



The SEE Learning **PLAY**

SOCIAL, EMOTIONAL & ETHICAL LEARNING

Educating the Heart and Mind

SEE Learning Play

School Curriculum



Center for
Contemplative Science and
Compassion-Based Ethics



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Social, Emotional, and Ethical Learning (SEE Learning) is a program of the Center for Contemplative Science and Compassion-Based Ethics, Emory University, Atlanta, GA 30322.

For more information, please visit compassion.emory.edu



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| INTRODUCTION AND ACKNOWLEDGMENTS

SEE Learning® (Social, Emotional, and Ethical Learning) has created an early childhood extension, SEE Learning Play, to bring its evidence-based approach to young learners. This curriculum is designed specifically for early childhood education, focusing on social, emotional, and ethical learning through play.

SEE Learning Play is intended for early childhood educators, caregivers, administrators, and anyone interested in using the curriculum. To fully benefit from SEE Learning Play, it is recommended that educators and administrators register with Emory University or one of its affiliates and participate in the preparation training offered online or in person. This training ensures high-quality implementation, resulting in a meaningful experience for children. In addition, those interested in implementing this curriculum are encouraged to read the SEE Learning Play Handbook, which explains the program objectives, rationale, and framework. The SEE Learning Play Handbook provides tailored guidance in two versions: Administrator and Teacher.

The SEE Learning Play curriculum was prepared under the supervision of Ryder Delaloye, Associate Director for SEE Learning, and Nora Donovan, Program Coordinator for SEE Learning. In addition, curriculum writers, Myriam Martinez, Kathy Price, and Kristen Santesson, contributed valuable insights and expertise for curriculum development. Numerous other educators and affiliates contributed to earlier versions of the curriculum by providing feedback and perspectives. As with all aspects of the SEE Learning program, the process was overseen by Dr. Lobsang Tenzin Negi, Director of Emory's Center for Contemplative Science and Compassion-Based Ethics.

We would also like to express our heartfelt gratitude to the Kind Heart Project and the Titibo Group for their foundational contributions in the early stages of developing SEE Learning Play. Their collaboration played an essential role in shaping the initial curriculum framework, including the creation of key activities and resources that continue to enrich the curriculum.

We invite you to join the SEE Learning Play community, share your experiences, and help cultivate an environment of compassion, awareness, and joy for our youngest learners.

| PEDAGOGICAL APPROACH

The pedagogical approach of SEE Learning Play is child-centered and play-based, stemming from a constructivist philosophy that views children as active participants in their own learning. Play serves as the central pedagogical tool as it is a universal language of childhood that transcends cultural and social boundaries. The SEE Learning Play framework emphasizes compassion, awareness, and engagement, applied across three developmental domains: personal, social, and systems. This approach nurtures each child's inherent potential, promoting their overall growth and development.

| SCOPE AND SEQUENCE & IMPLEMENTATION

SEE Learning Play is structured for a full 36-week school year with weekly themes that guide the learning journey for students. Each week introduces specific goals, skills, and activities, allowing children to develop essential social, emotional, and ethical competencies over time. Additionally, the scope and sequence of SEE Learning Play includes a flexible week at the end of each month, during which educators have the opportunity to reinforce key skills, revisit unfinished activities, or adapt curriculum based on classroom needs. This flexibility allows for a dynamic and responsive implementation, which ensures all children can fully engage with the material.

Because SEE Learning Play is designed for children ages 3-5, some children may experience the curriculum for multiple years. This presents an excellent opportunity to utilize the activity extension ideas provided and allows for more depth in curriculum engagement. Additionally, children can take on leadership roles, such as modeling for peers,

assisting the teacher, and accepting increased responsibilities in demonstrating SEE Learning Play skills. There is no disadvantage in children experiencing the curriculum subsequent times, as their rapid growth and development during this age creates new opportunities to learn and practice. Lastly, throughout the curriculum, the use of puppets is encouraged to support learning. This approach helps make abstract concepts more tangible for young children. Puppets can take many forms, including but not limited to, hand puppets, sock puppets, the educator's hands, and action figures, and we encourage educators to utilize the resources they have available to make the concepts more visual and engaging for the children.

ASSESSMENT PACKAGE

The SEE Learning Play Assessment Package is a comprehensive toolkit designed to help educators observe and assess young children's development in key social, emotional, and ethical learning domains. It includes detailed checklists and rubrics for each of the six core learning themes—Compassion for Self and Others, Noticing Emotions, Strengthening Attention and Self-Awareness, Building Resilience, Relationship Skills, and Building a Better World. Additionally, the package provides a general checklist and rubric to offer a holistic view of a child's progress across all themes. These tools are tailored for the developmental stages of preschool and kindergarten children, enabling educators to track growth, identify areas of need, and celebrate achievements in fostering compassion, empathy, and resilience.

LEARNING THEMES

The SEE Learning Play curriculum is organized around six core learning themes that guide children on a journey of self-discovery, compassion, and growth. Each theme is carefully designed to foster specific aspects of children's social, emotional, and ethical development:

- 1. Compassion for Self and Others:** This theme helps children understand what it means to be compassionate towards themselves and others. It encourages empathy, kindness, and a sense of connection, laying the foundation for a compassionate community within the classroom. Activities in this theme include storytelling, role-playing, and group discussions, which allow children to explore concepts, such as kindness, helping others, and understanding different perspectives. The goal is for children to develop self-compassion and the ability to extend compassion to others.
- 2. Noticing Emotions:** In this theme, children learn to recognize and understand their emotions. They develop emotional literacy by identifying and naming different feelings, helping them build awareness and begin to navigate their emotional experiences more effectively. Through guided activities, such as using emotion cards, mindfulness exercises, and reflective drawing, children are encouraged to recognize emotions in themselves and others. This theme emphasizes the importance of naming emotions as a step toward managing them, which helps children build a foundation for emotional regulation.
- 3. Strengthening Attention and Self-Awareness:** This theme focuses on helping children build attention skills and self-awareness. Through playful activities, such as breathing exercises, sensory games, and mindful observation of their surroundings, children learn to observe their thoughts and feelings. This helps them enhance their ability to focus and become more mindful of their actions. Further, implementing activities like 'mindful moments' during daily routines encourages children to pause, reflect, and become aware of their actions and feelings in the present moment.
- 4. Building Resilience:** Children are introduced to the concept of resilience and learn skills for managing challenges and regulating their nervous systems. This theme empowers children to develop coping mechanisms that support their well-being in the classroom and beyond. Activities include 'Help Now' strategies, which teach children practical techniques for self-soothing, such as grounding exercises, deep breathing, and identifying comforting resources. This theme also emphasizes the importance of recognizing when help is needed and how to ask for it, fostering independence and community support.
- 5. Relationship Skills:** This theme emphasizes the importance of social connections and teaches children how to engage positively with others. They learn essential relationship skills such as listening, sharing, and cooperating, which help them navigate their social world and build healthy relationships. Activities in this theme include cooperative games, partner activities, and role-playing scenarios that allow children to practice active listening, effective communication, and conflict resolution. By fostering these skills, children learn to build trust, work collaboratively, and appreciate diverse perspectives.



6. Building a Better World: In this final theme, children learn the importance of cooperation and kindness and their role within their larger communities. Through systems thinking, they begin to understand how their actions can impact others, fostering a sense of responsibility and a desire to contribute positively to the world. Activities include group projects focused on community improvement, discussions on the interconnectedness of people and nature, and collaborative storytelling about making positive changes. The goal is to help children see themselves as part of a larger system and recognize their ability to make meaningful contributions.

| RESOURCES OVERVIEW

SEE Learning Play provides a variety of resources to support educators, administrators, and caregivers throughout the learning journey:

- **Handbook for SEE Learning Play:** Similar to the Companion Guide for SEE Learning, this is a critical resource for implementing the curriculum. It is available in two versions:
 - **Administrator Version:** An in-depth guide for understanding program implementation, providing detailed explanations of the curriculum's objectives, strategies, and theoretical foundations.
 - **Teacher Version:** A condensed guide focusing on practical classroom application, offering easy-to-follow activities, tips, and hands-on strategies for use in daily practice.
- **Weekly Guides:** Guides structured for a 36-week school year, which offer a holistic approach to social, emotional, and ethical learning. Each week introduces a specific theme with clear goals, skills, and a hands-on featured activity.
- **Routines-Based Learning:** A monthly resource that integrates SEE Learning concepts into daily preschool routines, focusing on six key routines: arrival, dismissal, free-choice time, large group activities, small group activities, and transitions. The aim is to make social, emotional, and ethical learning part of everyday interactions.
- **Monthly Caregiver Resource:** A resource intended to be shared at the beginning of each month to keep caregivers informed about their child's learning. It is designed to involve caregivers in their child's learning journey, while providing options for different levels of engagement, from quick practice ideas and conversation starters to more involved family activities.



SCOPE & SEQUENCE

MONTH 1

BUILDING A COMPASSIONATE CLASSROOM

Week 1: Compassionate Classroom Agreements
Week 2: The Compassion Tree
Week 3: Phrases of Kindness
Week 4: Reinforcement and Review Week

MONTH 2

DEVELOPING EMOTIONAL REGULATION

Week 5: Introducing Emotions
Week 6: Help Now! Space
Week 7: Help Now! Strategies
Week 8: Reinforcement and Review Week

MONTH 3

DEEPENING SOCIAL CONNECTIONS

Week 9: Check-in with Emotions Sticks
Week 10: Helping Friends
Week 11: Helpful vs Hurtful
Week 12: Reinforcement and Review Week

MONTH 4

PRACTICING SENSORY AWARENESS

Week 13: Sensory Mystery Box
Week 14: Tracking
Week 15: Mindful Listening with Sounds
Week 16: Reinforcement and Review Week

MONTH 5

SHARING KINDNESS

Week 17: Guided Grounding Practice
Week 18: Happiness Tokens
Week 19: Friendship Course
Week 20: Reinforcement and Review Week

MONTH 6

ENCOURAGING EMPATHY THROUGH COMMUNICATION

Week 21: Collaborative Communication
Week 22: Collaborative Communication Cont.
Week 23: Mind Jar
Week 24: Reinforcement and Review Week

MONTH 7

DISCOVERING COMPASSION IN ACTION

Week 25: The Wishing Well
Week 26: Giving Back to the School Community
Week 27: Giving Back to the School Community Continued
Week 28: Reinforcement and Review Week

MONTH 8

LEARNING SHOWCASE

Week 29: Capstone Prep
Week 30: Capstone Prep
Week 31: Capstone Prep
Week 32: Capstone Presentation and Celebration

**capstone can be done at any point this month*

MONTH 9

CELEBRATING GROWTH

Week 33-36: Celebrations of Growth



UNDERSTANDING THE DEVELOPMENTAL STAGES OF PLAY

Play is the foundation for children's learning. When children are actively playing, it is their scientific way of figuring out the world around them. Play takes form in a variety of ways: building, acting, singing, dancing, sculpting, and creating; the forms of play are endless. Through these activities, children process and learn more about their environment and themselves. Play is crucial because it not only supports cognitive, social, and emotional development but also enhances creativity and problem-solving skills.

Recognizing the various stages of play can help parents, teachers, and facilitators provide appropriate support and engage effectively with children. Here's a guide to understanding the developmental stages of play:

1. UNOCCUPIED PLAY

0-6 MONTHS

- Infants engage in random movements without a specific purpose.
- Observing and exploring their surroundings.

2. SOLITARY PLAY

6-18 MONTHS

- Children play independently, focused on their own activities.
- Limited interaction with peers, but parallel play may occur.

3. PARALLEL PLAY

18 MONTHS - 2 YEARS

- Children play alongside each other without significant interaction.
- Limited sharing or communication during play.

4. ONLOOKER PLAY

2 YEARS

- Involves children watching others play without joining in.
- Important for understanding social dynamics and observing play behaviors.

5. ASSOCIATIVE PLAY

2-4 YEARS

- Increased interaction and communication between children.
- Sharing toys and ideas, but each child remains focused on their own activity.

6. FUNCTIONAL PLAY

2-3 YEARS

- Simple, repetitive activities with objects.
- Understanding the functionality of toys or objects.

7. COOPERATIVE PLAY

4+ YEARS

- Children work together to achieve a common goal.
- Develops teamwork, negotiation, and problem-solving skills.
- Rules and roles become more defined during group play.

8. CONSTRUCTIVE PLAY

3-6 YEARS

- Building and creating with various materials.
- Encourages problem-solving, planning, and fine motor skills.

9. IMAGINATIVE OR PRETEND PLAY

2-7 YEARS

- Children engage in make-believe scenarios.
- Fosters creativity, language development, and social skills.
- Role-playing and storytelling are common.



| TIPS FOR FACILITATORS AND PARENTS

Observe and Encourage

- Watch for signs of the play stage and encourage exploration.

Provide a Variety of Materials

- Offer diverse toys and materials to stimulate different types of play.

Encourage Exploration through Modeling

- Model possible play opportunities alongside the children to inspire and guide their play experiences.

Support Social Interaction

- Facilitate group activities to promote cooperative play.

Ask Open-Ended Questions

- Encourage imaginative play by asking questions that stimulate creativity.

Respect Individual Differences

- Recognize that children progress through stages at their own pace.





SEE Educating the
Heart & Mind
LEARNING



SEE LEARNING PLAY

MONTH 1

Building a Compassionate Classroom





CAREGIVER RESOURCE

WELCOME TO OUR JOURNEY



| INTRODUCTION TO SEE LEARNING

As we embark on this exciting learning journey together, our goal is to foster a nurturing environment both at school and at home. This introductory guide will provide you with key strategies and daily conversation starters that are crucial for your child's development. The tools outlined in the guide are designed to complement the specific guidance provided each month of the school year.



| DAILY CONVERSATION STARTERS

Engaging in thoughtful conversations with your child is fundamental for their emotional and social growth. Here are some essential questions to ask your child every day:

- Who helped you today?
- Who did you help today?
- Who was kind today?
- Who were you kind to today?
- Did anyone share with you?
- Did you share with someone today?

These questions encourage your child to reflect on kindness, empathy, and cooperation, reinforcing the values we are cultivating together.



| EFFECTIVE INTERACTION STRATEGIES

These strategies can be an effective way to interact with your child and help promote positive growth.

- **Active Listening:** Show genuine interest in your child's experiences. Listen without interrupting and acknowledge their feelings.
- **Open-Ended Questions:** Ask questions that require more than a 'yes' or 'no' answer to encourage deeper thinking and conversation.
- **Empathy and Validation:** Validate their emotions. Let them know it's okay to feel whatever they are feeling.
- **Positive Reinforcement:** Celebrate their achievements and efforts no matter how small.
- **Modeling Behavior:** Children learn by example. Demonstrate kindness, patience, and understanding in your interactions.



| SUPPORTING SOCIAL, EMOTIONAL AND ETHICAL DEVELOPMENT

By supporting your child in social, emotional, and ethical development, you strengthen their ability to effectively communicate and develop.

- **Encourage Expressiveness:** Create a safe space for your child to express their thoughts and emotions.
- **Foster Independence:** Encourage them to try new things and solve problems independently, offering support when needed.
- **Support Problem-Solving:** Guide them as they work through challenges and conflicts to help them develop resilience and critical thinking skills.



| BUILDING A BRIDGE BETWEEN HOME AND SCHOOL

With your support, we can emphasize the importance of kindness, empathy, and cooperation.

- **Stay Informed:** Stay up to date with your child's learning each month and use the month-specific resources to reinforce concepts at home.
- **Share Insights:** Communicate with educators about your child's at-home experiences relevant to their learning and development.
- **Community Involvement:** Participate in school activities and events when possible. This strengthens the connection between home and school environments.



| JOURNEY OF GROWTH TOGETHER

Remember, you are an integral part of your child's learning journey. By using these conversation starters and interaction strategies, you are not only supporting their current learning but also creating the space to connect with your child. Engaging in this manner of questions and conversations fosters connection and lays the foundation for deeper and respectful communication, ensuring their growth.

We look forward to this journey together!





CAREGIVER RESOURCE

MONTH 1



| MONTH 1 OVERVIEW

This month marks the beginning of our SEE Learning Play Curriculum and aims to foster compassion and relationship skills among preschoolers. Your involvement and support are crucial for extending this learning beyond the classroom.



| CLASSROOM ACTIVITIES OVERVIEW

Compassionate Classroom Agreements: Children collaborate to create a set of classroom agreements, thus fostering a safe and happy environment for everyone.

The Compassion Tree: A visual and interactive activity that promotes kindness by allowing children to add symbols (leaves, fruits, bugs) to a tree each time they notice acts of kindness.

Phrases of Kindness: Through role-play and discussions, children learn specific phrases to help them navigate social interactions positively and compassionately.



| AT HOME ACTIVITIES

Family Kindness Tree: At home, create a tree similar to the *Compassion Tree*, where family members can add notes or symbols when they observe acts of kindness. Examples can be found on the following page.

Daily Sharing: Take time each day for family members to share acts of kindness they enacted or experienced.

Family Agreements: Together, create a family agreements poster highlighting values important to your household. Examples can be found on the following page.



| CONVERSATION STARTERS

- "What was the kindest thing you saw someone do today?"
- "What was one kind thing you did today?"
- "Can you tell me about a time you used one of your kindness phrases at school?"
- "How did it make you feel when you added something to the Compassion Tree today?"



| AT HOME QUICK PRACTICE

Kindness Challenge: Choose one small act of kindness each day, such as letting someone go first or helping with a task. Encourage family members to share their acts of kindness at the end of the day.

"Thank You is Kind": Whenever your child says "Thank you," reinforce their behavior by acknowledging it as a kind action. For example, you can say, "That was kind!" This helps connect gratitude with kindness and emphasizes that appreciating others' efforts is a meaningful action.



| SIGNS OF GROWTH

Empathy and Understanding: Look for increased sensitivity toward the emotions of others.

Usage of Kindness Phrases: Listen for your child's use of kind phrases during interactions, such as "Can I help?" or "Let's share."

Initiative in Kind Acts: Notice if your child shares more frequently or is more willing to help without prompting.



| ADDITIONAL NOTES

Remember to encourage your child to talk about their day and express any joys and challenges they encountered. Celebrate and reinforce positive behavior with verbal acknowledgment and a discussion about the impact of these behaviors on others.

Thank you for partnering with us in this journey of compassion and growth. Your active participation at home is paramount to reinforcing the critical life skills learned through this curriculum.

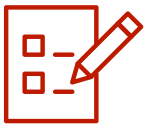


CAREGIVER RESOURCE

ACTIVITY

FAMILY AGREEMENTS

Family agreements are a powerful way to help everyone in your home feel safe, respected, and cared for. By involving all family members in creating these agreements, you can create a shared understanding of expectations and values.



| WHAT YOU'LL NEED

- A large sheet of paper or poster board (a regular piece of paper works too!)
- Markers, crayons, or pens
- Optional: stickers or decorations



| HOW TO CREATE FAMILY AGREEMENTS

- **Bring Everyone Together:** Find a quiet time when the whole family can sit together without distractions.
- **Talk About Why:** Explain that family agreements are about making your home a happy, safe, and respectful place for everyone.
- **Share Ideas:** Ask each person, including the children, what they need to feel safe, supported, and happy at home.
- **Write Down All Ideas:** Let a family member write or draw each idea on the paper.
- **Choose the Most Important Ones Together:** Talk about the ideas and pick 4–6 that feel most important. Keep them simple and positive.
- **Make it Official:** Have each person sign their name, draw a picture, or add a sticker to show they agree.
- **Put It Somewhere You'll See It:** Hang your Family Agreements where everyone can see them, like the kitchen or hallway.



| HELPFUL TIPS

- Use positive words (say what to do, not what not to do)
Example: "We use kind words" instead of "No yelling"
- Keep agreements short and easy to remember
- Talk about them often and update them as your family grows and changes



| **EXAMPLES OF FAMILY AGREEMENTS**

- We listen to each other
- We help each other
- We use kind words
- We share and take turns
- We clean up after ourselves

Remember, creating these agreements together is just as important as what you decide to include. The process is a chance to listen to each other, build stronger connections, and practice important communication and problem-solving skills as a family.

By making family agreements, you're helping build a more peaceful, supportive home and giving your child the tools they need to grow into kind and compassionate people.





MONTHLY GUIDE

Month 1 BUILDING A COMPASSIONATE CLASSROOM

| LEARNING THEMES

- Compassion for Self and Others
- Relationship Skills

| PLANNING

- **Prepare the Compassion Tree:** Gather materials like a wooden board, cardboard, or a big sheet of paper to create a large illustration of the *Compassion Tree*. Also collect paint, markers, and decorative symbols, such as leaves, fruits, and bugs. Decide if it will be a class project or prepared by the teacher. Ensure the tree is set up in the classroom before the month starts.
- **Role-Play Materials:** Gather puppets or other materials and visual aids for supporting compassionate communication.
- **Classroom Agreement Setup:** Prepare large chart paper and markers for creating classroom agreements collaboratively with the children.

| REFLECTIONS AND GROWTH

During this month, you might notice:

- Children recognizing acts of kindness using the Compassion Tree.
- Increased use of compassionate phrases in children's interactions.
- Spontaneous expressions of kindness and empathy among children.
- Children reminding each other of the classroom agreements and applying them in various situations.

KEY ACTIVITIES

| COMPASSIONATE CLASSROOM AGREEMENTS:

Children collaboratively create a set of agreements that reflect how they want to feel and be treated.

- **Materials:** large chart paper, markers
- **Estimated Time:** 30 minutes

| THE COMPASSION TREE:

Introducing children to the Compassion Tree to recognize acts of kindness and their impact.

- **Materials:** wooden board, cardboard, or large paper, paint, markers, symbols (fruits, bugs, etc.)
- **Estimated Time:** 30 minutes (not including the creation of the tree)

| PHRASES OF KINDNESS:

Practice and role-play using kind phrases to handle real-life scenarios.

- **Materials:** Puppets, visual aids, storybooks (optional)
- **Estimated Time:** 25 minutes

ROUTINES-BASED LEARNING

Month 1 BUILDING A COMPASSIONATE CLASSROOM

| THIS MONTH, CHILDREN ARE:

- Learning to create and follow *classroom agreements* that promote a compassionate and respectful environment.
- Understanding and celebrating acts of kindness through the introduction of the *Compassion Tree*.
- Practicing the use of kind phrases and recognizing their impact on others.
- Developing empathy and interpersonal awareness by appreciating positive interactions and demonstrating care.

ROUTINE	SUGGESTIONS
Arrival	At arrival, each child selects an agreement they wish to focus on by placing a magnet, clothespin, or their photo next to the chosen classroom agreement image. This tangible action can help them remember and commit to their chosen focus.
Dismissal	During dismissal, create a sharing circle, where children can reflect on and share how they practiced their chosen agreement throughout the day. This reinforces accountability and reflection of compassionate actions.
Free-Choice Time	During free-choice time, observe and gently guide students toward compassionate behaviors. For instance, if a child shares a toy or helps another, acknowledge this by saying, "I noticed you being a helpful friend when you shared your toy with [friend's name]. Should we add a leaf to our Compassion Tree?" This positive reinforcement encourages children to continue exhibiting compassion and kindness in line with the classroom agreements.
Large Group Activities	Incorporate role-play or storytelling activities where children can act out scenarios demonstrating compassion and kindness. For example, a story where a character faces a challenge and is helped by friends can illustrate the concept of empathy and support. During the story time or role-play, encourage children to identify and practice phrases of kindness used by the characters and explore how using these phrases can positively influence the outcome of different scenarios. After the activity, discuss with the children how they felt and what they learned about being compassionate.
Small Group Activities	At the beginning of small group activities, briefly remind children of the classroom agreements. Encourage the children to reflect on their chosen agreement and how they might apply it during group work.
Transitions	Before transitions, remind children of the Compassion Tree and their chosen classroom agreements. Encourage them to think about how they can follow these agreements and be kind friends, contributing to the Compassion Tree's growth. After the transition, highlight specific acts of compassion observed such as helping a friend clean up toys. Celebrate these actions by inviting children to add a leaf to the Compassion Tree. Reinforce the importance of the act by asking how it felt to help or be helped and acknowledging the positive impact of their actions.



WEEKLY GUIDE

Week 1 COMPASSION FOR SELF AND OTHERS

| THEME OF THE WEEK

This week focuses on establishing a culture of compassion and understanding in the classroom. Children will be involved in creating agreements that foster a supportive and caring environment, where everyone feels safe, valued, and respected.

| WEEKLY GOALS

- **Goal 1:** Children will collaboratively establish *classroom agreements* that promote compassion and respect.
- **Goal 2:** Children will begin to understand the importance of each classroom agreement and how it contributes to a happy and safe learning environment.
- **Goal 3:** Children will begin to demonstrate caring behaviors that align with the established agreements.

| VOCABULARY/KEY PHRASES

- Feel (feeling)
- Share (sharing)
- “I noticed [name] remembering our classroom agreement to....”
- Kind (kindness)
- Help (helping)
- “Let’s think about our agreement to....”

| ROUTINE-BASED LEARNING ACTIVITY

Daily Intention and Reflection

- **Description:** As the children transition from one activity to another, for example, coming inside from outside, review the classroom agreements and ask the children if they noticed anyone practicing them.
- **How it reinforces the theme and skills:** This reflection encourages children to recognize behaviors aligned with the classroom agreements and how they contribute to happy and safe learning environments.

| REFLECTIONS AND GROWTH

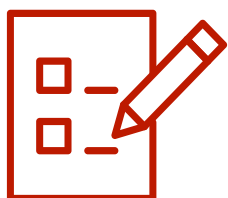
- **Observation Points:** Notice which agreements children recall and apply most frequently and moments when children remind each other of the agreements.
- **Questions to Ask:** “How did using our agreement help in this situation?” “How do you feel when we all follow our agreements?” “How do you feel when someone is not following our agreements?”

COMPASSIONATE CLASSROOM AGREEMENTS



| OBJECTIVE

Children will collaboratively create a set of classroom agreements that reflect how they want to feel and be treated in the classroom.



| MATERIALS

Large chart paper, markers, example scenario cards (optional)



| PREPARATION TIPS

Prepare a comfortable space for discussion where all children can see and contribute to the chart. Have example scenarios ready for role-play or puppetry to illustrate the importance of certain agreements.



| ESTIMATED TIME

30 minutes, which can be split up to span the entire week.

ACTIVITY 1

COMPASSIONATE CLASSROOM AGREEMENTS



COMPASSIONATE CLASSROOM AGREEMENTS

Compassion for Self and Others

| **GROUP SIZE**

The Whole Group

| **TIME-FRAME**

30 minutes, which can be split to span multiple days.

| **PURPOSE**

This activity aims to foster a classroom culture of compassion by involving children in the creation of classroom agreements to which they feel a sense of ownership and commitment.

| **LEARNING OUTCOMES****The children will:**

- Feel empowered to contribute toward a compassionate classroom, where everyone feels safe, happy, and important.
- Be aware of the connection between the classroom agreements, their well-being, and the well-being of their friends in school.
- Know the classroom agreements and are mindful of them in their interactions with peers.

| **PRIMARY CORE COMPONENTS**

- Relationship Skills
- Shared Common Humanity

| **PLANNING**

- Prepare some scenarios in advance and decide to perform the scenarios through role-play or puppetry.
- Identify the most important values or agreements you think will help your group of children. You can tailor the scenarios and conversation to those agreements.
- Leave enough time for a deeper conversation with the children about how they want to feel in the classroom and which agreements may support those feelings. If necessary, return to the conversation on multiple occasions.

| **MATERIALS**

- Large poster board
- Markers
- Photographs of children demonstrating positive behaviors (optional)
- Visualization can be done in many ways (photos, drawings, figures, painted stones, etc.)
- Puppetry (optional)



| HOW TO DO THIS ACTIVITY

Step 1: Draw on Personal Experiences

- Begin by asking children to think about a time when they felt kind or were treated kindly. Children can draw this memory or take turns verbally sharing these memories.

Sample Script: “Hi friends, today we are going to talk about our classroom, how we all want to feel in our classroom, and ways we can help to keep our classroom happy and safe for everyone. First, I want us to all quietly think about a time when you were kind to someone or when someone was kind to you.” Allow children to draw this memory or take turns sharing their memory.

Step 2: Discuss Desired Feelings

- Have a conversation with the children about how they want to feel in the classroom, exploring emotions like happiness and feeling safe.

Sample Script: “Let’s talk about how we want to feel here in our classroom. Do we want to feel happy, sad, or something else? Why do you think that feeling is important in our class?”

Step 3: Identify Behaviors for Happiness

- Once you have established the children would like to feel happy, explore ways to help them feel that way. Start with an open-ended question and discuss scenarios, optionally using role play or puppetry. Write the solutions to these scenarios on a chart or board as these will inform the classroom agreements:

Sample Script: “Now let’s listen to these situations and think about what we could do to make our classroom a happy and safe place for everyone.”

Example Scenarios:

- Two friends want to play with the same toy. What can they do to show kindness to each other and be a problem-solver? *Solution: sharing.*
- Everyone is lining up for a snack, and they all want to go first. What can they do to help everyone be happy? *Solution: taking turns.*
- One friend is having a hard time with something, like tying their shoes. How can another friend show kindness? *Solution: helping.*
- Two friends are arguing and feel upset. What can they do to feel better? *Solution: saying sorry or finding a solution together.*
- A friend is sad because their mom just left. How can we help them feel better? *Solution: giving a hug or getting an adult for help.*

Step 4: Establish Classroom Agreements

- Combine the suggestions into a few clear and concrete classroom agreements.

Sample Script: “Wow, we came up with so many helpful ideas to make sure our classroom is a happy and safe place for everyone. These great ideas will become our Classroom Agreements. Let’s decide on the most important ones together.”

Examples of broader classroom agreements:

- We care for each other.
- We help each other.
- We listen to each other.

Examples of specific classroom agreements:

- We take turns.
- We give hugs.
- We listen to each other.
- We try our best.
- We learn to share (this can look differently based on developmental levels).

Step 5: Visualize Agreements

- Create visual representations of the agreements to be displayed in the classroom. These can be pictures of the students, drawings, or other pictures.

Step 6: Commit to Agreements

- Invite children to physically sign or mark the agreements as a commitment gesture. This could be their name, a fingerprint, or a handprint.

Step 7: Regular Review

- Discuss and review the values frequently, especially when new children join.





| OBSERVATIONS OF GROWTH

The children will:

- Demonstrate caring behaviors towards each other, such as comforting an upset classmate or offering to share toys during playtime.
- Exhibit ownership and commitment toward following the classroom agreements by actively participating in discussions about their importance and taking responsibility for upholding them.
- Spontaneously remind each other of the classroom agreements during various activities, such as playtime or mealtime, ensuring that everyone adheres to the agreed-upon guidelines.

All children can:

- Articulate and remember the classroom agreements, reciting them or referencing them in various situations.



| TEACHING TIPS

- Focus on positive actions, such as “we share” or “we take turns,” instead of “don’t” statements. Positive language is clearer for children and gives the impression of shared goals rather than rules.
- Make sure children feel they created the agreements themselves and use their own words to foster a sense of ownership.
- Regularly review and update the agreements to reflect the changing needs of the class, especially when welcoming new students.



| EXTENSION OPTIONS

- The number of values is not specified but should remain to a few that are easy to remember.



| ADAPTATIONS

General Tips for Adaptation

- Use Concrete Examples: Provide clear, concrete examples of each agreement in action, tailored to the comprehension level and experiences of the children.
- Flexible Grouping: Consider small group or one-on-one sessions for children who may feel overwhelmed in larger groups or need more individualized attention to grasp the concepts.

Students with Disabilities

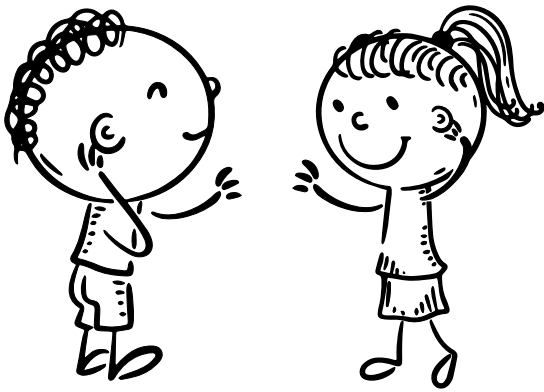
- Visual Supports: Use clear, visual representations of each agreement. Pictures or symbols can help children who have difficulty with verbal instructions understand the concepts being discussed.
- Repetition and Consistency: Repeat the key concepts regularly and keep the routine consistent.

Younger Students (Ages 2-3)

- Simplify Agreements: Use very simple language or images to represent each agreement. For example, a picture of two children sharing could represent the “We share” agreement.
- Shorten the Activity Time: Keep discussions and activities short, as younger children have limited attention spans. Focus on one agreement per session rather than multiple.
- Use Role-Play with Toys: Instead of role-play with peers, which might be complex for younger children, use dolls or puppets to demonstrate the agreements.
- Incorporate Movement: Integrate physical activities or gestures that represent each agreement, such as a hug for “We care for each other” or handing over a toy for “We share.”



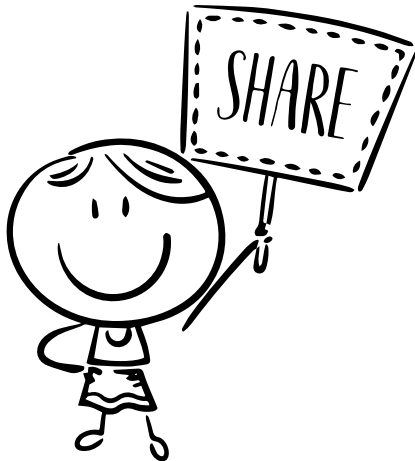
CLASSROOM AGREEMENTS



We listen to each other.



We take turns.



We share.



We care for each other.