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# MEET UP

# BUDDY UP

## Quick Connections for Everyday Practices



**NATIONAL 4-H**  
COUNCIL

4-H is the youth development organization of our nation's  
cooperative extension system and USDA



**HARMONY**  
ACADEMY

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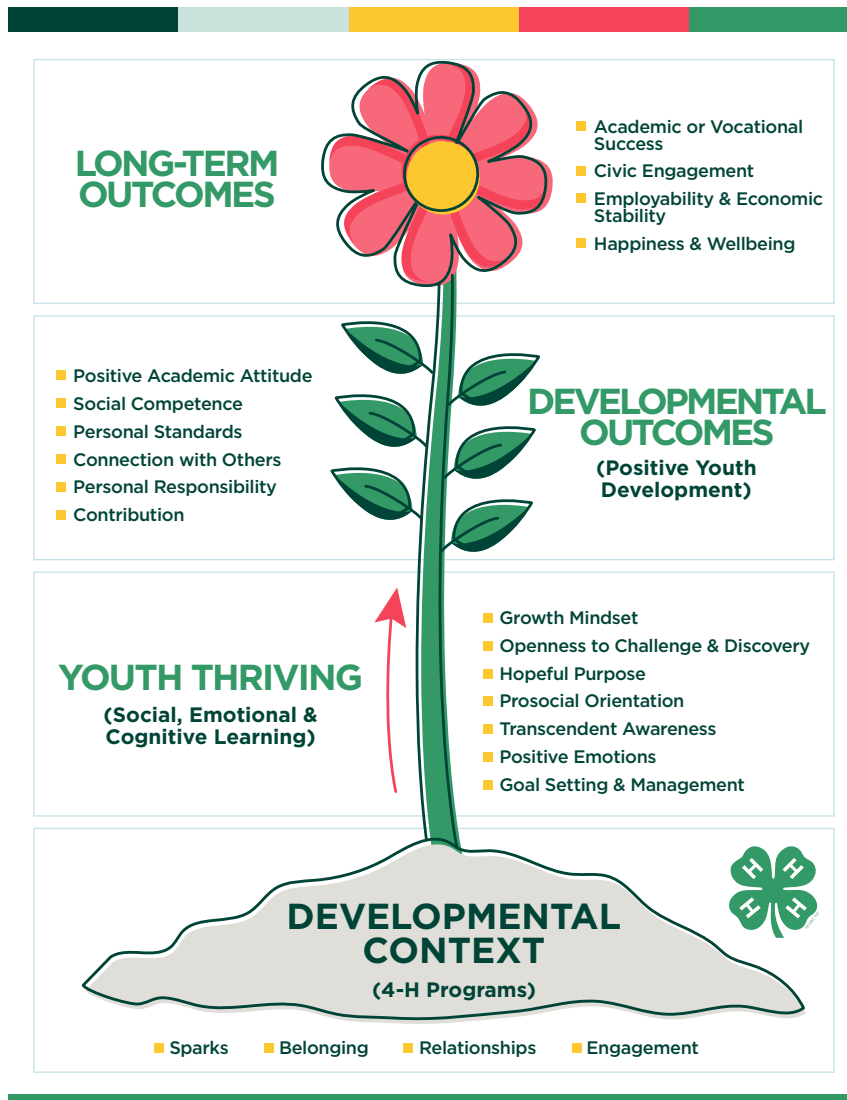
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# HELPING YOUTH THRIVE

## Helping Youth Thrive Through Conversations that Connect

The 4-H Thriving Model shows how 4-H helps young people grow and thrive, beginning with making sure we have the right ingredients in our programs.



These ingredients ensure that 4-H programs are a place where youth can:



Identify and explore their spark



Form developmental relationships



Experience a sense of belonging



Be engaged and active in learning

4-H also helps youth thrive through learning and engagement activities that help youth develop important social, emotional, cognitive and behavioral attitudes and skills that help prepare them for life-long success and wellbeing. These skills are summarized in the seven thriving indicators of the 4-H Thriving Model.



Being open to challenge and discover



A transcendent awareness of oneself situated in a bigger reality



A growth mindset



Positive emotional regulation



A pro-social orientation



Self-regulation, especially through goal setting and management



A hopeful purpose

The 4-H Thriving Model shows us **what** to do in 4-H to ensure positive youth development happens, but sometimes we are unsure **how to get started**. The first step always begins with ensuring that a young person feels welcome, included and that they belong in 4-H. One of the best ways to do this is to spend some time getting to know other youth and leaders in the program through conversation!

Conversations, even short ones, if they are a regular part of 4-H, can help young people connect to others and build a sense of belonging. Conversations can also help young people learn and develop those important life skills that help them thrive! The Meet Up and Buddy Up quick connection cards developed by National University and Harmony Social & Emotional are a great tool to get you started.

## Using the Cards to Help Youth Thrive

Each of the cards has been stamped with one or more of the elements of the 4-H Thriving Model. You can choose any card that matches an element of the model you want to enhance.

For example, the *Body Alphabet* collaboration card to the near right is stamped with three icons showing that using the card will increase collaboration skills, encourage youth to reach a goal, and contribute to a sense of belonging.

Likewise, the *Keep It Up* card to the far right is stamped with three icons that show using the card will increase collaboration, develop pro-social skills and ensure youth feel that they belong.



## Using the Cards in 4-H Programs

The connect cards are useful for increasing positive youth development in a variety of 4-H settings. The cards can be used as icebreakers to start 4-H club and other meetings. Camp counselors and staff can use the cards to build community and increase thriving at camp. The cards can even be used in volunteer and staff training to help them learn about the 4-H Thriving Model and positive youth development, and give them a tool they can use right away in their 4-H programs.

These cards were developed by **Harmony SEL** specifically for use in 4-H. The deck contains two types of cards:

- Meet-Up Cards – designed to help youth and adults meet and get to know each other.
- Buddy Up cards – designed to help youth learn to work together, collaborate, and develop strong communication and interpersonal skills.

The following pages describe the cards and give detailed instructions for putting the cards to use in your 4-H program.

# MEET UP and BUDDY UP

## Quick Connections for Everyday Practices

### Activity

**STEP 1:** Introduce Harmony SEL and Everyday Practices

**SAY:** *Today we are going to use Harmony quick connection cards to learn more about each other and how to work together with everyone. The word harmony means a group of people working together in an easy and peaceful way. We will be learning about and practicing how to be in harmony using BUDDY UP & MEET UP.*

**STEP 2:** Introduce MEET UP

 5-10 min

**SAY:** *A part of Harmony is called Meet Up. During this time we will gather to greet each other by saying hello and then learn each other's names. We will share ideas and solve problems together. During Meet Up we will practice courtesy. Courtesy means being helpful and kind and thinking about others. We will listen to everyone's ideas, including ideas we agree with and ideas we disagree with.*

### Meet Up

#### Introduce the GREETING step

**SAY:** *When we gather for 4-H activities we will greet each other by name. "Greeting" is a word for saying hello. Let's MEET UP!*

**STEPS:**

1. Gather youth in a circle
2. Encourage participants to Greet one another by name. "Hello Debra, I'm Maddie."



✓ See "Ways to Welcome" & "25 Ways To Say Hello" for ideas for greetings. You may also add some variety to the greeting by having participants greet each other in a different language, use a special handshake (e.g., high fives, fist bumps), or think of different ways to say hello (e.g., hi, how's it going, what's up, good to see you, good morning/afternoon).

## Meet Up *continued*

### Introduce the SHARING AND RESPONDING step

**SAY:** *Each time we Meet Up we will have the opportunity to share our feelings, thoughts, and experiences with each other. By sharing and responding, we are getting to know each other, celebrating our commonalities and differences, and showing gratitude. "Gratitude" means being thankful for things we already have. We also get to share and celebrate our achievements, or things we've gotten done.*

Model sharing by telling something special about yourself that participants may find interesting. If you'd like, use a **CONVERSATIONS Quick Connection Card** to get started. Ask one or two participants to respond or ask a clarifying question.



✓ If participants struggle with responses, introduce one or two response options from the "Response Prompts". Tell participants that during Meet Up, one or two participants will share, and a few others will be able to respond with questions or statements.

### Use a COMMUNITY BUILDER card





**COMMUNITY BUILDER CARDS:** (Great for groups, Meet Up, or as the card describes)

Community Builders Quick Connection Cards offer discussions and activities that are designed to bring peers together as a community to work and play as a team.

**STEPS:**

1. Choose or have a volunteer choose a Quick Connection Card from the "Conversations" card deck.
2. Ask a volunteer to share by responding to the question on the card OR have participants respond to the card 1-1 with a buddy.
3. Allow the participant who has shared to call on the next volunteer to share.

## Buddy Up

<p style="text-align: center;"><b>ASSIGN BUDDY UP PAIRS</b></p>	<ul style="list-style-type: none"> <li>• Assign buddy pairs or participants can pair up as long as over time they work with different participants.</li> <li>• Share your excitement with participants as you start your first Buddy Up.</li> <li>• Sometimes pairs may need to be a buddy triad in order to include all participants, and that's okay.</li> <li>• Leaders might also serve as a buddy.</li> <li>• Choose <b>ONE</b> of the following card types; Collaborations or Conversations.</li> </ul>
<p style="text-align: center;">Use a <b>COLLABORATIONS</b> card</p> 	<p><b>COLLABORATIONS CARDS: (Great for hands on activities, 1-1, Buddy Up) :</b> Collaborations Quick Connection Cards offer buddy activities that promote joint problem-solving, collaboration, and cooperation</p> <p><b>STEPS:</b></p> <ol style="list-style-type: none"> <li>1. Choose or have a volunteer choose a Quick Connection Card from the “Collaborations” card deck.</li> <li>2. Read the card and provide an example if necessary.</li> <li>3. Allow the buddy pairs to follow the directions on the card.</li> </ol>
<p style="text-align: center;">Use a <b>CONVERSATIONS</b> Card</p> 	<p><b>CONVERSATIONS CARDS: (Great for whole groups - Meet up OR 1-1 - Buddy Up)</b> Conversations Quick Connection Cards offer discussion questions that allow buddies to get to know one another and explore commonalities and differences.</p> <p><b>STEPS:</b></p> <ol style="list-style-type: none"> <li>4. Choose or have a volunteer choose a Quick Connection Card from the “Conversations” card deck.</li> <li>5. Ask a volunteer to share by responding to the question on the card OR have participants respond to the card 1-1 with a buddy.</li> <li>6. Allow the participant who has shared to call on the next volunteer to share.</li> </ol>





# **EARLY CHILDHOOD**

## Quick Connection

# **Collaboration Cards**





Early Childhood

## COLLABORATIONS



### FEELINGS FACES

Using only your face, match the feelings face your buddy is showing, swap turns.



Early Childhood

## COLLABORATIONS



### SMART ART

Close your eyes and no peeking!  
Draw what your buddy tells you to draw.

**Materials:** Paper and crayons, markers, etc.



Early Childhood

## COLLABORATIONS



### FEELINGS CREATURE

Pick any emotion word and work with your buddy to create a creature to match it.



Early Childhood

## COLLABORATIONS



### TRUST WALK

Cover your buddy's eyes with a handkerchief or scarf. Lead them to a place in the room. Have them guess exactly where they are.



Early Childhood

## COLLABORATIONS



### DAYDREAM TEAM

Sit with a buddy and close your eyes. Picture your favorite place in your mind. Describe this place to your buddy without telling exactly where it is. Swap turns.



Early Childhood

## COLLABORATIONS



### RAINBOW ORDER

Work together to place crayons in some kind of order, like most favorite to least favorite.

**Materials:** Crayons





Early  
Childhood

## COLLABORATIONS



### EASY AS ABC

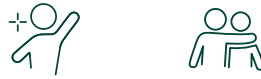
Write the alphabet. Point to a letter and challenge your buddy to name words starting with that letter. Race to see who knows the most words. Swap turns.

**Materials:** Paper, pencil



Early  
Childhood

## COLLABORATIONS



### TRUE COLOR

Say a color out loud. Your buddy can go around the room and touch things that color. Swap turns.



Early  
Childhood

## COLLABORATIONS



### PUZZLE MAKER

Draw a picture that fills up a whole page. Cut the picture apart into puzzle pieces. Give your puzzle to a buddy to put together.

**Materials:** Paper, crayons, etc.



Early  
Childhood

## COLLABORATIONS



### STORY CIRCLES

Draw 5 circles, cut them out and draw something, like a bug, a car, etc. inside each circle. Sit with a buddy, pick up a circle and start a story using that circle's drawing. Take turns continuing the story by picking up more circles and incorporating that item into the story.



Early  
Childhood

## COLLABORATIONS



### CONCENTRATION

Collect 3 items from the room. Have your buddy close his/her eyes. Remove an item and have your buddy tell you which item was removed. Try the same thing with 4 items, then on and on.



Early  
Childhood

## COLLABORATIONS



### BODY ALPHABET

Form letters of the alphabet with your buddy using just your bodies.





Early  
Childhood

## COLLABORATIONS



### BOUNCING BLANKETS

Use a small towel to bounce a ball up and down with your buddy.

**Materials:** dish towels, balls



Early  
Childhood

## COLLABORATIONS



### BUDDY BALL

Play catch with your buddy by tossing a ball back-and-forth.

**Materials:** balls



Early  
Childhood

## COLLABORATIONS



### BUDDY BOOKS

Read a book with your buddy, taking turns with each page.

**Materials:** books



Early  
Childhood

## COLLABORATIONS



### BUDDY BRACELETS

Design, create and exchange bracelets with your buddy.

**Materials:** beads, stream or pipe cleaners



Early  
Childhood

## COLLABORATIONS



### BUDDY BUBBLES

Take turns blowing and popping bubbles with your buddy.

**Materials:** buddies



Early  
Childhood

## COLLABORATIONS



### BUDDY BUCKETS

Play catch with your buddy using buckets instead of your hands.

**Materials:** buckets and balls





Early Childhood

## COLLABORATIONS



### BUDDY CARDS

Create an exchange cards with your buddy. Materials 3 x 5 cards, crayons or markers



Early Childhood

## COLLABORATIONS



### BUDDY HELPERS

Work with your buddy to come help clean up your classroom or the playground.



Early Childhood

## COLLABORATIONS



### BUDDY DANCE

Make up a dance with your buddy.  
Materials: music (optional)



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## COLLABORATIONS



### BUDDY INTERVIEWS

Interview your buddy about likes and dislikes.



Early Childhood

## COLLABORATIONS



### BUDDY HANDSHAKE

Create a buddy handshake with your buddy.



Early Childhood

## COLLABORATIONS



### BUDDY PHOTO BOOTH

Take silly pictures with your buddy.  
Materials: camera





Early  
Childhood

## COLLABORATIONS



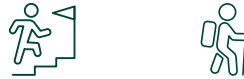
### BUDDY TRAIL

Walk with your buddy down an imaginary trail and pretend to help each other through obstacles (e.g., walk through mud, over fallen trees, through wind/rain).



Early  
Childhood

## COLLABORATIONS



### BUILD IT TOGETHER

Build a tower with your buddy.

**Materials:** Blocks, books, or other manipulatives



Early  
Childhood

## COLLABORATIONS



### COPY CAT

Take turns creating a pattern of movements for your buddy to repeat (e.g., jump, wiggle, clap)



Early  
Childhood

## COLLABORATIONS



### CREATE A RAINBOW

Draw a rainbow with your buddy using only primary colors (red, yellow, and blue).



Early  
Childhood

## COLLABORATIONS



### CREATURE CREATION

Create a creature with your buddy using one piece of aluminum foil and six pipe cleaners.

**Materials:** aluminum foil and pipe cleaners



Early  
Childhood

## COLLABORATIONS



### DRAWING DOWN UNDER

Draw a picture with your buddy on a piece of paper that is taped to the underside of a table.

**Materials:** paper, tape, crayons, or markers



## COLLABORATIONS



### EVERY OTHER ABCS

Write the alphabet with your buddy, switching turns with each letter.

**Materials:** pencils and paper

## COLLABORATIONS



### FREEZE DANCE

Dance around the room, and when the music stops, or your buddy says, "freeze!" You have to freeze in place.

**Materials:** music (optional)

## COLLABORATIONS



### FRIENDSHIP ART

Paint or draw a friendship mural with your buddy.

**Materials:** large paper, crayons, markers, or paint

## COLLABORATIONS



### HOW MANY CAN YOU

NAME? Work with your buddy to list as many types of desserts as you can.

**Materials:** paper and pencils

## COLLABORATIONS



### I SPY

Describe something you see in the classroom, by saying, "I spy something (e.g. green, square, big, etc.). Your buddy then has to guess which item you are describing.

## COLLABORATIONS



### IF YOU'RE BUDDIES AND YOU KNOW IT

Sing, "If Your Buddies and You Know It," to the tune of "If You're Happy and You Know It." Incorporate movements you can do to interact with your buddy (e.g., if your buddies and you know it, give a high five).

## COLLABORATIONS



**LIST  
BY**

### KEEP IT UP

Toss a balloon back and forth with your buddy. Keep it off the floor as long as possible.

**Materials:** Balloons

## COLLABORATIONS



### LETTER

Work with your buddy to list as many words as you can that start with the letter \_\_.

## COLLABORATIONS



### MADE YOU LAUGH

Try not to laugh or as long as possible while your buddies stares or makes silly faces at you. Then, switch turns.

## COLLABORATIONS



### MATCHING MARCH

Link arms with your buddy in march in unison to the beat of the music.

**Materials:** music

## COLLABORATIONS



### MIRROR, MIRROR

Take turns mirroring your buddies actions.

## COLLABORATIONS



### MOVE IT, MOVE IT

Face your body and jog, dance, or clap quickly while your body does the same thing slowly, then switch speeds with each other.





Early  
Childhood

## COLLABORATIONS



### NATURE WALK

Explore the outdoors on a nature walk with your buddy.



Early  
Childhood

## COLLABORATIONS



### PARTNER PORTRAITS

Draw or paint a portrait of your body.

**Materials:** paper, crayons, markers, or paint



Early  
Childhood

## COLLABORATIONS



### PEEKBOO PENNIES

Guess which hand your buddy has hidden a penny. Switch turns.

**Materials:** penny



Early  
Childhood

## COLLABORATIONS



### PICNIC PLANS

Plan an indoor or outdoor picnic with your buddy.

**Materials:** paper and pencil (optional)



Early  
Childhood

## COLLABORATIONS



### PUPPET SHOW

Turn a favorite story into a puppet show with your buddy.

**Materials:** Puppets



Early  
Childhood

## COLLABORATIONS



### PUZZLE PARTNERS

Put a puzzle together with your buddy.

**Materials:** puzzles





Early  
Childhood

## COLLABORATIONS



### RHYME TIME

Work with your buddy to create a list of words that rhyme with \_\_\_\_.



Early  
Childhood

## COLLABORATIONS



### ROUND AND ROUND

Gather several classroom items with your buddy that you think may roll. Next, try rolling different objects back and forth to one another.

**Materials:** classroom items



Early  
Childhood

## COLLABORATIONS



### SCAVENGER HUNT

Search the room with your buddy to find something (e.g., smooth, red, that starts with the letter "d").



Early  
Childhood

## COLLABORATIONS



### SILLY STORIES

Write and illustrate a silly story with your buddy.

**Materials:** paper, pencil, and crayons.



Early  
Childhood

## COLLABORATIONS



### SIMON SAYS

Play "Simon Says" with your buddy. Give directions for your buddy to do something by saying, "Simon says "first, e.g., "Simon says touch your toes, Simon says spin in a circle." If you give a direction without saying, "Simon says" first, and your buddy does it, he or she loses the game. Take turns being "Simon."



Early  
Childhood

## COLLABORATIONS



### SPORTS IN ACTION

Act out a partner sport with your buddy (e.g., throw and catch, hit and catch, row together).





Early  
Childhood

## COLLABORATIONS

### STICKER COLLAGE

Create a sticker collage with your buddy.

**Materials:** stickers and paper.



Early  
Childhood

## COLLABORATIONS



### UP IN THE SKY

Look at the clouds with your buddy and describe what you see to each other.



Early  
Childhood

## COLLABORATIONS



### UPCYCLE

Gather recyclables with your buddy and use them to create a robot together.

**Materials:** recyclable materials



Early  
Childhood

## COLLABORATIONS



### WALK THIS WAY

Take turns walking around your buddy like the animal that your buddy names.



Early  
Childhood

## COLLABORATIONS



### WHEELBARROW

Hold your buddy's feet while he or she walks on his or her hands, and then switch places.



Early  
Childhood

## COLLABORATIONS



### WIGGLE THIS, WIGGLE THAT

Take turns naming different parts of the body that your buddy has to wiggle.





# **EARLY CHILDHOOD**

## Quick Connection

# **Conversation Cards**



**NATIONAL 4-H**  
COUNCIL

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ACADEMY





Early Childhood

## CONVERSATION



What is one thing that you wish your teacher knew about you?



Early Childhood

## CONVERSATION



What is one thing that you wish your classmates knew about you?



Early Childhood

## CONVERSATION



If you could design the perfect room, what would it look like? What could this room be used for? What could you do in this room?



Early Childhood

## CONVERSATION



Is there a rule you wish more people would follow? What is the rule? Why should people follow it?



Early Childhood

## CONVERSATION



Is there a rule you wish you didn't have to follow? Which rule? Why?



Early Childhood

## CONVERSATION



Describe what you do every night when you get ready for bed.





Early  
Childhood

## CONVERSATION



Describe what you do every day when you get ready for school.



Early  
Childhood

## CONVERSATION



Where do you do your homework? What do you do if you need help?



Early  
Childhood

## CONVERSATION



What is your favorite place to hang out where you live? Why?



Early  
Childhood

## CONVERSATION



What is your favorite summer activity?



Early  
Childhood

## CONVERSATION



What is your favorite winter activity?



Early  
Childhood

## CONVERSATION



What is your favorite activity to do in the spring?





Early Childhood

## CONVERSATION



What is your favorite activity to do in the fall?



Early Childhood

## CONVERSATION



If you were at the grocery store and could choose any 5 things to put in the cart, what would you choose? Why?



Early Childhood

## CONVERSATION



Would you rather be able to sing really well or play a musical instrument? Why?



Early Childhood

## CONVERSATION



How many animal sounds can you make? Make a sound and let other people guess what it is.



Early Childhood

## CONVERSATION



If you could take a trip on a plane, train, or a car, which would you choose? Why?



Early Childhood

## CONVERSATION



If you could design a new kind of pizza, what toppings would you put on it?





Early Childhood

## CONVERSATION



If you could move to another planet, what things would you put in your spaceship to take with you? What would you do first on this planet?



Early Childhood

## CONVERSATION



If you were a teacher, what rules would you make for your classroom? What kinds of things would you teach about?



Early Childhood

## CONVERSATION



Pick any animal--either a pet or a wild animal. If that animal could talk, what do you think it would say?



Early Childhood

## CONVERSATION



If you could choose a pet to have for a classroom pet, what animal would you pick? Why?



Early Childhood

## CONVERSATION



Which color do you think is the happiest?



Early Childhood

## CONVERSATION



Which letter in the alphabet do you like best? Which one do you like least? Why?







Early  
Childhood

## CONVERSATION



Do you have any brothers or sisters? How many? If not, do you think you would like to have brothers or sisters?



Early  
Childhood

## CONVERSATION



How do you feel when it rains?  
What do you like to do?



Early  
Childhood

## CONVERSATION



Do you think it is harder to be a kid or an adult? Why?



Early  
Childhood

## CONVERSATION



How do you get to and from school?



Early  
Childhood

## CONVERSATION



Have you had to do anything that made you feel nervous or worried? What was it?



Early  
Childhood

## CONVERSATION



How many teeth have you lost?





Early  
Childhood

## CONVERSATION



If a genie granted you three wishes that would all come true, what would you wish for?



Early  
Childhood

## CONVERSATION



If you could be a grown-up for a day, what would you do first?



Early  
Childhood

## CONVERSATION



If you could be a superhero, what power would you want to have?



Early  
Childhood

## CONVERSATION



If you could be an animal, which animal would you be?



Early  
Childhood

## CONVERSATION



If you could be any animal, what would you be and why?



Early  
Childhood

## CONVERSATION



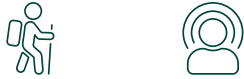
If you could be invisible, where would you go? What would you do?





Early Childhood

## CONVERSATION



If you could be on a TV show, which one would it be? Why?



Early Childhood

## CONVERSATION



If you could give a gift to anyone in the world, who would it be and what would you give him or her?



Early Childhood

## CONVERSATION



If you could bring three things with you to a deserted island, what would you bring?



Early Childhood

## CONVERSATION



If you could go anywhere in the world where would you go? Why?



Early Childhood

## CONVERSATION



If you could create an ice cream flavor, what would it be? What would it taste and look like?



Early Childhood

## CONVERSATION



If you could go back in time, where would you go and what would you do?





Early Childhood

## CONVERSATION



If you could have any animal in the world for a pet, what would it be?



Early Childhood

## CONVERSATION



If you could make the sky any color, what would it be?



Early Childhood

## CONVERSATION



If you could meet anyone famous, who would it be and why?



Early Childhood

## CONVERSATION



If you could only eat one food for a whole week, what would it be?



Early Childhood

## CONVERSATION



If you could open up a store, what type of store would it be?



Early Childhood

## CONVERSATION



If you could spend the whole day with just one person, who would it be? What would you do?





Early  
Childhood

## CONVERSATION



If you had to stay inside all day, how would you spend your time?



Early  
Childhood

## CONVERSATION



If you were President of the United States, what would you do?



Early  
Childhood

## CONVERSATION



If you had to stay outside all day, how would you spend your time?



Early  
Childhood

## CONVERSATION



If you won a million dollars, what would you do with it?



Early  
Childhood

## CONVERSATION



If you move to a different city, what would you miss most about our class?



Early  
Childhood

## CONVERSATION



What are some things you can do to be a good friend?





Early Childhood

## CONVERSATION



What could happen today to make it a great day?



Early Childhood

## CONVERSATION



What do you do in the morning before you leave for school?

What do you like best about being at school?



Early Childhood

## CONVERSATION



What do you like best about summer?



Early Childhood

## CONVERSATION



What do you like to do when you are not at school?



Early Childhood

## CONVERSATION



What do you like to eat for lunch?

What do you need to have to fall asleep?

What has made you feel proud?



Early Childhood

## CONVERSATION



What hurts your feelings? What did you do the last time your feelings were hurt?





Early Childhood

## CONVERSATION



What is one vegetable you like to eat?

What is something nice that someone else has done for you?



Early Childhood

## CONVERSATION



What is something that makes you laugh?



Early Childhood

## CONVERSATION



What is something that makes you really upset?



Early Childhood

## CONVERSATION



What is something that you have done that made you feel brave?



Early Childhood

## CONVERSATION



What is something that you have for dinner that you really don't like? What do you do when that is for dinner?

What is something that you learned how to do this year?



Early Childhood

## CONVERSATION



What is something that you wish you could spend more time doing?





Early Childhood

## CONVERSATION



What is something you and your current buddy have in common?  
What is something that makes you different?



Early Childhood

## CONVERSATION



What is something you can do that would make someone else feel happy?



Early Childhood

## CONVERSATION



What is something you know how to make or create yourself?



Early Childhood

## CONVERSATION



What is something you wish you could change in the world and why?



Early Childhood

## CONVERSATION



What is something you wish you could spend less time doing?  
What is something you wish you were old enough to do? Why?  
What is the most exciting thing you have ever done?



Early Childhood

## CONVERSATION



What is your favorite activity?







Early Childhood

## CONVERSATION



What is your favorite classroom job?

What is your favorite color?  
What do you wish you could have in that color?



Early Childhood

## CONVERSATION



What is your favorite dessert?



Early Childhood

## CONVERSATION



What is your favorite fruit?



Early Childhood

## CONVERSATION



What is your favorite game to play, or activity to do, on the playground?



Early Childhood

## CONVERSATION



What is your favorite game to play? Does anyone play it with you? Who?



Early Childhood

## CONVERSATION



What is your favorite holiday? Why?





Early Childhood

## CONVERSATION



What is your favorite kind of celebration? What do you do during this special occasion?



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## CONVERSATION



What is your favorite kind of weather?



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## CONVERSATION



What is your favorite meal for dinner? Who makes it and who eats it with you?



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## CONVERSATION



What is your favorite memory of something that happened at school? Why is that memory special to you?



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## CONVERSATION



What is your favorite movie? Why?



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## CONVERSATION



What is your favorite smell?





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## CONVERSATION



What is your favorite snack food?



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## CONVERSATION



What is your favorite thing to wear to school?



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## CONVERSATION



What is your favorite story?



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## CONVERSATION



What is your favorite time of day?



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## CONVERSATION



What is your favorite thing to do after school?



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## CONVERSATION



What is your favorite time of day? Why?





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## CONVERSATION



What is your favorite TV show? Why?



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## CONVERSATION



What is your favorite way to celebrate a job well done?



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## CONVERSATION



What is your full name? Do you know how or why your name was chosen?



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## CONVERSATION



What is your least favorite chore? Why?



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## CONVERSATION



What jobs do the people in your life have? Have you ever gone to work with anyone?



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## CONVERSATION



What makes you feel afraid? What do you do to not be so afraid?





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## CONVERSATION



What makes you feel thankful?  
How do you show it?



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## CONVERSATION



What words would a friend use  
to describe you?



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## CONVERSATION



What pet(s) do you have or  
wish you had?



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## CONVERSATION



What would be a great surprise  
to find in the classroom?



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## CONVERSATION



What special belonging to you  
hope to keep your whole life?



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## CONVERSATION



What would you like to do when  
you grow up? Why?





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### CONVERSATION



When is your birthday?

When you are feeling sad, what do you do to feel better?



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### CONVERSATION



Which of the four seasons do you like most – winter, spring, summer, or fall? Why?



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### CONVERSATION



Where is your favorite place to go when you want some quiet time or alone time?



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### CONVERSATION



Who lives with you?



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### CONVERSATION



Where were you born?



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### CONVERSATION



Why can't you live without?





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## CONVERSATION



Would you rather be inside or outside? Why?



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## CONVERSATION



Would you rather travel to outer space or under the sea? Why?



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## CONVERSATION



Would you rather visit the beach or the mountains? Why?





# EARLY CHILDHOOD

## Quick Connection

# Community Builder Cards





## COMMUNITY BUILDERS



### TRAVELING WHISPERS

Place students in a line or circle. The first student whispers a word to the next student. The whisper travels through the group until the last person says it aloud.

## COMMUNITY BUILDERS



### NAMES CHANT

Include the name of a student in the following chant: We have \_\_\_\_, \_\_ is here today. Here is what \_\_ wants to say: Have the student say something. Repeat with each name in the group.

## COMMUNITY BUILDERS



### GROUP ART

On a poster or large piece of butcher paper, have one person draw a line or circle. Everyone else adds one line or circle to the drawing. Decide what the final art should be before starting, e.g. flowers or a house, etc.

**Materials:** Poster Board/butcher paper, crayons or coloring pencils, etc.

## COMMUNITY BUILDERS



### MATCH UP

Call out a color, a clothing item or other descriptor, like solid color, stripes, etc. for what students are wearing. Students with that item should stand up or stand together. Ensure every student has a chance to stand.

## COMMUNITY BUILDERS



### A MUSIC BAND

Group some students together. Have each student in that group find an item in the classroom that could play "music", such as two pencils hitting together or book pages flipping. Challenge each band to create a song to play for the class.

## COMMUNITY BUILDERS



### SIMON SAYS A COLOR

Play "Simon Says" using colors. Give directions first, such as "Simon Says Blue." Students should hop to something in the area that is blue. If you give a direction without saying, "Simon says..." first, students have to hop in place.



Early Childhood

## COMMUNITY BUILDERS



### SUPER SILLY SNAKE

Give each student a piece of paper (or toilet or paper towel roll). Students can decorate their area of the snake. When everyone is finished, tape the snake together and have a contest to give the snake the silliest name.

**Materials:** Paper (or toilet or paper towel rolls) and crayons, markers, etc.



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## COMMUNITY BUILDERS



### SUPERHERO TEAMS

Put students into teams. Tell each team they are a superhero and they had to design a cape showing their super powers. But, tell them each super hero on their team must have a different super power. Have teams tape their capes on and demonstrate their powers to other groups.

**Materials:** Large paper and crayons, markers, etc.



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## COMMUNITY BUILDERS



### ROY G. BIV

Have students line up according to their color of their shirts according to the rainbow colors (Red, Orange, Yellow, Green, Blue, Indigo, Violet). Students with many colors can make lines for dots, dashes, stripes, etc. at the end of the rainbow.



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## COMMUNITY BUILDERS



### ACTION INTROS

Students take turns introducing themselves using a descriptive action word placed before their first name that begins with the same letter as their name (e.g., Leaping Larry).



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## COMMUNITY BUILDERS



### BALL TOSS

While holding a ball, one student announces a category (e.g., sports, plants, president, celebrities). That person names something that belongs in that category, then tosses the ball to someone who then has to quickly name something else in that category, before tossing the ball to someone else.

**Materials:** ball or wadded paper



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## COMMUNITY BUILDERS



### BODY BALL

Two students stand together and listen for the announcer to call out two body parts to connect (e.g., "elbow to nose quote). After all Pairs connect, the announcer says, "Switch," and everyone must find a new partner. The last person to pair up becomes the new announcer.



## COMMUNITY BUILDERS



### BUILD ON

Everyone must work together to build one structure using blocks, books, or other creative items found in the classroom.

## COMMUNITY BUILDERS



### BUILDING WORDS

Start with a word. The next child says a word associated with the start word (e.g., desert, sand, dry, hot, sun).

## COMMUNITY BUILDERS



### CATCH ON

Choose a topic (e.g., vegetables) and toss a ball, naming something from the category with each catch. When someone repeats an item or can't think of something, start over with a new category.

**Materials:** ball

## COMMUNITY BUILDERS



### CATEGORY CALL OUT

The caller announces a category (e.g., favorite color, favorite food). Everyone goes around the room, sharing their answers, forming groups based on like answers as fast as possible.

## COMMUNITY BUILDERS



### CHANGE THE BEAT

One person begins by creating a beat, using only his or her body. Everyone follows for five repetitions, then the next person in the circle changes the beat and/or sound, leading the group for the next five repetitions. Continue until everyone has a turn.

## COMMUNITY BUILDERS



### CHARADES

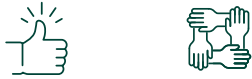
A student chooses a card from a deck of picture or word cards. He or she then acts out what is on the card, and the group guesses what it is.

**Materials:** cards with pictures or words



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## COMMUNITY BUILDERS



### CIRCLE THE CIRCLE

Everyone stands in a circle and join hands with a hula-hoop placed over the arm of one person. The challenge is to find a way to move the hula-hoop all the way around the circle while keeping hands joined.

**Materials:** hula-hoop



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## COMMUNITY BUILDERS



### CLAP, SLAP, SNAP

One person starts as the leader and creates a clap, slap, snap pattern for the whole group to follow. Switch leaders and repeat.



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## COMMUNITY BUILDERS



### CLASSROOM BANNER

Students work together to create a banner that represents the classroom community.

**Materials:** paper, crayons, markers, stickers, stencils, glitter, fabrics



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## COMMUNITY BUILDERS



### CLASSROOM NAME

Decide together on a name for the classroom.



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## COMMUNITY BUILDERS



### COMPLIMENT CAN

Begin with everyone's name written on a piece of paper, or on a stick, and placed inside a can. As the can is passed around the circle, each person selects a name and gives that person a compliment – to which he or she replies, "thank you."

**Materials:** paper/stick and can/container



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## COMMUNITY BUILDERS



### COUNT OFF

Go around the circle with each person counting off sequentially. Next, everyone must close their eyes and count again – listening for their turn.



## COMMUNITY BUILDERS



### DO THE WAVE

In a large circle, one person begins by lifting his or her hands into the air and bringing them back down, and is quickly followed by the next person, followed by the next (and so on), creating a "wave" around the circle.

## COMMUNITY BUILDERS



### DUCK, DUCK, WHAT?

Students sit in a circle, while one person walks around, taps each student's shoulder, and says, "duck," each time. When the person says a different animal, the child who was tapped must get up and chase him or her around the circle, acting like that animal, until the person being chased reaches the open spot in the circle and sits down.

## COMMUNITY BUILDERS



### FOLLOW THE LEADER

Form online with your hands on the shoulders of the person in front of you. Everyone follows the leader as he or she navigates the classroom. Switch leaders and repeat.

## COMMUNITY BUILDERS



### GET-TO-KNOW-YOU BALL

Everyone takes a turn rolling a ball to someone sitting in the circle and asking a "get to know you" question.

**Materials:** ball

## COMMUNITY BUILDERS



### GOOD ABOUT ME

Students choose a positive adjective to describe themselves. Go around the circle and take turns sharing.

## COMMUNITY BUILDERS



### HEIGHT ORDER

Students work together to get in order according to height.

## COMMUNITY BUILDERS



### HOLD THAT POSE

One person starts as "it" and calls freeze for everyone else to act like statues. He or she then tries to make the statues break out of character and laugh. The first to laugh becomes "it" for the next round.

## COMMUNITY BUILDERS



### HOP AND BREAK

Start with one person as the announcer and everyone else as hoppers. When the announcer says, "Now hop!" Everyone hops up and down around the room. When the announcer calls out, "break" and a number (e.g., "break four!"), everyone quickly breaks into groups of that number.

## COMMUNITY BUILDERS



### HUMAN KNOT

Standing in small groups, students randomly grab two other hands. Next, they must work together to unravel the knot without letting go of any hands.

## COMMUNITY BUILDERS



### HUMAN WORD SEARCH

Give each child a piece of paper with a letter on it. Challenge children to combine their letters to form a word.

**Materials:** a piece of paper with a letter on it

## COMMUNITY BUILDERS



### IF

**YOU'RE LISTENING** To the tune of "If You're Happy and You Know It, sing "If You're Listening and You Know It, " As the group thinks together, a leader chooses in action to see if the group is listening (e.g., "If you're listening and you know it take a bow.")

## COMMUNITY BUILDERS



### IN AND AROUND

Students stand in a circle holding hands. One person stands in the middle of the circle and calls in another person to join him or her in the circle. The last person in calls the next person in. See how many people can fit in the middle without breaking hands.



Early Childhood

## COMMUNITY BUILDERS



### KEEP IT UP

Pass a balloon around the circle without skipping over anyone and without letting it drop. Each student may only touch the balloon one time, with one hand.

**Materials:** balloon



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## COMMUNITY BUILDERS



### MARCHING BAND

Each buddy pair chooses a different musical instrument to pretend to play, and the whole group acts out a marching band.

**Materials:** music (optional)



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## COMMUNITY BUILDERS



### OVER, UNDER, AROUND, AND THROUGH

Everyone lines up with their hands on the person's shoulders in front of them. The line leader navigate throughout the classroom calling out, "over," "under," "around," or "through" (e.g., over the book, around the chair, under the table, through the door). Each succeeding person repeats the directive and acts it out, and it continues down the line.



Early Childhood

## COMMUNITY BUILDERS



### PASS IT

Sitting in a circle, the group has to quickly pass the ball as the leader calls out different instructions (e.g., pass behind your back, pass to every other person, move closer together, move farther apart, etc.).



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## COMMUNITY BUILDERS

### POPCORN

Everyone slowly walks around the room. Once everyone has spread out, the chosen announcer calls out a number and an object (e.g., "two, rocking chair!"). Those who are walking must form groups of that number and create that object with their bodies. Switch announcers and repeat.



Early Childhood

## COMMUNITY BUILDERS



### REVERSE MUSICAL CHAIRS

Everyone forms a circle with one person in the middle. Everyone walks while the music plays, and when the music stops, the person chooses someone else to join him or her in the middle of the circle. The game continues until everyone is included.

**Materials:** music



## COMMUNITY BUILDERS



### SHAPE SHIFTERS

The leader calls out a number and an object, and everyone must quickly get into groups of that number and arrange their bodies to create the object.

## COMMUNITY BUILDERS



### SHARE YOUR CHAIR

Begin with enough chairs for everyone in the group. As music plays, everyone marches around the chairs. When the music stops, everyone must take a seat. A chair is removed each round, but no one is ever "out." Instead, they find creative ways to share their chairs.

**Materials:** music and chairs

## COMMUNITY BUILDERS



### SHRINKING ICEBERG

Place squares on the floor to create one large "iceberg." Everyone stands on the iceberg without touching the ground outside of it. Take away one square at a time. If one foot touches outside the iceberg, the student is out.

**Materials:** carpet, cardboard squares, or small blankets

## COMMUNITY BUILDERS



### SILENT ORDER

Everyone is randomly assigned a number and then must line up in order without talking.

## COMMUNITY BUILDERS



### SILENT SQUEEZE

Form a circle with everyone holding hands. One person starts a "silent squeeze" (e.g., short, long, gentle) that students must pass on exactly as they receive it. The person who started announces whether the squeeze made it around the circle without changing.

## COMMUNITY BUILDERS



### SMILE

Pass a smile around the circle.

**Materials:** chairs (optional)



## COMMUNITY BUILDERS



### SNAKE'S TAIL

Students stand in a line with their hands on the shoulders of the person in front of them. When the leader says, "go," the person in the front of the line tries to catch the person at the end of the line – without letting the line come apart. (Works best as an outdoor activity)

## COMMUNITY BUILDERS



### TURN

UP/TURN DOWN Play freeze dance with a lot of energy as the music gets louder, and slower movements as the music gets softer.

**Materials:** music

## COMMUNITY BUILDERS



### WHAT GOES DOWN

Students stand in two lines that face each other. Everyone hold out and index finger facing up so that the fingers form a line down the center. A yardstick (or other object) is placed across the outstretched fingers, and the group must lower the yardstick to the floor together without it falling.

**Materials:** yardstick or other large, light, stiff object

## COMMUNITY BUILDERS



### WHAT'S MY JOB?

Each person is secretly assigned an occupation (each occupation is a sign twice). Next, everyone acts out their job while searching for their occupation match. When everyone is sitting silently with their match, peers reveal their occupation.

**Materials:** index cards with the names of occupations

## COMMUNITY BUILDERS



### WHAT'S MY LINE?

Describe and draw curved, straight, and zigzag lines on paper or a whiteboard. Challenge children to stand together and demonstrate the different figures.

**Materials:** paper and pencil

## COMMUNITY BUILDERS



### WHAT'S THE WEATHER

The announcer names different types of weather (e.g., light rain, snow, lightning, blizzard, breeze) that everyone acts out (silently or not). Rotate announcers and repeat.

## COMMUNITY BUILDERS



### WHERE'S MY HERO?

Everyone is randomly assigned to an animal (assign two or more people the same animal). When the leader says, "go", everyone begins making the sound of their animal while listening to find and stand with the rest of their "herd."

**Materials:** index cards with the name of an animal

## COMMUNITY BUILDERS



### WHO'S THE LEADER

One person is "it" and leaves the room (or closes his eyes and covers ears in the corner). The rest of the group picks a leader, who will begin doing a movement (e.g., Tapping feet, clapping hands). When the leader begins a new movement, everyone must match as well. The person who is "it" rejoins the group and has to guess who the leader is.

## COMMUNITY BUILDERS



### YOU SAY IT'S YOUR BIRTHDAY

Call out a month of the year. Children whose birthdays are in that month run around the circle back to their original place.



# UPPER GRADE

## Quick Connection

# Collaboration Cards





Upper Grade

## COLLABORATIONS



### FEELINGS CREATURE

Pick any emotion word and work with your buddy to create a creature to match it.



Upper Grade

## COLLABORATIONS



### SHAPE STORIES

Draw a shape on a piece of paper. Work together to draw a person using that shape and name it, such as Celia Circle or Trina Triangle. Make up a story about this shape person and an adventure he or she has.

**Materials:** Papers and crayons



Upper Grade

## COLLABORATIONS



### BINGO

Draw a 4x4 Bingo board. Fill every box with a description of something found in the room. Trade Bingo boards with a buddy and race to see who can Bingo first by writing the word the description fits or finding that thing in the room.

**Materials:** Paper, pencil



Upper Grade

## COLLABORATIONS



### NATURE STROLL

Poet Ralph Waldo Emerson wrote, "Earth laughs in flowers." Take a walk with your classmates around your school grounds. What nature do you see--flowers, trees, stones? Talk about how nature makes your school a place you like to be.



Upper Grade

## COLLABORATIONS



### HIGH FIVES

Soccer great Mia Hamm said, "Celebrate what you've accomplished, but raise the bar a little higher each time you succeed." What has your class accomplished so far this year? What will you try to accomplish next? Think of a way to display the great news about your class.



Upper Grade

## COLLABORATIONS



### PAY IT FORWARD

Has a person or group been especially helpful to your class? Perhaps someone came to speak to the class about their career or came to read a great book to you. Come up with a way to do something kind, helpful, or fun for another group at your school. Keep the fun going!





Upper Grade

## COLLABORATIONS



### COMMON GROUND

How well do you know your classmates? Find out by assigning areas in your classroom based on interests: music, theater, sports, games, and so on. Invite classmates to gather in an "interest area" and talk about that interest. After several minutes, regroup into different areas. Find out what interests your friends.



Upper Grade

## COLLABORATIONS



### DO'S AND DON'TS DOODLES

Like any class, your class has rules for how people will behave and interact. Review the rules, and talk about what you might like to add. Then create a class doodle, on a poster or display board, to display. It might be a web, with do's and don'ts in each bubble or a flow chart with suggestions for problem solving.



Upper Grade

## COLLABORATIONS



### WAYS TO CONNECT

Think of someone in your class or school that you don't know very well. What questions could you ask them to get to know them better? What kinds of things could you share about yourself to make a connection?



Upper Grade

## COLLABORATIONS



### BUDDY TALK

Here's a question for you: What if you started today? Talk to your buddy about a hope or goal you have. Ask your buddy to share one, too. Then brainstorm one step you each can take toward that goal--today!



Upper Grade

## COLLABORATIONS



### WELCOME COMMITTEE

Have you ever been a new student at a school? To help new students in your school, create a list of helpful hints and make a brochure or pamphlet that could be given to new students, explaining how to use the library, how to get lunch, where the bathrooms are located, etc. Give your brochure to pamphlet to the school office so new students can receive one when they start their first day.

**Materials:** Paper and pencil



Upper Grade

## COLLABORATIONS



### MAP MAKER

Remember what it was like on your first day of school? Walking into a big building and remembering everything can be tough! Help new students to your school by drawing a map that shows them where important things are located, like the school gym, the cafeteria, and vending machines. Post your maps where new students can see.

**Materials:** Paper and pencil





Upper Grade

## COLLABORATIONS



### SOMETHING IN COMMON

Randomly place 5-6 students together. Have the students find out one thing they all have in common. Then have them make a banner or flag representing this thing. Have groups take turns displaying and explaining their banner.

**Materials:** Paper and coloring pencils, markers, etc.



Upper Grade

## COLLABORATIONS



### CHOOSE A SIDE

Have all students line up in the middle of the room. Call out a set of opposites (sweet/sour, cat/dog, chocolate/vanilla, etc.) and point to a side of the room. Have students who identify report to that area and see who shares their opinion. Repeat with new opposites.



Upper Grade

## COLLABORATIONS



### ANIMAL ALLITERATION

Work with a buddy to create a short sentence about an animal where every word begins with the same letter, such as "Bumble Bees build butter bubbles." Then create an image showing your sentence.

**Materials:** Paper and coloring pencils



Upper Grade

## COLLABORATIONS



### ANIMAL RIDDLE

Think of a favorite animal. List characteristics for that animal. Work with a buddy to write a riddle about that animal without telling what the animal is. Read your riddle to other buddy pairs and take turns guessing the animals.

**Materials:** Paper and pencil



Upper Grade

## COLLABORATIONS



### PETROGLYPH PICS

A petroglyph is a drawing that prehistoric peoples drew on rock walls and that described their life. With a buddy, create your own petroglyph of your life. What one image would show people from the future what your life is like right now?



Upper Grade

## COLLABORATIONS



### SHAPE SHIFTERS

Form small groups of students facing each other. Give the groups a long piece of string and have them close their eyes. One student from each group is the "teller." Students must keep their eyes closed and listen to the teller's directions. Call out a shape and have students make that shape using the teller's directions, without opening their eyes. After each shape, have groups switch tellers.





Upper Grade

## COLLABORATIONS



### STAND UP TO STAND OUT

Circle up with your class in a place where you can sit (In a chair or on the floor). Take 3 minutes to think of something you really like about yourself--perhaps a skill, an interest, or a trait. Then go around the circle, giving each person a chance to stand up and say, "I stand out because I \_\_\_\_." You'll learn about your classmates, and they'll learn about you.



Upper Grade

## COLLABORATIONS



### FROM GOALS TO ACTION

"Do what you can with what you have, where you are."--Theodore Roosevelt/ What goals does your class have for this semester? Break into small groups to talk about simple ways you can start working on these goals right now--with what you have. As a class, decide on an action to take to reach a goal, right now.



Upper Grade

## COLLABORATIONS



### A NEW LEAF

Have you ever heard the phrase "to turn over a new leaf"? It means to act in a better or improved way. If you had the chance to turn over a new leaf, what change would you make? Talk with your buddy about what you'd like to change.



Upper Grade

## COLLABORATIONS



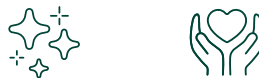
### LIGHT THE SPARK

Scientist and doctor Albert Schweitzer wrote, "In everyone's life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being. We should all be thankful for those people who rekindle the inner spirit." How can you be the friend who kindles the spark when a buddy's fire burns low?



Upper Grade

## COLLABORATIONS



### A DAY IN THE LIFE

Choose a classroom object with your buddy, and write a story together from the objects perspective (e.g., A Day in the Life of a Stapler.)

**Materials:** classroom objects, paper, and pencils



Upper Grade

## COLLABORATIONS



### ACROSTIC POETRY

Create an acrostic poem from the word \_\_\_\_\_ with your buddy. An acrostic poem is win the first letters of each line spell out a word.

**Materials:** paper and pencils





Upper Grade

## COLLABORATIONS



### ADD-ON-PICTURE

Create a picture with your buddy by taking turns adding to the drawing. When one person lifts his or her pencil from the paper, switch turns.

**Materials:** paper and pencils



Upper Grade

## COLLABORATIONS



### BACK-TO-BACK BUDDIES

Sit with your buddy against your buddy's back and try to stand up together without using your hands on the floor.



Upper Grade

## COLLABORATIONS



### BACK-TO-BACK BUDDY BALL

Stand back-to-back with your buddy with a ball placed between you. Walk across the room without letting the ball fall to the ground.

**Materials:** balls



Upper Grade

## COLLABORATIONS



### BACKWARDS ABCS

Write the letters of the alphabet backwards on a shared piece of paper, alternating turns with your buddy.

**Materials:** paper and pencils



Upper Grade

## COLLABORATIONS



### BACKWARDS SCATTERGORIES

Make a list of items with your buddy that begin with the letter \_\_\_\_\_, and fall under the category of (e.g., animals, fruit, places).

**Materials:** paper and pencils



Upper Grade

## COLLABORATIONS



### BLOWING BACK

Sit across from your buddy and blow a crumpled paper back and forth to one another.

**Materials:** paper







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## COLLABORATIONS



### BOWTIE BUDDIES

Using only one hand each, tie a piece of ribbon into a bow with your buddy.

**Materials:** ribbon



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## COLLABORATIONS



### BUDDY ANAGRAMS

Working with your buddy, use the letters from your first names to create two new "buddy names."



Upper Grade

## COLLABORATIONS



### BUDDY COLLAGE

Cut images and/or words out of magazines to create a collage with your buddy that shows things you have in common.

**Materials:** paper, scissors, glue, magazines



Upper Grade

## COLLABORATIONS



### BUDDY EDIT

Read and comment on your buddy's creative writing.



Upper Grade

## COLLABORATIONS



### BUDDY PHOTO BOOTH

Take silly pictures with your buddy.

**Materials:** camera



Upper Grade

## COLLABORATIONS



### CLAP CLAP

Play or make up a hand-clapping song or game with your buddy.





Upper Grade

## COLLABORATIONS



### CREATURE CREATION

Create a creature with your body out of recyclable objects.

**Materials:** recyclable objects (cardboard tubes, string, paper, plastic bottles, etc.), tape or glue



Upper Grade

## COLLABORATIONS



### IMAGINARY HIDE-AND-SEEK

Think of a place to mentally "hide." Tell your buddy your general location (e.g. I'm hiding in the classroom.) and have them guess where specifically you were hiding (e.g. under the desk, behind the board).



Upper Grade

## COLLABORATIONS



### CROSSWORD BUDDIES

Work with your buddy to complete a crossword puzzle.

**Materials:** crossword puzzles



Upper Grade

## COLLABORATIONS



### KEEP IT UP

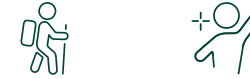
Toss a balloon back-and-forth with your buddy. Keep it off the floor as long as possible.

**Materials:** balloons



Upper Grade

## COLLABORATIONS



### HOKEY HANDSHAKE

Make up a silly handshake with your buddy.



Upper Grade

## COLLABORATIONS



### LILY PAD POND

Use two pieces of large paper as "lily pads." Cross the room with your buddy, stepping only on the two lily pads, without touching the "water" (the floor).

**Materials:** paper (letter size for older youth; larger for younger youth)





Upper Grade

## COLLABORATIONS



### MADE YOU LAUGH

Try not to laugh for as long as possible while your buddy stares or make silly faces at you. Next, switch turns.



Upper Grade

## COLLABORATIONS



### MIRROR, MIRROR

Take turns mirroring your buddy's actions.



Upper Grade

## COLLABORATIONS



### PAPER BALL SOCCER

Sit across from your buddy, and decide together where to place your "soccer goals." Next, crumble a small piece of paper and play "soccer" using your index finger to "kick" the ball.

**Materials:** paper



Upper Grade

## COLLABORATIONS



### PARTNER PORTRAITS

Sit facing your buddy, and draw him or her in that moment.

**Materials:** paper and pencils



Upper Grade

## COLLABORATIONS



### POETRY PROMPT

Choose a classroom object with your buddy and write a short poem or rhyme about it.

**Materials:** classroom objects (e.g., stapler, paper, glue, etc.)



Upper Grade

## COLLABORATIONS



### PUT OUR HANDS TOGETHER

Work with your buddy to build a paper airplane using only one hand each.

**Materials:** paper





Upper Grade

## COLLABORATIONS



### PUZZLE PARTNERS

Put a puzzle together with your buddy.

**Materials:** puzzles



Upper Grade

## COLLABORATIONS



### SKETCH IT OUT

Describe a special place (e.g., your room, neighborhood, park, house) for your buddy to sketch based only on your verbal description. No peeking until the end!

**Materials:** paper and pencils



Upper Grade

## COLLABORATIONS



### RAPID RUN

(hold hands or link elbows with your buddy, and run as fast as you can in place for one minute – silently (no laughing!).)



Upper Grade

## COLLABORATIONS

### SPELLING HANGMAN

Use your spelling words to play hangman with your buddy.

**Materials:** spelling words, paper, and pencils



Upper Grade

## COLLABORATIONS



### SCOOT

Sit in a chair next to your buddy. Try to scoot your chairs to be back-to-back, using only your feet.

**Materials:** chairs



Upper Grade

## COLLABORATIONS

### SPELLING STORIES

Work with your buddy to write a short story using all of your spelling words.

**Materials:** spelling words, paper, and pencils





Upper Grade

## COLLABORATIONS



### SQUIGGLES

Draw a squiggly line or shape on a piece of paper while your buddy does the same. Switch papers and turn your buddy's squiggle into a new picture by adding to the drawing. Next, incorporate both of your drawings into a story you write together.

**Materials:** paper and pencils



Upper Grade

## COLLABORATIONS



### STORYTELLING

Choose two objects with your buddy and write a short story that incorporates both.

**Materials:** classroom objects, paper, and pencils



Upper Grade

## COLLABORATIONS



### STUCK TOGETHER

Try to cross the room with your buddy, while keeping your adjacent feet (or shoulders or elbows) in contact at all times.



Upper Grade

## COLLABORATIONS



### THE SCOOBY DOO

Talk with your buddy for a minute, and put an 'R' in front of every word (e.g., "Rhi. Rhow Rare Ryou?").



Upper Grade

## COLLABORATIONS



### TIC-TAC-TOE

Play tic-tac-toe with your buddy.



Upper Grade

## COLLABORATIONS



### TOOTHLESS TALK

Take turns telling your buddy about your day without showing any teeth.





Upper Grade

## COLLABORATIONS



### TRUST WALK

Verbally guide your buddy across the room while he or she is blindfolded or has his or her eyes closed, then switch turns.



Upper Grade

## COLLABORATIONS



### WALK THIS WAY

Take turns naming an animal that your buddy has to walk around pretending to be.



Upper Grade

## COLLABORATIONS



### WHAT CAN YOU

MAKE? Work with your buddy to create a picture using 15 dots stickers.  
**Materials:** dot stickers, paper, markers



Upper Grade

## COLLABORATIONS



### WHAT'S IN A WORD

Choose a vocabulary word with your buddy, and generate as many words as you can, using only the letters in the original word.

**Materials:** vocabulary words, paper, and pencils



Upper Grade

## COLLABORATIONS



### WHAT'S MISSING?

Sit with your buddy and place 5 to 10 small items between you. Remove one item from the collection while your buddy's eyes are closed. Have your buddy guess which object is missing, switch roles.

**Materials:** small classroom objects



Upper Grade

## COLLABORATIONS



### WHAT'S THE USE

Choose a classroom object with your body, and use your imagination to generate as many traditional and non-traditional uses for that object as possible (e.g., a ruler can be used to measure, scratch your back, stir).

**Materials:** paper and pencils



## COLLABORATIONS



### WHEELBARROW BUDDIES

Hold your buddy's feet as he or she walks forward on his or her hands. See how far you can go, then switch places.

## COLLABORATIONS



### WHO AM I?

Write the name of someone famous on a sticky note and place it on your buddy's forehead (so he or she cannot read it). The buddy with a note on his or her forehead asks yes or no questions until he or she can correctly guess the name on the paper.

**Materials:** sticky notes and pencils

## COLLABORATIONS



### WORD BUILDERS

Start by writing down a letter. Next, your buddy adds a letter with a particular word in mind. Continue alternating adding letters until you have spelled out a word.

**Materials:** paper and pencils



# UPPER GRADE

## Quick Connection

# Conversation Cards







Upper Grade

## CONVERSATION



How are you a good friend?  
Share an example of how you  
have been a good friend.



Upper Grade

## CONVERSATION



What is one thing that you wish  
people knew about you that  
would improve your relationship  
with them?



Upper Grade

## CONVERSATION



What is something that you  
wish the Teacher knew about  
you that would boost your  
relationship with the Teacher?



Upper Grade

## CONVERSATION



Who do you get to spend time  
with (including yourself) when  
you do physical activities,  
such as sports, riding bikes,  
swimming, etc.?



Upper Grade

## CONVERSATION



What is your favorite outdoor  
physical activity? How much  
time do you engage in it  
each week?



Upper Grade

## CONVERSATION



What is your favorite subject in  
school and why?





Upper Grade

## CONVERSATION



**"Three things in human life are important: the first is to be kind; the second is to be kind; and the third is to be kind." –Henry James**

How has someone been kind to you recently? Talk about how it feels when others are kind and how it feels to be kind.



Upper Grade

## CONVERSATION



**"It is the ability to choose which makes us human." – Madeleine L'Engle, author of *A Wrinkle in Time***

What choices do you need to make today, or soon? How do you feel about those choices?



Upper Grade

## CONVERSATION



**"The best thing for being sad is to learn something." –T.H. White, author of *The Sword in the Stone***

What do you think about this idea? When has learning something new helped you feel better?



Upper Grade

## CONVERSATION



**"There is a wisdom of the head...and there is a wisdom of the heart." –Charles Dickens, author of *A Christmas Carol***

What does it mean to have a wisdom of the heart? Of the head?



Upper Grade

## CONVERSATION



**"Act as if what you do makes a difference. It does." –William James**

What action can you take today to make a positive difference in your life or the life of a friend?



Upper Grade

## CONVERSATION



**"We should seize every opportunity to give encouragement. Encouragement is oxygen to the soul." –George M. Adams**

When has someone encouraged you when you really needed a little "oxygen" to keep going? How can you give someone else that oxygen?





Upper Grade

## CONVERSATION



**Ben Franklin said that each morning he asked himself, "What good shall I do this day?"**

What might change in your school day, or at home with your friends, if you made it a habit to decide to do something good or helpful for yourself or someone else each day?



Upper Grade

## CONVERSATION



**"Never lose a chance of saying a kind word...An acorn costs nothing; but it may sprout into a prodigious [enormous] bit to timber." –W.M. Thackeray**

What do you think of the idea that a kind word said now may bring a harvest of good things later? What kind words might a friend need to hear today?



Upper Grade

## CONVERSATION



**"You are perfectly cast in your life. I can't imagine anyone but you in the role. Go play." –Hamilton playwright, Lin-Manuel Miranda**

Have you ever thought of yourself as the hero of your own story? What kind of story would you like to write for yourself?



Upper Grade

## CONVERSATION



What do you think is the best part about being an adult? Why?



Upper Grade

## CONVERSATION



What do you think is the best part about being a kid? Why?



Upper Grade

## CONVERSATION



If you could trade places with one person in the world for one day, who would you trade with? Why?





Upper Grade

## CONVERSATION



If you could make a rule that everyone in your family had to follow, what would it be?



Upper Grade

## CONVERSATION

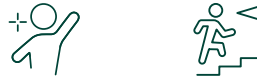


If you could have your own robot for one week, what kinds of things would you have it do?



Upper Grade

## CONVERSATION



Which letter in the alphabet do you think is the most useful? How about the least useful? Why?



Upper Grade

## CONVERSATION



If you had a seat on the next space shuttle, where would you like to go? What would you like to see?



Upper Grade

## CONVERSATION



What kinds of things do you do to pass the time when you get bored?



Upper Grade

## CONVERSATION



When was the last time you gave someone a high five or a fist bump? Why did you?



## CONVERSATION



If someone wrote a book about you, what would the funniest chapter be about?

## CONVERSATION



### WHAT TIME IS IT?

Have 12 students with number cards stand in a circle with one student. That student has the ends of a short string and long string. Call an "hour student" to take the long string and a "minute student" to take the short string and stand next to numbers in the circle. Have students guess the time shown. Then students can call out other times to show on the clock.

**Materials:** Number cards, string

## CONVERSATION



**"Always walk through life as if you have something new to learn and you will."  
-Vernon Howard**

What would you like to learn and to do and why? How could you go about learning it?

## CONVERSATION



**"Be the change you wish to see in the world." -Gandhi**

If you could change one thing about the world, what would it be and why?

## CONVERSATION



**"Coming together is a beginning. Keeping together is progress. Working together is success."  
-Henry Ford**

What is something that you have accomplished as part of a team?

## CONVERSATION



**"Don't let the fear of striking out hold you back."  
-Babe Ruth**

Is there something you are afraid to try? Why?



Upper Grade

## CONVERSATION



**"Don't let what you can't do stop you from doing what you can do." –John Wooden**

What are three things that you would like to accomplish in the next year?



Upper Grade

## CONVERSATION



**"Everyone has a gift for something, even if it is the gift of being a good friend." –Marian Anderson**

What is a gift you could give or receive that you can't buy in a store?



Upper Grade

## CONVERSATION



**"For in every adult there dwells the child that was, and in every child there lies the adult that will be." –John Connolly**

Would you rather be a kid or an adult? Why?



Upper Grade

## CONVERSATION



**"Friendship isn't about whom you have known the longest... It's about who came, and never left your side..." –Unknown**

Which qualities make a good friend?



Upper Grade

## CONVERSATION



**"In this world it is not what we take up, but what we give up, that makes us rich." –Henry Ward Beecher**

What is something you could give up to make a difference in someone's life?



Upper Grade

## CONVERSATION



**"It is the things in common that make relationships enjoyable, but it is the little differences that make them interesting." –Todd Ruthman**

What is something you and your current buddy have in common? What is something that makes you different?





Upper Grade

## CONVERSATION



"Lost time

**"It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends."  
–Albus Dumbledore (*Harry Potter and the Sorcerer's Stone*)**

Have you ever had to stand up to others because of something you believed was right (or wrong)?



Upper Grade

## CONVERSATION



**is never found again."  
–Benjamin Franklin**

What is something you think is a waste of your time?



Upper Grade

## CONVERSATION



**"One cannot think well, love well, sleep well, if one has not dined well." –Virginia Woolf**

What is your favorite meal? Who makes it, and who eats it with you?



Upper Grade

## CONVERSATION



**"Our greatest weakness lies in giving up. The most certain way to succeed is always to try one more time."  
–Thomas Edison**

What might make you feel like giving up?

What motivates you to keep trying?



Upper Grade

## CONVERSATION



**"People are just as happy as they make up their minds to be." –Abraham Lincoln**

What is something that you think about or do that makes you happy, even when you're feeling down?



Upper Grade

## CONVERSATION



**"The beautiful thing about learning is that nobody can take it away from you."  
–B.B. King**

What is something new that you have learned to do recently? How did you learn it?





Upper Grade

## CONVERSATION



"The

**"The greatest gift that you can give to others is the gift of unconditional love and acceptance." –Brian Tracy**

What does "unconditional love and acceptance" mean to you?



Upper Grade

## CONVERSATION



**human race has one really effective weapon, and that is laughter." –Mark Twain**

What is something that has made you laugh this week?



Upper Grade

## CONVERSATION



**"There is no better exercise for the heart than reaching down and lifting people up." –John Holmes**

What have you done that made a difference in someone's life?



Upper Grade

## CONVERSATION



**"There is nothing in the world so irresistibly contagious as laughter and good humor." –Charles Dickens**

Who makes you laugh? Why?



Upper Grade

## CONVERSATION



**"Time is what we want most, but we use worst." –William Penn**

What is a strategy that can help you to use your time wisely?



Upper Grade

## CONVERSATION



**"To have a friend and be a friend is what makes life worthwhile." –Unknown**

Do you think friends are important? Why or why not?







Upper Grade

## CONVERSATION



"We must use time

"Today you are you, that is truer than true. There is no one alive who is youer than you." – Dr. Seuss

What has made you feel proud?



Upper Grade

## CONVERSATION



wisely and forever realize that the time is always right to do right." –Nelson Mandela

What do you wish you could spend more time doing?



Upper Grade

## CONVERSATION



"You may delay, but time will not." –Benjamin Franklin

What is something you procrastinate doing? Why?



Upper Grade

## CONVERSATION



"You sort of start thinking anything is possible if you've got enough nerve." –Ginny Weasley (*Harry Potter and the Order of the Phoenix*)

What is something that you would feel nervous or afraid to do alone?



Upper Grade

## CONVERSATION



"Your mind is like the water... When it is agitated it becomes difficult to see, but if you allow it to settle the answer becomes clear." –Master Oogway (*Kung Fu Panda*)

Where do you like to go when you want some quiet or alone time to think?



Upper Grade

## CONVERSATION



Are you a morning person or a night person? Why do you think that is?





Upper Grade

## CONVERSATION



Do you have any brothers or sisters? How many? If not, do you think you would like to have brothers or sisters?



Upper Grade

## CONVERSATION



Do you have any pet peeves—things people do that really bother you? What are they? What do you do when someone is committing one of your pet peeves?



Upper Grade

## CONVERSATION



Do you have any pets? What kind of and how many? If not, is there a pet you would like to have?



Upper Grade

## CONVERSATION



Do you like to read? What is your favorite book? What are your favorite types of books?



Upper Grade

## CONVERSATION



Has anyone ever assumed something about you that wasn't true? What did you do?



Upper Grade

## CONVERSATION



Have you ever seen someone get teased or bullied? How did you feel? What did you do?





Upper Grade

## CONVERSATION



Have you had any habits you have tried to break?



Upper Grade

## CONVERSATION



How do you think it would feel to be President of the United States?



Upper Grade

## CONVERSATION



If someone close to you owned a store and you could have whatever you wanted, whenever you wanted from the store, what would you want it to be?



Upper Grade

## CONVERSATION



If you could ask anyone to teach you something, who would you ask and what would you want to learn?



Upper Grade

## CONVERSATION



If you could be any famous person and ask him or her a question, who would it be and what would you ask?



Upper Grade

## CONVERSATION



If you could be in a movie, which one would you be in, and what character would you play?





Upper Grade

## CONVERSATION



If you could be invisible, where would you go? What would you do?



Upper Grade

## CONVERSATION



If you could change any rule in our classroom or make a new rule, what would it be? What do you think would happen?



Upper Grade

## CONVERSATION



If you could change your name, would you? What name would you choose?



Upper Grade

## CONVERSATION



If you could choose to be any age forever, what age would you choose? Why?



Upper Grade

## CONVERSATION



If you could choose to be anywhere in nature, (e.g., beach, mountains, icecap, desert) where would you be and why?



Upper Grade

## CONVERSATION



If you could completely re-decorate your room, how would it look?





Upper Grade

## CONVERSATION



If you could have a superpower, what would it be?



Upper Grade

## CONVERSATION



If you could snap your fingers in appear somewhere else in the world, where would you be? What would you do there?



Upper Grade

## CONVERSATION



If you could have lunch with someone famous, who would it be? What would you talk about?



Upper Grade

## CONVERSATION



If you could switch places with one person for a day, who would it be? What would you do?



Upper Grade

## CONVERSATION



If you could only eat one food for the rest of your life, what would you choose? Do you think you would like that? Or would it get boring?



Upper Grade

## CONVERSATION



If you could witness any past, present, or future event, what would it be and why?





Upper Grade

## CONVERSATION



If you had to stay inside all day, how would you spend your time?



Upper Grade

## CONVERSATION



If you have to stay outside all day, how would you spend your time?



Upper Grade

## CONVERSATION



If you moved to a different city, what would you miss most about our class? What would you miss most about our school?



Upper Grade

## CONVERSATION



If you were spending a week in a secluded cabin with no electricity or Internet, what five things would you bring?



Upper Grade

## CONVERSATION



If you were spending the day with a child your age that spoke a different language, what would you want to do together? Do you think you could do this successfully?



Upper Grade

## CONVERSATION



If you were stuck in an elevator with one person, who would you want the person to be? What would you do to pass the time?





Upper Grade

## CONVERSATION



If you were talking to someone younger than you, what would you tell them about being in this grade?



Upper Grade

## CONVERSATION



What are you looking forward to about next summer?



Upper Grade

## CONVERSATION



Is there something about you, or something you have done, that would surprise your classmates if they knew?



Upper Grade

## CONVERSATION



What belongings do you have now that you hope to still have when you are an adult?



Upper Grade

## CONVERSATION



What accomplishment has made you proud, and what did you do to celebrate?



Upper Grade

## CONVERSATION



What did you do last time you stayed home from school because you were sick?





Upper Grade

## CONVERSATION



What do you do in the morning before you leave for school?

What do you like best about being at school?



Upper Grade

## CONVERSATION



What hurts your feelings? What did you do the last time your feelings were hurt?



Upper Grade

## CONVERSATION



What do you like to do on weekends?



Upper Grade

## CONVERSATION



What is one thing that your parents make you do you really don't want to do? How do you respond when they ask you to do it?



Upper Grade

## CONVERSATION



What do you usually like to do during recess? Is there anything new you would like to try during recess?



Upper Grade

## CONVERSATION



What is something for which you are thankful? How do you show that you are thankful?







Upper Grade

## CONVERSATION



What is something that makes you feel nervous or worried?  
What do you do to feel better?



Upper Grade

## CONVERSATION



What is something you can't live without?  
What is the first thing you do when you get home from school?  
What is the last thing you do before you go to bed at night?  
What is the nicest thing that someone else has done for you?



Upper Grade

## CONVERSATION



What is something that you do really well? How did you learn that skill? Was it difficult to learn?



Upper Grade

## CONVERSATION



What is your favorite color?  
What belongings do you have in this color?



Upper Grade

## CONVERSATION



What is something that you have learned from someone close to you?



Upper Grade

## CONVERSATION



What is your favorite game?  
Who taught you how to play?  
Who usually plays it with you?





Upper Grade

## CONVERSATION



What is your favorite holiday? Why?



Upper Grade

## CONVERSATION



What is your favorite movie?  
Why do you like it?



Upper Grade

## CONVERSATION



What is your favorite outfit?



Upper Grade

## CONVERSATION



What is your favorite season?  
What kind of activities do you like to do during that season?



Upper Grade

## CONVERSATION



What is your favorite thing to do?



Upper Grade

## CONVERSATION



What is your favorite TV show?  
Why do you like it?





Upper Grade

## CONVERSATION



What job would you like to have when you grow up? What do you learn in school about me someday help you in your future job?



Upper Grade

## CONVERSATION



What job would you like to try for a day?



Upper Grade

## CONVERSATION



What time of day do you like to have a snack? What is your favorite snack?



Upper Grade

## CONVERSATION



What would be a great surprise to find in or on your desk?



Upper Grade

## CONVERSATION



What would be your perfect day?



Upper Grade

## CONVERSATION



When was the last time you were really upset? What happened? How did you resolve the issue?





Upper Grade

## CONVERSATION



When you are feeling sad, what do you do to feel better?



Upper Grade

## CONVERSATION



Where is the most exciting place you have been in the last year? What did you do there?



Upper Grade

## CONVERSATION



Would you like to go on a vacation or an adventure? Where would you go, and who would you go with?



Upper Grade

## CONVERSATION



Would you rather eat breakfast for dinner or eat dinner for breakfast? What would you choose to eat?



Upper Grade

## CONVERSATION



Would you rather go back in time or into the future to meet someone? Who would you like to meet?



Upper Grade

## CONVERSATION



Would you rather live on a space station or in a submarine? Why?





**UPPER GRADE**  
Quick Connection  
**Community Builder Cards**





Upper Grade

## COMMUNITY BUILDERS



### ACTION INTROS

Everyone takes turns introducing themselves with an action word place before their first name that begins with the same letter (e.g., Leaping Larry).



Upper Grade

## COMMUNITY BUILDERS



### ADD A BEAT

One person begins by creating a beat, using only his or her body (clapping, snapping, whistling, etc.). The next person joins in with a new sound or variation of the beat. Each person adds a new sound until everyone is participating.



Upper Grade

## COMMUNITY BUILDERS



### ALPHABETICAL ORDER

Students must work together to get in alphabetical order according to their first names.



Upper Grade

## COMMUNITY BUILDERS



### ARE YOU WITH ME?

Sit in a circle with one person standing in the center. The person in the center states one thing about him or herself. Anyone who shares that commonality has to quickly get up and change seats. The last person standing is the next to share in the center of the circle.



Upper Grade

## COMMUNITY BUILDERS



### BALL TOSS

While holding a ball, one student announces a category (e.g., sports, plants, president, celebrities). That person names something that belongs in that category, then tosses the ball to someone who then has to quickly name something else in that category, before tossing the ball to someone else. Start over with a new category if someone is stumped.

**Materials:** ball or wadded paper



Upper Grade

## COMMUNITY BUILDERS



### BIRTHDAY ORDER

Students must work together to get in order according to their birthdays, from January to December.





Upper Grade

## COMMUNITY BUILDERS



### BUDDY TO BUDDY

Stand with a buddy and listen for the announcer to call out two body parts to connect (e.g., "Elbow to nose "). After all pairs connect, the announcer says, "switch," and everyone must find a new buddy. The last person to pair up becomes the new announcer.



Upper Grade

## COMMUNITY BUILDERS



### CATCH ON

Choose a topic (e.g., vegetables) and toss a ball, naming something from the category with each catch. When someone repeats an item or can't think of something, start over with a new category.

**Materials:** ball or wadded up paper



Upper Grade

## COMMUNITY BUILDERS



### CATEGORY CALL OUT

Someone announces a category (e.g., favorite color), and everyone forms groups as fast as possible based on their answers (e.g., all of the greens in one group, all of the pinks in one group, etc.).



Upper Grade

## COMMUNITY BUILDERS



### CHARADES

A student chooses a card from a deck of picture or word cards. He or she then acts out what is on the card, and the group guesses what it is.

**Materials:** cards with pictures or words



Upper Grade

## COMMUNITY BUILDERS



### CIRCLE THE CIRCLE

Everyone stands in a circle and joins hands with a hula-hoop plays over the arm of one person. The challenge is to find a way to move the hula-hoop all the way around the circle while all hands remain joined.

**Materials:** hula-hoop



Upper Grade

## COMMUNITY BUILDERS



### CLAP, SLAP, SNAP

One person start as the leader and create a clap, slap, snap pattern for the whole group to follow. Switch leaders and repeat.





Upper Grade

## COMMUNITY BUILDERS



### DO THE WAVE

In a large circle, one person begins by lifting his or her hands up into the air and bringing them back down, and is quickly followed by the next person, followed by the next (and so on), creating a "wave" around the circle.



Upper Grade

## COMMUNITY BUILDERS



### DON'T BREAK THE LINE

Lay a rope or line of tape on the floor with everyone standing in random order. The challenge is to line up in height order while keeping at least one foot on the line at all times.

**Materials:** rope, string, or masking tape



Upper Grade

## COMMUNITY BUILDERS



### FIRST LETTER, LAST LETTER

The first person picks a category (e.g., food) and starts by naming something in that category (e.g., fish). The next person has to name something that falls in the category and starts with the last letter of the previously named item (e.g., ham).



Upper Grade

## COMMUNITY BUILDERS



### FOLLOW THE LEADER

Form a line with everyone's hands on the shoulders of the person in front of him or her. Follow the leader as he or she navigates the classroom and calls out different pretend obstacles that will change the manner of movements (e.g., sticky mud, slippery ice, wind blowing from the front, lily pads across the water etc.).



Upper Grade

## COMMUNITY BUILDERS



### FORTUNATELY, UNFORTUNATELY

Gather children into a circle and announce a story prompt. Challenge the group to go around the circle, with each child adding one sentence to the story. The sentence that should alternately begin with "fortunately" or "unfortunately". Example: It was a dark and stormy night. 1) Fortunately, I'm not afraid of the dark. 2) Unfortunately, I don't like the storms.



Upper Grade

## COMMUNITY BUILDERS



### FREEZE RIPPLE

Everyone walks quietly around the room with the person who is "it" walking amongst them. The person who is "it" secretly taps someone on the shoulders, who then freezes. When others notice that someone is frozen, they must freeze too. See how long it takes for the entire group to notice and freeze.







Upper Grade

## COMMUNITY BUILDERS



### FRIENDSHIP WEB

Sit in a circle with one person holding a ball of yarn. The person with the yarn holds the end, give someone a compliment, and rolls the yarn to that person. The person who received the yarn thanks the person for the compliment, hold onto a section of the yarn, and continues rolling the yarn along with a compliment.

**Materials:** yarn



Upper Grade

## COMMUNITY BUILDERS



### FRUIT SALAD

Sitting in a circle, with one person in the center (without a seat), everyone is assigned one of four kinds of fruit (e.g., apple, banana, strawberry, pear). The person in the center calls out a fruit, and those people quickly get up and change seats. The last person standing calls out the next fruit. If "fruit salad" is called, everyone gets up and finds a new seat.



Upper Grade

## COMMUNITY BUILDERS



### GOTCHA

Begin with everyone sitting in a circle. On the count of three everyone must look in one of three directions: 1) at the person on the right, 2) at the person on the left, or 3) at the person directly across from them. If two people look at one another, they yell, "Gotcha," and step out of the circle.



Upper Grade

## COMMUNITY BUILDERS



### HOLD THAT POSE

One student starts as "it" and calls freeze for everyone else to act like statues. The person who is "it" tries to make the statues break out of character and laugh. The first to laugh becomes "it" for the next round.



Upper Grade

## COMMUNITY BUILDERS



### HUMAN KNOT

In small groups, standing in circles, everyone randomly grabs two other hands. Next, everyone must work together to unravel the knot without letting go of any hands.



Upper Grade

## COMMUNITY BUILDERS



### HUMAN WORD SEARCH

Give each child a paper with a letter on it. Challenge children to combine their letters to form a word.

**Materials:** strips of paper





Upper Grade

## COMMUNITY BUILDERS



### IN AND AROUND

Everyone stands in a circle and hold hands. One person starts in the middle of the circle and calls in another person to join him or her. Continue adding people to the middle, one at a time -the last person in calls in the next person. See how many people can fit in the middle without breaking hands.



Upper Grade

## COMMUNITY BUILDERS



### KEEP IT UP

Toss a balloon around the circle without skipping over any one and without letting it drop. Students may only touch the balloon one time with one hand.

**Materials:** balloons



Upper Grade

## COMMUNITY BUILDERS



### PASS IT

Sitting in a circle, the group has to quickly pass the ball around as the leader calls out different instructions (e.g., pass behind your back, pass to every other person, move closer together, move farther apart, etc.).

**Materials:** ball



Upper Grade

## COMMUNITY BUILDERS

### POPCORN

Everyone slowly walks around the room. Once everyone has spread out, the chosen announcer calls out a number and an object (e.g., "two, rocking chair!"). Those who are walking must form groups of that number and create that object with their bodies. Switch announcers and repeat.



Upper Grade

## COMMUNITY BUILDERS



### QUESTION TOSS

Everyone writes a general question (e.g., What is your favorite movie?) on a piece of paper, signs their name, and crumples it into a ball. Then, students form a circle and toss the questions into the center. Next, everyone chooses a question, finds the person who wrote it, and answers it.

**Materials:** strips of paper



Upper Grade

## COMMUNITY BUILDERS



### SAY MY NAME

Form a circle with one person standing in the middle. The person in the middle says someone's name three times quickly. The person whose name is being called must say the middle person's name before the third time. If he or she can't, they switch places, and the new middle person chooses a name to say three times quickly.





Upper Grade

## COMMUNITY BUILDERS



### SHAPE SHIFTERS

When the announcer calls out a number and an object, everyone must quickly get into groups of that number and arrange their bodies to create the object.



Upper Grade

## COMMUNITY BUILDERS



### SHRINKING ICEBERG

Place squares together on the floor to create an "iceberg." Students must have at least one foot on it at all times without touching the ground outside the sheet. Take away one square at a time until the group can no longer squeeze onto the iceberg.

**Materials:** carpet/cardboard squares



Upper Grade

## COMMUNITY BUILDERS



### SILENT ORDER

Everyone is randomly assigned a number. Without talking, the group must work together to line up in order.



Upper Grade

## COMMUNITY BUILDERS



### SILENT SQUEEZE

Form a circle with everyone holding hands. One person starts a "silent squeeze" (e.g., short, long, gentle) that students must pass on exactly as they receive it. The person who started announces whether the squeeze made it around the circle without changing.



Upper Grade

## COMMUNITY BUILDERS



### SNAKE'S TAIL

Form one line with everyone's hands on the shoulders of the person in front of him or her when the leader says, "go" the person in front of the line tries to catch the person in back of the line-without letting the line come apart.



Upper Grade

## COMMUNITY BUILDERS



### STOLEN GOLD

Sit in a circle with one person standing in the middle. Someone sitting has a hidden penny. At "go," those seated begin slyly passing the coin around the circle. The coin can reverse direction at any time, and others can pretend to pass it. The person in the middle calls "stop" and guesses who has the coin.





Upper Grade

## COMMUNITY BUILDERS



### SUPERMARKET

One person says, "I went to the supermarket and bought and \_\_\_\_\_ (something that begins with "a"). The next person repeats the previous sentence, and adds an item that begins with "B". Continue adding to the list all the way to "z".



Upper Grade

## COMMUNITY BUILDERS



### TELEPHONE

One person whispers a message to the person sitting to his or her left. That person then passes the message to the next person, and so on. The last person to receive the message says it out loud.



Upper Grade

## COMMUNITY BUILDERS



### THE HUMAN CHAIR

Stand together in a tight circle, facing the back of the person in front, with hands on his or her shoulders. On the count of three, everyone sits on the lap of the person directly behind him or her.



Upper Grade

## COMMUNITY BUILDERS



### TP TALK

As a roll of toilet paper gets passed around, everyone takes one to ten squares. After everyone has their toilet paper, reveal that the number of squares is the number of facts each person needs to reveal about him or herself. Then start sharing.

**Materials:** toilet paper



Upper Grade

## COMMUNITY BUILDERS



### WANDER BREAK

One person starts as the announcer and everyone else as wanderers. When the announcer says, "Wander!" Everyone slowly walks around the room. When the announcer calls out, "break" and a number(e.g., )"Break four!". Everyone gathers into groups of that number.



Upper Grade

## COMMUNITY BUILDERS



### WHAT GOES DOWN

Form two lines facing each other. Everyone holds out and index finger facing up so that the fingers form a line down the center. A yardstick (or other object) is placed across the outstretched fingers, and the group must lower the yard stick to the floor together, without using any other finger or other part of their body, and without curling their finger around it.





Upper Grade

## COMMUNITY BUILDERS



### WHERE'S MY HERD?

Everyone is randomly assigned an animal (assign two to six people the same animal). When the leader says, "go," everyone begins making the sound of their animals, while listening to find the rest of their "herd." Optional: index cards with the name of an animal



Upper Grade

## COMMUNITY BUILDERS



### WHO AM

On a strip of paper, everyone writes something about himself or herself that they would like to share, and that others may not know. After writing, crumple the strips into balls and mix them up in the center of the circle. Everyone takes turns choosing and reading and trying to identify the person described on the paper.

**Materials:** strips of paper



Upper Grade

## COMMUNITY BUILDERS



### WHO'S THE LEADER

One person is "it" and leaves the room (or closes his or her eyes and covers his or her ears in the corner). The rest of the group picks one person to be the leader, who will begin doing a movement (e.g., tapping feet, clapping hands) for everyone to follow. When the leader begins a new movement, everyone may switch as well. The person who is "it" rejoins the group and has to guess who the leader is.



Upper Grade

## COMMUNITY BUILDERS



### WHY? BECAUSE

The first person writes down a "why" question (e.g. Why is the sky blue?) on top of a piece of paper. He or she folds the paper, and passes it to the next person, who - without seeing what was written before - writes an answer beginning with "because" (e.g., Because owls are nocturnal.). Keep it going and read it all out loud for a funny story.

**Materials:** paper and pencil



Upper Grade

## COMMUNITY BUILDERS



### WORD ASSOCIATIONS

One person begin stating any random word (e.g., banana). The next person repeats the first word and adds another word associated with the first word (e.g., split). The next person repeat the last word and as a word associated with that one (e.g., lip), and so on.



Upper Grade

## COMMUNITY BUILDERS



### WORD SCRAMBLE

Everyone receives a card with either a scrambled or unscrambled the word written on it. The challenge is to find a person with the scrambled/ unscrambled version of the word and sit down together.

**Materials:** cards with spelling words-half spelled correctly, half scrambled



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# WAYS TO WELCOME

## Ideas for Meet Up Greetings

Students can greet their neighbors in different languages, using the 25 Ways to Say Hello flyer. <https://online.harmonysel.org/harmony-hello-flyer/>

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Students can greet each other using other words and phrases:

- “Hi!”
  - “How’s it going?”
  - “What’s up?”
  - “Nice to see you.”
  - Students can sing a class song or chant.
- 

Students can use gestures to greet one another:

- a fist or elbow bump
  - a wave
  - a bow
  - a salute, as in American Sign Language
  - the peace sign
- 

Students can toss a ball to one another in the circle, greeting the person to whom they have tossed the ball.

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Students can do ‘The Wave’ with a movement of their choice, performing it in sequence around the circle.

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Partners can greet each other in the form of a Knock, Knock joke:

“Knock, Knock.”

“Who’s there?”

“Jj.”

“Jj who?”

“Jj Thakkar.”

# 25 WAYS TO SAY HELLO

**Yassus**  
**GREEK**

**Nǐ Hǎo**  
**MAN-  
DERIN**

**Hola**  
**SPANISH**

1. Hello (English)
2. Ahoj (Czech)
3. Halo (Indonesian)
4. Cześć (Polish)
5. Hej (Danish)
6. Merhaba (Turkish)
7. Yassas (Greek)
8. Ciao (Italian)
9. Olá (Portuguese)
10. Hallå (Swedish)
11. Bonjour (French)
12. Aloha (Hawaiian)
13. Kon'nichiwa (Japanese)
14. Zdrastī (Bulgarian)
15. Namaste (Hindi)
16. Sawubona (Zulu)
17. Hola (Spanish)
18. Nǐ Hǎo (Mandarin)
19. Xin chào (Vietnamese)
20. Annyeonghaseyo (Korean)
21. Sveiki (Lithuanian)
22. Kaixo (Basque)
23. Hallo (German)
24. Hei (Finnish)
25. Hujambo (Swahili)



# RESPONSE PROMPTS

## For Responding to Ideas Shared in Meet Up

When students share ideas in the Harmony program (e.g., Sharing and Responding portion of Meet Ups) and within the academic setting, their peers may need support in responding effectively. To get them started, here are some response prompts that advance in sophistication. You can print and distribute these or post them on a board for reference.

### To note a point:

- Nice idea, \_\_\_\_!
- Thank you for saying that, \_\_\_\_.
- That's a good point because . . .
- What \_\_\_\_ just said was important to our group because . . .
- \_\_\_\_ made a good point when they said . . . I would like to add that . . .

### To clarify a point:

- I think I heard \_\_\_\_ say . . .
- I think you're saying . . . Is that right?
- That was an interesting story. I'm curious about . . .
- I'm a little confused by . . . Can you give me some additional details?
- I'm not sure I understood what you meant when you said . . . Can you explain more?

### To extend a conversation or get more information:

- Please keep going, \_\_\_\_!
- What happened next?

- Please tell me more about . . .
- Is there more you'd like to share about . . . ?
- I'm sorry that happened to you. How do you feel now about . . . ?

### To express agreement:

- I agree because . . .
- I think that's a good idea because . . .
- I agree with you, and I think . . .
- I agree with what \_\_\_\_ said because . . .
- I have the same point of view because . . .

### To express disagreement:

- I disagree because . . .
- I respectfully disagree because . . .
- You make a strong point, but to me . . .
- I have a different point of view because . . .
- I understand your perspective, but I think . . .





# LEARN MORE

An affiliate of National University, **Harmony SEL** is a social and emotional learning program for Pre-K–Grade 6 students. Harmony fosters communication, connection, and community both inside and outside the classroom and guides students toward becoming compassionate and caring adults.

**National University**, a veteran-founded nonprofit, has been dedicated to meeting the needs of hard-working adults by providing accessible, affordable, achievable higher education opportunities since 1971.

Learn more at [HarmonySEL.org](https://www.harmonySEL.org) and at [NU.edu](https://www.nu.edu)

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