or assign partners. Each pair of students are going to play a game of rock, paper, scissors.
2. Review the rules of rock, paper, scissors. Make sure everyone is playing the same way, since there are different ways to play the game.
3. Next, have students play rock, paper, scissors in pairs.
4. The winner of each pair will go on to play the winner from another pair. Meanwhile, the person who lost the first game has to cheer for the person they lost to, while their original partner plays the second game. The winners will keep playing each other, and the people who lose will keep cheering for the person they lost to.
5. The very last round will consist of only two people—each with a group of fans, facing off for the last rock, paper, scissors game. The winner of the last round wins the game, and everyone cheers for that person!

## Reflection

- Why is it important to cheer others on and celebrate them?
- Who else would you like to celebrate today and why?



**Target skills:**  
Building relationships



**Materials:**  
None required

## My Notes

## Ideas for expansion and adaptation

### **For primary school students:**

- Instead of rock, paper, scissors, play with other games which are familiar to students. For example, students can play Tic-Tac-Toe with a partner. Whoever wins the game moves on to the next round.
- Offer students different ways to pair up. For example, take 10 steps forward and find the person who is closest to you, etc.

### **For students in grades 5-6:**

- Brainstorm other ways to celebrate and support the winner. Examples could include writing words of affirmation or saying, "Good job!"
- Challenge students to change up the names of the rock, paper, and scissors which correspond to academic content (e.g., city, region, country). Encourage them to make up their own hand signals for each item and to remember which one beats the others.

# Cool Kid

## Introduction

One way of celebrating others is to give them compliments to tell them the wonderful things that make them special. We can celebrate ourselves in the same way! Today, we are going to do an activity called Cool Kid that lets us celebrate one person in our class. We will also give that person the chance to share something that makes them special. We will celebrate someone new each day/week, so everyone will get a chance to be the Cool Kid.

## Steps of the Activity

1. Randomly select a Cool Kid at the start of each day (e.g., pull names from a bag). Make sure to track who has been the Cool Kid - once everyone has had a chance to be the Cool Kid once, begin the process again.
2. Let the class know who the Cool Kid is for the day/week. Have a way to identify who the Cool Kid is (e.g., button, cape, hat). You may choose special jobs or privileges for the Cool Kid (e.g., door holder, line leader, co-teacher, etc.).
3. Explain that all day/throughout the week, the class will look for compliments to give the Cool Kid (e.g., for being helpful, following directions, being kind, being a good friend, etc.). Even small things are worth noticing and calling out.
4. Make a space in the room where you can gather or post compliments throughout the day/week. If you are teaching online, keep track of compliments on a digital poster to share with students throughout the week. (Make sure the Cool Kid gives themselves a compliment, too!)
5. At the end of the day/week, share compliments out loud. The teacher and/or child can choose the three most meaningful compliments to put on the Cool Kid certificate. Send the certificate home with the Cool Kid.

## Reflection

- Why is it important to celebrate ourselves and others?
- What compliment do you want to give to someone else in your life right now?



**Target skill:**  
Building relationships



**Materials:**  
Cool Kid certificate

## My Notes

## **Ideas for expansion and adaptation**

### **For primary school students:**

- Offer simple, special tasks for the “Cool Kid. Examples include holding the door when others come in, closing the door, helping younger students, suggesting physical movement breaks, etc.
- If necessary, remind students of the students of the sentence frame for sharing meaningful compliments.

### **For students in grades 5-6:**

- Instead of posting compliments in a public area, create a box, journal, or other private space for students to share compliments.
- Invite students to journal about the compliments they receive from others and to write about how giving compliments helps build relationships with one another.
- Help students connect compliments to giving constructive feedback on academic, art, sport, and other activities.



# Lineup Challenge

## Introduction

Learning how to work together is important in building our classroom community. If we learn how to cooperate and work as a team, we can do this frequently and build a strong classroom community for all of us.

## Steps of the Activity

1. Direct students to line up based on a certain characteristic. For example:
  - Birthday;
  - First letter of name;
  - Number of siblings, etc.
2. Let students know where the line should start and end (e.g., “starting with January and ending with December, line up by the door!”).
3. Tell students they cannot speak during the activity, but they can use other nonverbal forms of communication.
4. When they have finished, start from the beginning and ask students to share their [birthday, first letter of first name, number of siblings, etc.] to see if the class succeeded at the challenge. If there are mistakes, have students work together to figure out where the mis-ordered students should go.
5. Congratulate students on their nonverbal communication and cooperation skills.

## Reflection

- What made this game easy or hard to play?
- What are some other times we need to use teamwork?
- Why is it important to get to know each other and build relationships at school?
- Did you learn anything new about your classmates while playing this game?
- How else would you like to play this game?



**Target skills:**  
Teamwork



**Materials:**  
None required

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- To make the game easier, have students line up using something they can see. For example, give students numbers on a piece of paper and have them line up in numerical order. Students can also line up with familiar categories (e.g. shirt color in the order of the rainbow).
- To play in less time, divide the class into small groups and facilitate two games at once.

### For students in grades 5-6:

- After students are familiar with the structure of the game, encourage them to share their ideas for the order category.
- To make the game more challenging, students can line up using more abstract categories. For example, have students line up in alphabetical order by last name.

# Looks Like, Sounds Like, Feels Like

## Introduction

Discussing how we treat one another is an important way to build our classroom community. If we understand the actions and behaviors that are helpful and supportive for one another, we can use these frequently and build a strong classroom community for all of us.

## Steps of the Activity

1. Choose a positive classroom behavior that you would like your students to practice (e.g., help and encourage teammates, give constructive feedback, apologizing, etc.).
2. Make 3 columns on chart paper. Label one “Looks Like,” the next “Sounds Like,” and the last “Feels Like.”
3. Ask students to describe what the behavior looks, sounds, and feels like. List answers on the chart.
4. Example: “Help and encourage teammates”
  - Looks like: listening attentively, nodding, etc.
  - Sounds like: “Thanks for helping me,” “You can do it,” “Great solution!”, etc.
  - Feels like: warm, accomplished, happy, supported, etc.

## Reflection

- Why is it important to [behavior]? Why is it sometimes hard to [behavior]?
- Is there only one way that a certain behavior can look, sound, or feel like? Can you imagine how else a behavior might look, sound, or feel like?
- Are there other places, outside of our classroom community, where these behaviors are valued and important? Where?



**Target skills:**  
Building relationships



**Materials:**  
Poster paper (optional)

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Use this strategy to prepare for a task or activity. For example, “We’re going to practice math soon. What should our preparation for math look/sound/feel like?”
- Have students act out what it looks, sounds, and feels like to engage in the specific behavior.

### For students in grades 5-6:

- To give students more agency in the activity, ask them which behaviors they think are the most important for creating a safe and comfortable classroom. Use these behaviors to complete the chart.
- Have students brainstorm answers with a partner first. Then, do a whole group share out. Discuss any differences that arise – different people have different ideas and experiences with behavior, and that’s OK.

# Meaningful Compliments

## Introduction

"Giving compliments is way to express our admiration for a person or their characteristics. Real, meaningful compliments are about a person's character, talents, actions, etc., not about their clothes or appearance. We can give compliments to ourselves. We will learn how to give meaningful compliments to each other today.

## Steps of the Activity

1. The teacher invites the students to think about what kinds of compliments are be meaningful and to give examples of meaningful compliments. To learn how to give meaningful compliments to each other, the teacher can have students read Appendix \_\_, paying attention to how each sentence begins.
2. Next, the teacher asks the students to choose a famous person or character (singer/actor/cartoon or book character, etc.) and identify a participant who will play the roe of this character during the activity.
3. The child plays the role of the chosen character/person, and the other participants give him/her a meaningful compliment. For example, if the students have chosen the school principal as a character, they can give the following compliment: "I like that you invite us to your office and talk to us."
4. Then, the teacher can invite other students to play the role of the chosen character/person and receive meaningful compliments.

## Reflection

- How did you feel when you complimented others?
- How did you feel when you received compliments?
- Which compliments do you think are significant?



### Target skills:

Building relationships



### Materials:

Meaningful Compliment  
Sentence Starters

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Ask the students to get into pair and use Appendix \_ to give meaningful compliments to each other. For example, "You are very good at \_\_\_."
- If students struggle to compliment each other, ask clarifying questions to help students emphasize certain traits of each other's character. For example, what traits or actions of \_\_\_ (child's name) do you like?

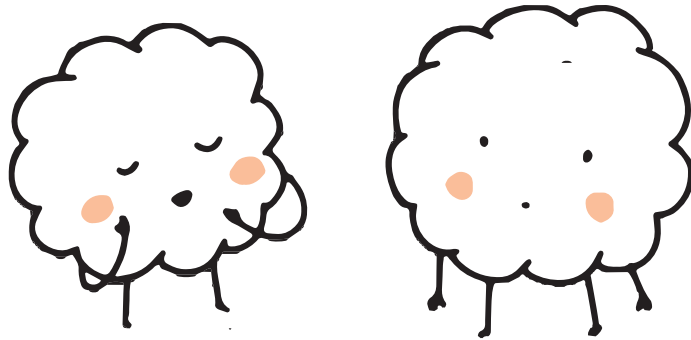
### For students in grades 5-6:

- Ask the students to write compliment to each other on pieces of paper. Then, encourage the students to share their compliments in public, comparing how they felt when they wrote them to how they felt when they said them aloud.

# MY FAULT MAKING AMENDS

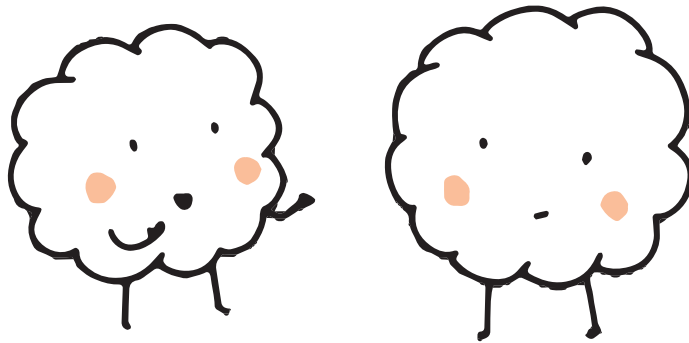
## 1. Take responsibility

I did \_\_\_\_\_.



## 2. Apologize

I'm sorry I did \_\_\_\_\_.



## 3. Work to try to fix the problem

I would like to \_\_\_\_\_.

To resolve this, I/we could \_\_\_\_\_.

We choose to resolve this conflict by \_\_\_\_\_.



# Our Achievements

## Introduction

As a class, we can set goals and work together to reach our goals. When we reach our goals, we can celebrate all of our hard work together. Why do you think it's important for us to celebrate our community?

## Steps of the Activity

1. Depending on the age of the students and time of year, set classroom goals that allow everyone to contribute and celebrate. Set short-term goals for mini-celebrations and longer-term goals for bigger celebrations. Examples of short term goals include peaceful transitions, using kind words, finishing work on time, etc.
2. Short-term goals can be set in a way that will allow students to celebrate as much as once per hour to once a day, while the time period for longer-term goals can be anywhere from once a week to once a month.
3. Use any system that works for you to keep track of positive behaviors – points, stars on the board, LEGO bricks in a basket, etc. Let students know that once they have earned the points, the points will not be taken away.
4. Celebrations should be non-material and fun! Brainstorm ideas with students and let the class vote on what they want to do for these. Giving students a choice will increase their motivation and excitement! Examples include sharing a group cheer or movement, dance party, online games, etc.

## Reflection

- Which classroom goals are you most looking forward to reaching and celebrating? When are some other times you need to work with a team to reach a goal?
- Do football players work together to reach goals? Do you think it takes teamwork for them to score goals? What happens when they score? How do they celebrate together?
- Is it easy to work together as a team? Why or why not?



### Target skills:

Teamwork, cooperation, and celebrating others



### Materials:

Poster paper (optional)

## My Notes



## Ideas for expansion and adaptation

### For primary school students:

- Show a video about the value of teamwork and discuss why teamwork is important and how everyone can contribute to a common goal.
- Invite students to work with their families to develop goals, recognize their accomplishments, and celebrate them. Students can share their family's goals and accomplishments with the class if they wish.
- Have the students set a goal to try or repeat a certain number of Kernels or certain Kernels. students can use a tracker to record progress and celebrate when the goal is reached.
- During the celebration of achievements, you can discuss the contributions of each child. Encourage students to pay attention to their own contributions to the goal, and on the contributions of others.
- Younger students might forget the goal they're working towards or need reminders about ways to set goals. Remind them regularly or with visual aid such as charts.
- Celebrate classroom achievements by playing students' favorite Kernels.

### For students in grades 5-6:

- The teacher can suggest that students set school-wide goals, cooperate with the administration, other classes, and teachers to achieve them, and then celebrate the achievement as a school.
- The teacher can invite students to choose options for celebrating their achievements, that will bring joy and benefit not only to the class, but also to other people. For example: organize a charity fair, a quest for younger students; do good deeds for family and friends; help a teacher, etc.
- The teacher can encourage students to compliment each other on their work when celebrating class achievements.

# Question Quest

## Introduction

We're going to get to know our classmates better by going on a Question Quest together. I'm going to give you a table of interesting facts, and it's your job to roam around the classroom or within your breakout room to find someone in the class for whom that fact is true and get them to sign your paper. The goal is to fill up your worksheet with signatures in the next 10-15 minutes. For example, if I look at number one on my worksheet, I might ask [name] if she has [characteristic/experience]. If she has it, I can write her name on my paper and move on to number 2. If not, I have to keep searching.

## Steps of the Activity

1. Distribute the worksheets ask students to familiarize themselves with the statements on the card.
2. Encourage students to approach each other, ask questions, and look for which of their peers has the facts on the cards. If online, the teacher groups the students into breakout rooms and changes them after a few minutes so that they can talk to as many classmates as possible.
3. When a participant finds the right person, he or she asks the person to put a mark in the appropriate section (e.g., the first letter of their name/signature/emoji, etc.). Encourage students to talk to as many participants as possible in order to quickly complete the task. You can make the task more difficult by offering to limit the number of signatures per child on one card to a maximum of two categories.

## Reflection

- How did it feel to ask people about themselves? What did it feel like to share about yourself?
- Did you find any similarities with classmates that you weren't expecting? What about differences?
- What is an example of how a strong relationship with a classmate (or adult) helped you in school?
- What are some ideas for things we could do in the classroom to know each other better and build a stronger community?
- How would you change this game for the next time we play?



**Target skills:**  
Building relationships



**Materials:**  
Question Quest template

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Offer different topics each time that meet the interests of the students (e.g., favorite food, interesting games, cartoons, books, etc.). Students can also suggest their own topics.
- Create your own worksheet that has a shorter list of characteristics/experiences – keep them simple (e.g., “has a dog” or “has brown eyes”). Draw symbols or pictures that signify the characteristics (e.g., draw a dog in the box for “has a dog”).
- Before you begin, ask students to predict their classmates’ answers. Emphasize that students shouldn’t make assumptions and should not be upset if they are wrong. After the game, discuss which assumptions were correct.
- Have students work in pairs or teams to discuss the information they have learned about their classmates. Students can create videos, collages, etc. to present information about classmates.
- Combine Question Quest with other educational tasks. For example, during a math lesson, students can create a graphs to show the percentage of the class that likes certain foods, such as broccoli.

### For students in grades 5-6:

- Have students use the blank template by listing 15-20 unique characteristics/experiences.

# Rules for Our Cool Community

## Introduction

Imagine living in a world without any rules. What would that look or feel like? We are going to work together to create an agreement about how we're going to spend our time together during school. Then, we will play a game to practice our ideas. When we all feel comfortable and ready to learn, we have successfully created a positive learning community for all of us.

## Steps of the Activity

1. Invite the students to work in pairs or teams about different rules for interacting with each other during the school day and expectations for spending time together. The students share their ideas, write them down or draw them as icons. For example: listening carefully to each other; raising a hand before speaking/asking a question; using "magic" words in communication, etc.
2. If necessary, ask additional questions to formulate the rules in a clear and positive way, for example: "compliment each other" rather than "do NOT ignore the successes of others."
3. After that, pairs/teams to share their ideas with the class and choose common rules for the class. In pairs/teams, students can create 3-5 behavioral expectations. Then, by voting, they can choose the expectations that are most important to the class.
4. Then, play a game of Simon Says to practice the rules on this list that can be acted out. For example, say, "Simon Says listen to each other," or "Simon Says keep hands and feet to yourself." Play several rounds, and if possible, let student volunteers lead the game.
5. Repeat the activity several times during the week to help students memorize/refine the list of rules.

## Reflection

- Why do you think it's important for us to have rules and agreements in our classroom community?
- How can we as a class help everyone follow our rules and agreements?



### Target skills:

Building relationships and cooperation



### Materials:

Chart paper, whiteboard, or digital whiteboard

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Create a visual representation of classroom rules. Students can create posters to display in the classroom to remind one another of the classroom agreements.
- Invite the class to generate reminders of the rules (hand signals or some other way to gently remind classmates of the rules when needed).
- Connect the behavior to the senses. Describe what each expectation might look like, sound like, and feel like (e.g., listening to others looks like listening with our eyes and ears, sounds like one person speaking at a time, and feels calm and respectful).

### For students in grades 5-6:

- Ask students to generate behavior expectations in three settings: for themselves, for their small group, and for classroom/school/community. Students can record the rules in any way they want: write them down, draw them, create a video, etc.
- Ask students to develop rules based on observations. Students can act as social scientists and observe interactions around their school and home. They can note strengths and weaknesses related to the behaviors they witness. Students can share their observations with the class and determine which behaviors they would like to incorporate into the classroom community. If needed, share an example with students, such as "I noticed that our class sometimes forgets to thank each other after someone does something kind. I think we should add showing appreciation for each other in our classroom agreements."

# Sharing Our Interests

## Introduction

We all have interests or activities that we like to do. If we tell others what we are interested in, it can help us get to know each other better.

## Steps of the Activity

1. Tell students you will each take a turn sharing something they are interested in or someone they know is interested in. Ask students to brainstorm different activities or interests. Select several students to share ideas. Some items may include: Playing video games, reading books, playing sports, etc.
2. As the students share their ideas, draw or write them down.
3. Then, play a game of “Charades” to practice the items on the list that can be acted out. The students can choose one of the activities/hobbies recorded by the teacher and show the movements. Other students can try to guess the hobby and recall who in the class enjoys this activity.
4. Play several rounds, and if possible, let student volunteers lead the game

## Reflection

- Why do you think it’s important for us to share about ourselves with others?
- How can you learn about others’ interests? What might you say to someone to better understand what they enjoy?
- When are some other times that you could share your interests with others?
- How would you change this game for the next time we play?



### Target skills:

Building relationship and communication



### Materials:

None required

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Invite students to form pairs or teams and play a game of “Charades” to continue discussing each other’s hobbies to learn more about them.
- Ask students to draw or write a short phrase about a favorite hobby and place the descriptions in a hat. Ask a student to select a hobby from the hat and describe the drawing or phrase. Instead of guessing the hobby, students guess the name of the student that enjoys the hobby.
- Encourage students to create a mind map of “Classroom Hobbies” and display it in the classroom. Every time the students learn about a new hobby, they can add it to the mind map.
- Organize a “Hobby Week” during which everyone will have the opportunity to present their own hobbies. Students can choose if they would like to talk about their hobby or demonstrate it. Teacher – make sure you share your hobbies too!

### For students in grades 5-6:

- Ask students to choose a well-known or famous person they admire. Ask students to research to learn more about this person’s hobbies or interests. Facilitate a conversation to help students understand that hobbies can be helpful in building skills for a future career.

# Similarity Signal

## Introduction

When we notice others' interests and identities, we build relationships and communication skills to connect with our classmates. Today, we will practice a signal we can use when we notice we have something in common with a classmate.

## Steps of the Activity

1. Introduce a short, non-verbal signal students can use when they hear a student share an interest, identity, or experience they have in common. Example signals might include a thumbs up or a two-handed wave.
2. Lead a short practice activity using the signal. Examples include "My school is called \_\_\_\_\_", "I like to play soccer," or "I think cats are the best pets."
3. After several examples, ask 2-3 students to share a statement which may be similar to others.
4. As students use other Kernels, reinforce the use of the Similarity Signal as part of the activity debrief.

## Reflection

- What did it feel like to have things in common with your classmates?
- Why do you think it's important for us to notice our classmates' interests?
- When are other times in or outside of school you might notice others' interests?
- How can you let others, outside of our classroom, know that you share their interests?



### Target skills:

Building relationships and communication



### Materials:

None required

## My Notes



## Ideas for expansion and adaptation

### For primary school students:

- The teacher can encourage the students to share facts that they have in common and that they already know. At the beginning of the activity, students can use the following statement: "I have something in common with \_\_\_\_ (child's name) because \_\_\_\_."

### For students in grades 5-6:

- Each time students find something they have in common, the teacher can invite them to pair up and ask each other questions about their common interest.
- The teacher can encourage students to discuss not only similarities but also differences. For example, the first round of the game could focus on similarities and the second round on differences. students can form pairs and ask questions to learn more about each other.

# Smile!

## Introduction

Our classroom is a special place where we get to learn together and have fun with one another. Today, we will share our ideas for how to make others smile. It feels different when you are laughing with others versus laughing at others. How can you tell the difference between laughing with others and laughing at others? In our classroom, we will only laugh with one another not at one another.

## Steps of the Activity

1. Begin by drawing a smiley face on the board. Ask students to brainstorm different things people do, hear, or say that make them smile or laugh. Some ideas may include: hearing or telling funny jokes, watching funny movies, sharing silly stories or ideas, playing a fun game, or making silly faces.
2. Ask several students to share the different things that make people smile or laugh. Encourage the students to describe the 'action' or a verb associated with that thing. For example, instead of sharing "a joke" as their answer, students could say "**telling** a joke." As the students share their ideas, draw or write them on the board or a piece of paper.
3. Make sure to validate each idea that is shared, and make sure to reiterate that jokes and stories that promote discrimination are never welcome.
4. Invite students to choose one action from the list. Then, go around in a circle and have students act out one of the silly or fun actions without making any sounds. Invite students to guess which silly action the student is acting out. After several guesses, move on to the next child.
5. End the game when all students who would like to play have had a chance to act.

## Reflection

- Why do you think it's important to know what makes other people smile?
- How did it feel to make others smile at school?
- When are times in our school day when it is good to be silly and make classmates smile? When might not be a good time? How do you know?
- How would you change this activity for the next time we play?



### Target skills:

Building relationships



### Materials:

None required

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Invite students to choose any animal and show it with gestures and facial expressions in a funny way. Then, invite students to think about how it felt to laugh together.
- Start “Laughing Minutes” where students work in pairs or teams to make each other laugh.
- Students can create emojis to represent positive feelings and emotions. Use the emojis as a signal for when it is time for a “Laughing Minute.” Place the emojis in a classroom space for students to use whenever they need.
- Create opportunities for students to write and draw about funny moments in their lives. Practice sharing stories aloud by inviting students to share stories with a partner or the whole class.

### For students in grades 5-6:

- Pair students and ask them to try to make their partner laugh in 10 seconds. Students can tell a joke, a story, or show a funny facial expression while the other partner tries not to laugh. After 10 seconds, if the partner can't help but smile, they try to say a silly word in a serious way (e.g., “pickle,” “pink elephant,” etc.). After, partners switch roles.

# Steps to Resolution

## Introduction

Conflict is a normal part of life. People disagree about all types of things, and that's okay. However, if we don't know how to handle conflict effectively, someone can get hurt. We are going to learn how to resolve conflicts in a way that supports everyone involved. Let's brainstorm together: What solutions can you choose to solve a conflict? (Example strategies include: sharing, taking turns, apologizing, ignoring, making things right, compromising, laughing it off, flipping a coin, waiting until later, getting help, and talking it out)

## Steps of the Activity

1. Display this clearly in the classroom or use screen sharing to share a digital poster. Introduce the Steps to Resolution, taking time to review each step in the process:
2. Then the teacher invites the students to unite in pairs, think about and recall a controversial situation in which they were involved and try to resolve it by following the steps on the poster.
3. The teacher can also use examples from other situations to explain how to communicate using these steps.
4. The teacher should encourage students to use the Steps to Resolution whenever a conflict situation arises, so that students are ready to use them on their own if necessary.

## Reflection

- What step do you think is the easiest? What step is the most challenging? Why?
- Can you think of a time an adult you know could have used this? What happened?
- What kinds of conflicts arise often at school? How can you use Steps to Resolution to come up with a good solution?
- Are there any other steps you think would be helpful to add?



### Target skills:

Conflict resolution and problem solving



### Materials:

Steps to Resolution Poster

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Watch a video/read a story that describes a conflict situation. Encourage students to use the Steps to Resolution, reflect on the situation, discuss each step of the strategy, and create recommendations to help the characters resolve the conflict.
- Invite students to create a poster or mind map about how to resolve conflict using creative materials. Afterwards, students can place them in the classroom/school space to return to them as needed.

### For students in grades 5-6:

- The teacher can invite students to think about where they can use other Kernels (e.g., "I-Message," "Cooldown Process," "Belly Breathing," etc.) to resolve conflict situations.

# Thankful Thoughts

## Introduction

Science tells us that people who practice gratitude experience more positive emotions, sleep better, and even have stronger immune systems. Taking a moment to be grateful will improve our mental, emotional, and physical health, and will also set us up to better reach our goals.

## Steps of the Activity

1. Have students write (or draw) thank you notes to someone who has done something kind for them that week.
2. Have students post these notes in a designated spot in the classroom (e.g., a “Gratitude Corner”) where these notes are displayed publicly. In **online** settings, consider using a classroom website to post notes. Let students know they can also share their notes privately.

## Reflection

- How did you feel before doing this activity? After?
- Do you normally keep track of the people/things you’re grateful for? What are some ways you express gratitude for these people/things? If we talked to your classmates or family, what are some things about YOU they might be grateful for?
- Who else can you show gratitude for today?
- How would you change this activity for the next time we play?



### Target skills:

Building relationships and gratitude



### Materials:

Paper or digital notes

## My Notes

## Ideas for expansion and adaptation

### For primary school students:

- Invite students to express gratitude using different materials (e.g., crafts/models/sculptures, etc.) or to give thanks in a creative way (e.g., performing a short theater play, singing a song, etc.).
- Invite the students to create a "gratitude circle": one child goes/sits in the center of the circle, and the other participants express what they are grateful for. Make sure that every child can hear the words of gratitude from others.
- Create a list of ways to express gratitude (e.g., writing notes, telling a story, doing something nice for another person, etc.). Remind students of this list every day, encouraging them to choose different ways to express gratitude.
- Create individual or classroom "gratitude journals" in which students can record their thoughts about being grateful to others. At the end of the week, invite students to read their own journal entries if they wish.
- Invite students to expand the circle of gratitude and think about what they can be grateful for in themselves, and encourage them to pay attention to other people in their lives who they are grateful for (e.g., school staff, family/community members, etc.)
- Invite students to draw a good deed that others have done for them, and share "I am grateful \_\_\_\_ for (a good deed, such as reading my favorite bedtime story)." After that, join in a circle, share the images and express gratitude.

### For students in grades 5-6:

- Extend the activity by encouraging students to write "notes of gratitude" to themselves. Then, in a brainstorming format, students can think about what good deeds they can do for other people, choose one idea and implement it into reality this week (for example, wake up earlier and make breakfast for your younger sister).

# Thought Box

## Introduction

The Thought Box is a place where you can anonymously share any problems that you are struggling to solve, and we can work together as a class to problem-solve and brainstorm solutions to challenges at school.

## Steps of the Activity

1. Set norms for what kind of challenges should be submitted. You can get more specific if there is something your class particularly struggles with. (e.g., arguing during lunch, getting off task during math, issues with friends, etc.)
2. Ask students to write down and submit any issues they are struggling with to the Thought Box. Assure them that their names will stay anonymous in the class conversation. Let them know that if there is any indicator that someone might get hurt, you might have to share the information with other adults for safety reasons.
3. Pre-select one of the issues from the Thought Box that feels particularly relevant or pressing and present it to the class by either reading it out loud or putting it up on the board. Make sure to de-identify any names or specific descriptions to preserve the anonymity of any students mentioned.
4. Open up a class conversation that allows students to brainstorm ideas—featuring different SEL strategies they have learned—to mitigate or solve the problem.

## Reflection

- Was it easy or hard to think of challenges? Why?
- Was it easy or hard to brainstorm solutions? Why?
- What **sills** or strategies did you use to brainstorm solutions?
- Wha are some other times when you have to ask for help with a problem, or work as a team to solve a problem?



### Target skills:

Teamwork and problem solving



### Materials:

A tissue box or other small box

## My Notes



## Ideas for expansion and adaptation

### **For primary school students:**

- Invite students to discuss and act out ways to solve problems in pairs or teams.
- Instead of writing, students can draw images that represent the conflicts. As younger students develop their writing skills, encourage students to label parts of their drawing.

### **For students in grades 5-6:**

- Older students may feel hesitant about writing about personal challenges. Model problem-solving solutions to challenges which impact many students across the classroom or school. For example, students could share ideas to help decide where to sit in the lunchroom. As the year progresses and as trust builds within the community, students may feel more confident sharing their own challenges.