



In this unit, children practice positive social skills and learn the qualities that are important to friendship, the consequences of bullying, and how to provide peers with support.

Follow these steps to access the lessons and activities in each unit:

- Start at the [Harmony Online Learning Portal](#).
- From the Portal, navigate to the Out of School Time unit and suggested lessons below.
- Click "Start Activity" in the upper right corner of the activity panel.
- Follow lesson instructions.

You'll see three parts to each lesson:

- "Setting the Stage"
- "Facilitating the Activity"
- "Wrapping it Up"

All the lesson materials you need are available in the Materials section. We've included suggestions below for adapting the content for use at home.

TRY THE SUGGESTIONS ON THE FOLLOWING PAGE TO USE **HARMONY AT HOME**

LOWER GRADES PRE-K–2

UNIT 5 – PEER RELATIONSHIPS	HARMONY AT HOME ACTIVITIES
<p>5.1 CARING FOR OTHERS</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - Being kind and caring makes both you and others feel good. - You can show caring toward others by helping, sharing, and saying kind things. - Gratitude means appreciation or thankfulness. Showing gratitude when others are kind to us makes them feel good. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Promote a caring, pro-social orientation toward others. - Foster gratitude for others' kindness. 	<p>READ: THE MIXED UP DAY STORY</p> <p>In this story, Z learns there are many ways to be kind and helps friends have a good day. As you listen to the story, notice how Z shows kindness and how the children express gratitude. Discuss the following questions:</p> <ul style="list-style-type: none"> • <i>How do you feel when you do things to help others?</i> • <i>What are some things you can do to help your family or friends have a good day?</i> • <i>How can you show gratitude when someone has done something nice for you?</i> <p><u>PLAY THE BUDDY TIME SING-ALONG "HAVE A GOOD DAY"</u></p> <p>PASS THE SUNSHINE</p> <p>Draw a large sunshine or use the Sunshine Stick Cutout. While sitting together, choose a family member to pass it to. Pass the sunshine stick to a family member and share something kind or compliment that person. Keep passing the Sunshine around until everyone has received a compliment.</p> <p>SHARE YOUR SHINE</p> <p>Use craft materials to create a colorful sunshine. Hang your sunshine in a window to spread kindness to others in your community.</p> <p>CELEBRATE FRIENDSHIP</p> <p>Talk about what makes your friendships and relationships with others special. Make friendship bracelets for your friends and family. Think about how each part of the bracelet tells a story of your friendship.</p> <p>SHARING AND CARING</p> <p>During a family Meet Up, share what you and family members can do at home to be helpful and show how you care for others (dry dishes, clean up toys, read to your brother or sister).</p> <p>COMMUNITY HELPERS</p> <p>Draw or make a list of community helpers (nurses, teachers, grocery store workers, firefighters, mail carriers) who help your family and community. What can you do to show gratitude to them?</p> <p>CELEBRATE SUCCESS</p> <p>Take a moment each day to celebrate how family members help and share gratitude toward one another. Example: <i>"You were so caring to write an email to tell your aunt that you missed her."</i></p>

See related Inspire Modules to support adults in facilitating this unit: **Recognizing Bullying Behavior and Addressing Bullying Behavior**
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LOWER GRADES PRE-K–2

UNIT 5 – PEER RELATIONSHIPS	HARMONY AT HOME ACTIVITIES
<p>5.2 BEING INCLUSIVE</p> <p>Key Concepts & Vocabulary</p> <ul style="list-style-type: none"> - Being welcomed and included feels good. Feeling left out is hurtful. - It is important to find ways to make sure everyone feels welcomed and included. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Promote inclusive attitudes and behaviors. - Foster empathy and kindness. 	<p>READ: “THE GAME OF TAG” STORY</p> <p>When the treehouse friends discover how it feels to be left out of games, they learn new ways to welcome and include everyone. Discuss the following questions:</p> <ul style="list-style-type: none"> • <i>What were the characters thinking and feeling when they didn’t include others in their activities?</i> • <i>How did they feel and then when they were left out of the game?</i> • <i>What games do you play that can only be played by a small team and you can’t include others? What can you do or say so others will not feel left out?</i> <p>PRACTICE INCLUSION</p> <p>Select an INCLUSION SCENARIO CARD to read and discuss each day. Discuss how you would help solve each problem and help others feel included.</p> <p>FAMILY MEET UP DISCUSSION</p> <p>As a child or as an adult, have you ever been excluded from a group or activity? How did it make you feel? How did you solve the problem?</p> <p>CELEBRATE SUCCESS</p> <p>Look for times when your child includes others. Example: <i>“I noticed when you sat down to read, you asked your little sister to bring her bear and listen to the story. That was a kind thing to do!”</i></p>

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LOWER GRADES PRE-K–2

UNIT 5 – PEER RELATIONSHIPS	HARMONY AT HOME ACTIVITIES
<p>5.4 REFLECTING AND CONNECTING</p> <p>Key Concepts & Vocabulary Over this school year, we have learned more about:</p> <ul style="list-style-type: none"> • Ourselves • Each other • How to be a community <p>We have grown and changed in many ways, and we will keep learning and growing.</p> <p>Lesson Goals</p> <ul style="list-style-type: none"> - Provide a review of what students have learned and experienced throughout the year. - Offer students an opportunity to consider how they have grown and changed. - Encourage anticipation and planning for the future. 	<p>READ: REMEMBERING FRIENDS STORY</p> <p>The treehouse friends share memories of their friendship and how they have grown and changed over the past year. Discuss the following questions:</p> <ul style="list-style-type: none"> • <i>What are some of your favorite things about your classroom and school?</i> • <i>How has your learning experience changed recently?</i> • <i>How have you grown and changed?</i> • <i>What are you looking forward to learning next?</i> <p>MEMORY MAKERS</p> <p>Record your child telling you about their favorite memory of being in their teacher’s classroom and how their teacher helped them grow. Send the video to the teacher.</p> <p>LEARNING AND GROWING</p> <p>At the end of each day, have your child draw a picture or write a story about things he or she has learned. From time to time, return to the stories to celebrate how much your child has learned.</p> <p>MY FUTURE ME</p> <p>Ask your family to imagine themselves a year from now. Draw a picture or write a story to share what new things you will be able to do.</p> <p>FAMILY MEET UP TOPICS</p> <p>As a family, reflect on memories of the past weeks and goals for the future:</p> <ul style="list-style-type: none"> • <i>What is something you did this week that makes you proud?</i> • <i>What will you miss most about being in your class?</i> • <i>What is one way you’ve become a better friend or sibling?</i> • <i>What is one thing you hope doesn’t change next year?</i> • <i>What is something you are looking forward to next year?</i> <p>CELEBRATE SUCCESS</p> <p>As your children show interest in learning and trying new things, share resources to support them and encourage their growth. Example: <i>“I’ve noticed how you have started to use cursive in your journal. You’re really working to learn all of the letters.”</i></p>

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UPPER GRADES 3–6

UNIT 5 – PEER RELATIONSHIPS	HARMONY AT HOME ACTIVITIES
<p>5.1 WHAT MAKES A FRIEND</p> <p>Key Concepts</p> <ul style="list-style-type: none"> - Friendships are important. - It's important to be mindful of the qualities we look for in a friend. - It's fun to have friends who are both similar and different from us. - We can learn from friends who are different from us. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Help students identify personal characteristics that aid in friendship formation and maintenance. - Promote the view that friends can have both similarities and differences. 	<p>DISCUSSION: WHAT MAKES A GOOD FRIEND?</p> <p>Talk as a family about the qualities that make a good friend found in the Key Concepts.</p> <ol style="list-style-type: none"> 1. Review the WHAT MAKES A GOOD FRIEND? Worksheet. 2. Generate a list of characteristics you look for in a friend. What characteristics did you decide are not important in a friendship? 3. Think of one of your friends or family members. 4. Make a list of things you have in common and things that make you different from one another. <p>CELEBRATE SUCCESS</p> <p>After completing the WHAT MAKES A GOOD FRIEND? worksheet, take a moment to celebrate what a good friend your child is to others.</p>
<p>5.2 FRIENDSHIP PLEDGE</p> <p>Key Concepts</p> <ul style="list-style-type: none"> - Friendships are important. - It's important to be mindful of the qualities we look for in a friend. - People value different friendship qualities. - It is valuable to establish goals for how we want to treat our friends. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Increase students' awareness of the qualities they look for in their friends. - Increase students' awareness of the kind of friend they want to be to others. - Have students commit to how they will treat their friends. 	<p>FRIENDSHIP CHARACTERISTICS WORKSHEET</p> <ol style="list-style-type: none"> 1. Complete the FRIENDSHIP CHARACTERISTICS worksheets. 2. Review your answers with a family member. 3. List any family members who share the same characteristics. 4. Discuss if you think that boys and girls have the same traits. Why is this okay? <p>BUDDY UP</p> <p>Choose someone in your home to buddy with and ask: What are important qualities that you look for in friend? How can you let you friends know what ways they are important in your life?</p> <p>TAKE THE FRIENDSHIP PLEDGE</p> <ol style="list-style-type: none"> 1. Use the FRIENDSHIP PLEDGE to develop individual pledge certificates for family members. 2. Work together to fill in the promises on the pledge. 3. Choose a place in your home to display your pledge certificates. <p>CELEBRATE SUCCESS</p> <p>Acknowledge family members when they demonstrate the commitments they wrote on their pledge certificate. Example: "You committed to helping clean the backyard each day. Thank you for sweeping the patio!"</p>

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UPPER GRADES 3–6

UNIT 5 – PEER RELATIONSHIPS	HARMONY AT HOME ACTIVITIES
<p>5.3 I'VE GOT YOUR BACK</p> <p>Key Concepts</p> <ul style="list-style-type: none"> - It is important to support our classmates. - We can practice being more supportive to our classmates. - Providing support to our classmates helps create a positive classroom environment. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Help students identify when & how to provide classmates with support. - Increase the frequency with which students provide their classmates with support. - Promote a classroom environment in which all students feel supported by their peers. 	<p>I'VE GOT YOUR BACK</p> <p>Meet with your family to identify ways you can support each other and distribute I'VE GOT YOUR BACK tickets (or tokens, marbles, etc.) when you observe one another engaging in these behaviors. Once you reach a certain number of tickets, celebrate with a special family activity.</p> <p>CONNECT WITH CLASSMATES</p> <p>Generate a list of ways you can support your classmates to show you “have their back” (letters, text, a phone call, etc.). Ask your child to share how he or she felt when they connected with a friend, and “How do you think your friend felt?”</p> <p>BUDDY UP</p> <p>What if you had \$1,000 to do something to care for others — what would you do?</p> <p>CELEBRATE SUCCESS</p> <p>Recognize moments when members of your family support each other by “having their backs.” When your grandpa couldn’t find his glasses, you told him: “Don’t worry grandpa, I’ve got your back and I’ll be on your search team to find your glasses!” Thank you for supporting him when he was worried.</p>

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UPPER GRADES 3–6

UNIT 5 – PEER RELATIONSHIPS	HARMONY AT HOME ACTIVITIES
<p>5.4 BATTLE THE BULLIES</p> <p>Key Concepts</p> <ul style="list-style-type: none"> - Bullying situations involve bullies, targets, and bystanders. - Everyone (bullies, targets, and bystanders) is negatively impacted by bullying. - We can learn and practice strategies to put an end to bullying. <p>Lesson Goals</p> <ul style="list-style-type: none"> - Teach students about the roles of the bully, target, and bystander. - Increase students’ awareness of effective and ineffective approaches for resisting victimization and providing peers who are bullied with support. - Promote a learning environment in which students provide support for peers who are bullied. - Promote a learning environment that encourages inclusive and respectful behavior. 	<p>MEET UP FAMILY DISCUSSION: BULLYING</p> <p>Share about a time when you felt bullied:</p> <ul style="list-style-type: none"> • <i>What happened?</i> • <i>How does it make you feel?</i> • <i>What did you do about it?</i> • <i>Did the bullying stop?</i> <p>ROLE PLAY</p> <p>Using puppets or stuffed animals and act out the scenarios in the BATTLE THE BULLY ROLE PLAY WORKSHEET.</p> <p>BULLY BANISHER</p> <p>Think of a movie or TV program where one of the characters was a bully. Watch the movie together and look for a bully, a target, and a bystander.</p> <ul style="list-style-type: none"> • <i>How did the characters in the movie work together to banish the bully behavior?</i> <p>BUDDY UP</p> <p>Buddy up with a family member and talk about these Buddy Up topics:</p> <ul style="list-style-type: none"> • <i>What if you could change a law or create a new law that is fair and helps others... What would be the law?</i> • <i>What if you could write a letter to encourage a person or group of people to stop doing unkind things and to do something caring instead... Who would you write to and what would you say?</i> <p>CELEBRATE SUCCESS</p> <p>As you do these activities with your child as a family, point out the meaningful answers he or she shares.</p>

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