

*Just like learning how to eat healthy and be active, students and staff need **social-emotional skills** to thrive and lead happy, healthy lives. Together with Sanford Harmony, Healthier Generation is helping schools connect social-emotional learning and wellness to foster healthier classrooms and communities.*



Healthier Generation and Sanford Harmony recognize that many educators, parents, and caregivers are navigating uncertainty surrounding the educational and social-emotional impacts of COVID-19.

To support you in this transition, Sanford Programs has created a **Harmony at Home toolkit** to provide a variety of lessons, activities, and resources designed to help you address children's social and emotional needs at this time.

The following pages share excerpts of the Harmony at Home toolkit. To view the full resource, visit SanfordHarmony.org/HarmonyatHome.

Dear Families,

Are you schooling at home to prevent the spread of COVID-19? Sanford Programs understands that teachers, families, and our communities are concerned about the impact of the pandemic as we anticipate weeks away from our regular home and school routines. We recognize being asked to teach your children at home creates unique challenges and opportunities for the weeks ahead, and we are here to support you. We've also provided your child(ren)'s teachers and school leaders with resources to help you through this transition.

To make this time as easy as possible for your family, Sanford Programs is pleased to provide our Harmony at Home toolkit to ensure that children continue to have high-quality learning experiences outside the classroom. Harmony at Home provides a variety of lessons, activities, and resources from our Sanford Harmony and Sanford Inspire programs to help you navigate the social and emotional needs of children during this difficult time.

We encourage families to establish Harmony Goals and use Meet Up and Buddy Up activities, and we will show you how. Harmony at Home includes easy instructions and meaningful opportunities for your family to connect, express feelings, and solve problems together.

We also have included a list of recommendations of short video modules (30-60 minutes) through our Sanford Inspire program as a helpful resource for parents, guardians, and educators. You may find [Teaching Students Empathy](#) beneficial to have strategies on how to model, establish, and nurture empathy in these early days of dealing with the spread of COVID-19. Additional Inspire and Harmony modules will be recommended in the weeks to come, and instructions for accessing modules are included in the toolkit.

We hope that you and your child(ren) stay safe and healthy and we wish you strength, wisdom, and resilience as we face this global challenge together.

Best wishes from all of us at Sanford Programs.

EVERYDAY PRACTICES FOR HARMONY AT HOME

Take a moment to learn about Harmony Goals, Meet Up, and Buddy Up in the Online Portal, and use these suggestions for trying these Everyday Practices at home:

HARMONY GOALS

Foster a sense of emotional wellbeing and trust in your family by creating Harmony Goals that honor how each member wants to interact and be treated. Harmony Goals are positive statements that gently remind family members to follow these family agreements, respect boundaries, solve problems, and celebrate each another.

Tips for Family Harmony Goals:

- As you create goals, focus on supporting each other in a confined space for longer periods of time.
- Consider each family member's responsibilities and daily schedules and agree on designating quiet and "action" spaces where family members will be learning, working, and playing.
- Agree on times when it's appropriate to engage with technology and media.
- Take time during your family Meet Up to share how family members are successfully following Harmony Goals or problem solve when difficulties arrive.

MEET UP

Meet Up is a nurturing routine that will bring your family together to share experiences, exchange ideas, and resolve conflicts when they arise. It's a special time for each family member to feel safe, comfortable, and valued. During Meet Up each person in your family will learn about their own and others' feelings and have opportunities to express empathy and compassion.

Tips for Family Meet Up:

- Begin the day together to share schedules, stories, and activities.
- End the day and reflect on what went well and share challenges and new learnings.
- Take time to express gratitude each day.

BUDDY UP

Buddy Up brings "Buddy pairs" together for a brief time to engage in themed conversations and activities. It's a great way to learn more about your buddy and discover commonalities and differences. Having and being a "Buddy" enhances a sense of connection, shared motivation, and empathy for one another. Buddies select one Quick Connection Card and engage in conversations and collaborative projects.

Tips for Family Buddy Up:

- Use Buddy Up with family members, extended families, and friends.
- Practice Buddy Up with a different family partner each day.
- Set aside daily time to Buddy Up with a classmate or a peer outside your home by phone or social media.
- Use Buddy Up time to open up a conversation with a child or a peer who is struggling with their emotions.

QUICK CONNECTION CARDS

You will soon look forward to using the Harmony Quick Connection Cards to spark discussions, learn about commonalities and differences, collaborate, and engage in brief activities. Quick Connection Cards can be used for Meet Up, Buddy Up, and conversations during family mealtimes.



Harmony at Home begins with Empathy and Critical Thinking.

When you practice empathy and critical thinking, you are able to understand how others might be feeling, and respond to them thoughtfully and respectfully. Empathy and critical thinking are the foundations of peaceful relationships and will strengthen each of the social emotional learning (SEL) skills you learn at home.

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. All the lesson materials you need are available in the Materials section.
- Follow lesson instructions from the Online Learning Portal along with the Harmony at Home Activities below.

You'll see three parts to each lesson:

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

We have included suggestions below for adapting the content for use at home.

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

GRADE LEVEL – LOWER GRADES PRE-K-2

General Materials: Paper, scissors, magazines, photos, art supplies.

Lesson Materials: Hyperlinks are provided within each lesson in the Online Learning Portal.

UNIT	LESSON	HARMONY AT HOME ACTIVITIES
2	<p>2.1 Read: "Feelings on the Outside"</p> <p>Lesson Goals Foster awareness that emotions have internal and external cues. Promote recognition of one's own and others' emotions.</p>	<p>Choose a favorite story from your bookshelf and talk about the characters' different feelings:</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - Do you remember a time you had the same feelings? When? - How did you manage these feelings? - Did it help you feel better? - What will you do the next time you feel this way? <p>CONNECTION: English Language Arts Children draw or journal their responses.</p>
2	<p>2.2 Read: "The Loose Tooth"</p> <p>Lesson Goals Increase understanding of emotional consequences of situations. Increase understanding of the causes of emotions. Promote an awareness of situational cues in understanding emotions.</p>	<p>Use the scenario cards to prompt conversation about feelings:</p> <ul style="list-style-type: none"> - Read a scenario card and ask your child to talk about how they would feel. - Take a photo or have your child draw a picture of themselves to show their feelings. <p>CONNECTION: English Language Arts Choose a feeling from the feelings poster. Draw a picture or write a story for that feeling.</p>

See related Inspire Module to support adults in facilitating this unit: **Teaching Students Empathy**

Navigate to online.sanfordinspire.org > Search for Modules > Teaching Students Empathy

UNIT	LESSON	HARMONY AT HOME ACTIVITIES
2	<p>2.3</p> <p>Read: "Being a Feelings Detective"</p> <p>Lesson Goals</p> <p>Increase understanding of causes of emotions.</p> <p>Promote an awareness of behavioral and situational cues in understanding emotions.</p>	<p>Create a Feelings Chart:</p> <ul style="list-style-type: none"> - Look through magazines of people showing different emotions. - Talk about the feelings you see. - Sort and glue the pictures onto a paper to create a feelings chart. - Label the chart with feeling words. <p>* You can also draw your own pictures or use family photos for this activity.</p> <p>CONNECTION: Social Studies</p> <p>Look through family pictures and talk about the feelings of the people in the photos.</p> <ul style="list-style-type: none"> - What did you do when you were happy and excited? - What did you do when you were worried or scared?
2	<p>2.4</p> <p>Read: "Knowing Just How Someone Feels"</p> <p>Lesson Goals</p> <p>Promote understanding of others' perspectives and feelings.</p> <p>Promote empathetic responses to others' emotions.</p>	<p>Watch a favorite movie, YouTube or TV show:</p> <ul style="list-style-type: none"> - Watch for the different feelings throughout the show. - Pause the show occasionally to discuss the characters' feelings. - Use the feelings chart to see how many feelings you can find. <p>CONNECTION: Social Studies</p> <p>Discuss: Feelings Clues</p> <ul style="list-style-type: none"> - What clues tell you how someone is feeling? - Label sheets at the top with big feelings, such as happy, sad, angry, scared. Fold sheets of paper in half, label each side: - What does it look like? - What does it sound like? <p>Draw or glue photos or pictures of the clues you see and hear for the feelings.</p>

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UNIT	LESSON	HARMONY AT HOME ACTIVITIES
2	<p>2.5 Read: "Some Do – Some Don't"</p> <p>Lesson Goals Foster increased understanding of variability within one's own social groups (in preferences, characteristics, and behaviors). Foster increased understanding of similarities across different social groups (in preferences, characteristics, and behaviors). Promote flexible thinking and decrease stereotyped thinking.</p>	<p>Read the story with your child and point out misunderstandings that arise in the story. Talk about how people often make guesses about (or stereotype) what other people like and don't like:</p> <ul style="list-style-type: none"> - Make a list of 10 things you like: to eat, play, listen to, touch, look at, etc. - Interview your family members to see if they like the same things. <p>Did you make guesses about what your family members like? Did you have some matches? Were you surprised by any differences?</p> <p>CONNECTION: Science/Math (Attributes) Choose two animals that you don't know very much about. Make two lists – one for each animal. Write down things you think are true about of each animal (ex: friendly, smart etc.). How could you check what is true about the animals?</p>
2	<p>2.6 Read: "The Relay Race"</p> <p>Lesson Goals Reduce stereotyped thinking about objects, activities, and roles. Promote strategies for challenging stereotypes and stereotype-based teasing. Promote flexible thinking and decrease stereotyped thinking.</p>	<p>Watch a TV show or read a magazine with your child and focus on the commercials.</p> <ul style="list-style-type: none"> - What gender stereotypes do you see? - Are there stereotypes about boys or girls that are not fair? <p>CONNECTION: Social Studies/Art Draw a picture of your favorite toy and tell why you like it.</p>

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UNIT	LESSON	HARMONY AT HOME ACTIVITIES
2	<p>2.7 Read: "The Celebration of Authors"</p> <p>Lesson Goals Foster incremental thinking—the belief in the potential for flexibility and change in preferences, characteristics, abilities, and behaviors across time. Promote motivation and persistence.</p>	<p>Make a list of all the things you have learned since the first day of school. What are some of the ways you have changed?</p> <p>CONNECTION: English Language Arts Write about one thing you have learned this year. How would you teach that skill to a younger person?</p>

GRADE LEVEL – UPPER GRADES 3-6

UNIT	LESSON	MODIFICATION SUGGESTIONS (IF ANY)
2	<p>2.1 Pop that Thought Bubble</p> <p>Lesson Goals Help students recognize the connections among thoughts, feelings, and actions.</p>	<p>Think of a situation that made you feel happy or proud: - What happened, what were you thinking? - What did you do?</p> <p>Think of a situation that made you feel nervous or scared: - What happened, what were you thinking? - What did you do?</p> <p>CONNECTION: Art/English Language Arts Create your own chart to show how your thoughts lead to feelings and actions. Post your chart nearby to remind you to be aware of your feelings.</p>

See related Inspire Module to support adults in facilitating this unit: **Teaching Students Empathy**

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Lessons and Activities at Home

Empathy and Critical Thinking

UNIT	LESSON	MODIFICATION SUGGESTIONS (IF ANY)
2	<p>2.2</p> <p>Learning from Empathy</p> <p>Lesson Goals</p> <p>Teach students the definition and components of empathy.</p> <p>Provide students with the opportunity to practice the components of empathy.</p> <p>Help students develop empathy for those who are both similar and different</p>	<p>Play the Empathy Game:</p> <p>Empathy is what someone has when they understand another person's feelings and thoughts.</p> <p>Talk about why it is important to understand other people's feelings and points of view. As a family, use the empathy cards from the lesson materials to share when you had similar feelings.</p> <ul style="list-style-type: none"> - Did someone share a situation that surprised you? - Were your feelings and perspectives similar to, or different from, your family? <p>Do you think it is easy or difficult to understand someone who has a different perspective or feeling?</p> <p>CONNECTION: Social Studies</p> <p>Watch a movie or video from a different time. Look for feelings that a main character is showing.</p> <ul style="list-style-type: none"> - Do you understand why the character felt that way?
2	<p>2.3</p> <p>Caterpillar</p> <p>Thoughts</p> <p>Lesson Goals</p> <p>Promote the perspective that human nature and abilities can change.</p> <p>Provide students with the opportunity to practice incremental (growth mindset) thinking patterns.</p> <p>Teach students the connection between incremental thinking (growth mindset) and associated feelings and behaviors.</p>	<p>Discuss what you know about caterpillars:</p> <ul style="list-style-type: none"> - Describe how caterpillars and worms are different. - Choose a caterpillar card from the lesson to discuss each day. - A caterpillar changes to a butterfly. <p>What accomplishments has your child made that demonstrates effort and new learning?</p> <p>Celebrate those accomplishments with your child and family.</p>

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UNIT	LESSON	MODIFICATION SUGGESTIONS (IF ANY)
2	<p>2.4</p> <p>Stereotype Detective</p> <p>Facilitate child’s motivation to think in non-stereotyped ways.</p> <p>Increase awareness of how stereotypes influence thinking and behavior toward others.</p> <p>Promote flexible and non-stereotyped thinking.</p> <p>Provide students with the opportunity to critically evaluate and change stereotyped messages</p>	<p>Watch a favorite movie, video or TV program:</p> <ul style="list-style-type: none"> - Did you identify any stereotypes? - As you watch different media, keep a log of any stereotypes you notice. - Fill out the Stereotype Detective worksheet. <p>CONNECTION: Art/English Language Arts</p> <p>Choose a situation you recorded on your stereotype detective worksheet and draw or describe an alternate version.</p>

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