New to Harmony SEL’s Everyday Practices?

This 10-Day Easy Start Guide is your map for implementing Meet Up and Buddy Up as you start the new school year. Begin with reviewing these training resources to introduce you to the Everyday Practices:

Learn more about Everyday Practices on the Harmony Online Learning Portal.

• Refer to the Virtual Instruction Toolkit for strategies to prepare and implement the Everyday Practices in a remote teaching environment.


Once you have reviewed the purpose and intended implementation of each Everyday Practice, it’s time to start building strong, healthy peer relationships among your students with Harmony.

Everyday Practices – Meet Up

Meet Up is a class meeting where students gather to greet one another, share ideas, monitor Harmony Goals, solve problems, celebrate accomplishments, and engage as a community.

To help you get started, we have provided daily Meet Up suggestions.

Note: In the beginning, you may find it necessary to introduce the Meet Up steps over a few days to best fit your schedule.
### Day 1

#### Meet Up – Week One: Getting to Know Each Other

**Greetings**

Students introduce themselves and begin to learn each other’s names:

- Ask students to think of an animal that begins with the first letter of their first name: *My name is Leonardo; my animal is a lion.*

- Use an online spinner or list of names to determine the order students will speak.

**Sharing and Responding**

Students begin to get to know each other:

- Model sharing by telling something special about yourself that students may find interesting. Ask two or three students to respond or ask a clarifying question.

- Explain that each day during Meet Up students will have the opportunity to share thoughts, feelings, experiences, etc., and others will be encouraged to respond.

- Explain that by Sharing and Responding, we are getting to know each other and celebrating our commonalities and differences.

Optional: Assign specific students to share the next time you meet so they have time to prepare.

**Community Check In**

Set the stage for Harmony Goals:

- Share that as a class, everyone will be working together to create Harmony Goals that highlight how students want to interact and be treated by one another in the classroom community while at school or in a virtual environment.

- Ask for examples of other groups who have goals or agreements for their members (sports teams, families, teachers).

- Discuss why it is important to create goals. Write responses on a shared document or the board (learn how to treat and help each other, keep people safe).

- Discuss why it is important for everyone to work together as a group to establish goals (get different ideas and perspectives, represent the ideas of all group members, everyone feels included).

- Explain that for the next few days, the class will be working together to establish Harmony goals for the community.

**Quick Connection**

**Do the Wave**

Virtual: Ask students to turn cameras on. Explain that you (the teacher) will begin “the wave” by lifting your hand in the air and bringing them back down, and that each student should follow the pattern.

Classroom: 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.
## Day 2

### Meet Up – Week One: Getting to Know Each Other

#### Greetings

**Students continue to learn each other’s names:**

- Have students say hello to the group using their name and the Spanish greeting, “Hola!” (e.g. Hola, everyone, I’m Marianna!)

#### Sharing and Responding

**Students continue getting to know each other:**

- Choose one or two students to share something special, such as a personal experience, achievement, or special belonging story.

- Model responding to students by making a relevant comment or asking a clarifying question. Be sure to use the student’s name in your response.

- Invite two or three students to respond with a statement or question. Assist as needed to encourage students to celebrate commonalities and differences. Remind students to use each other’s names when responding.

**Note:** Keep a list of what students share to use in Day 5 Quick Connection.

#### Community Check In

**Establish Harmony Goals - Step 1: Think about and discuss how students want to interact with each other, whether physically present or online:**

- Encourage the class to think about how they liked (and did not like) interacting with others in previous settings.

- Ask questions that prompt students to think about respect and inclusion:
  - Why is it important to develop a classroom community where everyone feels included?
  - Do you think it is okay for students to exclude another student from an activity?
  - Do we want to have a classroom community where everyone feels included, or do we want people to be allowed to exclude someone from the group because he or she is different?

- Invite the class to share ideas for how students should treat one another. Encourage students to think about how to demonstrate respect in a virtual or social-distancing environment.

- Record ideas on a displayed document or whiteboard. Students can also write down and share their ideas in a shared document or chat.

#### Quick Connection

**Category Call Out**

Call out a category (favorite color) and have students:

**Virtual:** Respond in the chat box with their choice. Use the white board or shared document to list students whose choices were the same (e.g. green group, pink group, etc.)

**Classroom:** Form groups within the room based on choices (respecting health and safety protocol).

**Note:** Keep a list of what students share to use for Day 5’s Quick Connection activity.
## Day 3: Meet Up – Week One: Getting to Know Each Other

### Greetings

Students continue to learn each other’s names by playing Name Your Superpower:

- Model the introduction: I’m Mr. Jackson and I wish I could fly so I could go places really quickly and hang out with the birds.
- Have each student think of a superpower they would like to have.
- Have students introduce themselves and describe a superpower they would like to have and why.

**Note:** Keep a list of what students share to use in Day 5’s Quick Connection activity.

### Sharing and Responding

Students continue getting to know each other:

- Choose one or two students to share something special, such as a personal experience, achievement, or special belonging story.
- Model responding to students by making a relevant comment or asking a clarifying question. Be sure to use the student’s name in your response.
- Ask two or three students to respond with a statement or question. Assist as needed to encourage students to celebrate commonalities and differences. Remind students to use each other’s names when responding.

### Community Check In

Establish Harmony Goals - Step 2: Synthesize Step 1 ideas into three to five goals focused on how they want to interact:

- Discuss their ideas and how they might help with establishing a positive classroom community.
- Group similar ideas together and narrow them down until the class agrees on three to five goals.
- Document goals from a positive perspective (e.g. Share ideas and listen when others share; be supportive of our classmates; join class meetings on time; mute your microphone when not speaking; use the camera with self-view turned off as needed, etc.).

### Quick Connection

**Pass A Smile Around the Circle:**

**Virtual:** Explain that we will pass a smile around the circle by smiling, then passing the smile to each other by name. Instructions: Teacher smiles, then says, “I’m passing my smile to [student 1].” [Student 1] smiles then says, “I’m passing my smile to [student 2].” etc. Use a checklist or number system to keep track of students who have ‘received’ a smile and ensure that all students participate.

**Classroom:** Explain that you will begin by smiling at [Student 1]. When [Student 1] receives your smile, he or she will turn to [student 2] and pass the smile. [Student 2] then passes the smile to [student 3] and so forth until the smile is passed back to the teacher.
<table>
<thead>
<tr>
<th><strong>Day 4</strong></th>
<th>Meet Up – Week One: Getting to Know Each Other</th>
</tr>
</thead>
</table>
| **Greetings** | Students continue to learn each other’s names:  
Have students say hello to the group using their names and the French greeting, “Bonjour!”  
(e.g. Bonjour, everyone, I’m Juan!) |
| **Sharing and Responding** | Students continue getting to know each other:  
• Choose one or two students to share something special, such as a personal experience, achievement, or special belonging story.  
• Model responding to students by making a relevant comment or asking a clarifying question. Be sure to use the student’s name in your response.  
• Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to celebrate commonalities and differences. Remind students to use each other’s names when responding.  
**Note:** Keep a list of what students share to use in Day 5’s Quick Connection. |
| **Community Check In** | Establish **Harmony Goals - Step 3: Record, display, and share Harmony Goals:**  
• Write or type the final goals on your community’s Harmony Goals chart. If at school, have students sign the chart to show that they all agree to the goals.  
  - **Virtual 1:** Have students create their own copies of the Harmony Goals, decorate, and sign. They can upload pictures or show their own goals charts in a future meeting.  
  - **Virtual 2:** Display the class Harmony Goals chart as a visual reminder. Place the chart close to your regular Meet Up space to refer to it easily.  
  - **Virtual 2:** Ask students to display the Harmony Goals charts they created near their school/study space. Display a digital copy of Harmony Goals in your shared documents, meeting platform, or as a virtual background during Meet Up.  
**Remind the class to follow their Harmony Goals throughout the school day:**  
• How can we help each other follow our goals at lunch, recess, in the hallways, or online?  
• Will you follow the goals at home or in your neighborhood? Why or why not?  
• How can we be good role models for other classes and younger students at our school? If someone from another class wants to exclude a boy from an activity because they think the activity is only for girls, is that consistent with our Harmony Goals? What could you do if this happened?  
• Include Harmony Goals in the class newsletter or webpage to share with families.  
• Let the class know that the goals can be added to or updated with class agreement. |
| **Quick Connection** | **Do the Wave**  
**Virtual:** Ask students to turn cameras on. Explain that you (the teacher) will begin “the wave” by lifting your hand in the air and bringing them back down, and that each student should follow the pattern.  
**Classroom:** 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. |
# Day 5

## Meet Up – Week One: Getting to Know Each Other

### Greetings

**Students continue to learn each other’s names:**

Assign each student a number or use an established class numbering system.

- Begin by greeting Student 1. “Hi, [Student 1], I’m [teacher name]. Welcome to class today.” Instruct Student 1 to respond, “Thank you, [teacher name].” Then to turn to Student 2 and say, “Hi, [Student 2], I’m __________. Welcome to class today.” Continue until all students have been welcomed.

**Virtual:** In a virtual setting, you may need to provide prompts for each student to know which student to greet next.

### Sharing and Responding

**Students continue getting to know each other:**

- Choose one or two students to share something special, such as a personal experience, achievement, or special belonging story.
- Model responding to students by making a relevant comment or asking a clarifying question. Be sure to use the student’s name in your response.
- Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to celebrate commonalities and differences. Remind students to use each other’s names when responding.

**Note:** Keep a list of what students share to use in Day 5’s Quick Connection activity.

### Community Check In

**Establish Harmony Goals - Step 4: Monitor Harmony Goals - Part 1:**

Explain to students that with Harmony Goals in place, the community will begin to monitor them during Meet Up.

- **Share a “High”:** Ask students to share an example of how someone followed a Harmony Goal.
  
  **Examples:**
  - Marten was helpful when he called me to explain our math homework.
  - Sami was kind when she texted me to have a good day.

- **Share a “Low”:** Ask students to share an example of problems that the community can solve together. **Important:** Teach the students to describe the incident without stating names. Our goal is to improve the learning environment, not to tattle or punish.
  
  **Example:**
  - **Alysha:** I was sharing my idea and other students started talking over me. I would like to solve this problem, so it doesn’t happen again.  
  - **Teacher:** Let’s take a look at our Harmony Goals. Which goals do we need to consider?  
  - **Marco:** They weren’t **being kind** and they weren’t **being respectful**.  
  - **Teacher:** How can we solve this problem together? Who has some ideas?  
  - **Marco:** We can mute ourselves when it is not our turn to speak.  
  - **Caleb:** The person speaking can remind others to be good listeners.  
  - **Tamara:** Yeah! Just like the “Good Listener” Buddy Song!  
  - **Lezlie:** We can select a class monitor to encourage us to take turns to share.  
  - **Marco:** We can take a look at our Harmony Goals before we have group discussions.  
  - **Teacher:** Great problem solving, let’s try out these strategies!

Continued onto the next page...
## Meet Up – Week One: Getting to Know Each Other

### Community Check In

**Establish Harmony Goals - Step 4: Monitor Harmony Goals - Part 2:**

- When new students join your classroom community, have the class explain the Harmony Goals during Meet Up.
- This process will provide an opportunity for the class to share examples of how they are following the Harmony Goals, and if any changes need to be made.

### Quick Connection

**Who Am I?**

- Use the notes you’ve gathered from the week of getting to know each other to choose one or more pieces of information shared by each student (category, superpower, share and respond story, etc.).
- Call out the piece(s) of information and have students identify who is being described.
## Day 6  
### Meet Up – Week Two: How Are You Feeling?

#### Greetings
Greet the person next to you by name (ask if you don’t know it) with the Hindi greeting, “Namaste!”  
(e.g. Namaste, everyone, I’m Momona!)

**Virtual:** Use a classroom numbering system or ask students to greet someone else in the virtual meeting. Use a checklist to keep track and ensure that all students are greeted.

#### Sharing and Responding
Use the [Emotion Cues Chart](#) to show students how different feelings can look. Have students share their feelings by illustrating the [Feelings Faces Cards](#).

- Choose one or two students to share their illustration.
- Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to ask clarifying questions or make relevant statements.

#### Community Check In
**Review Harmony Goals:**
Explain to students that with Harmony Goals in place, the community will begin to monitor them during Meet Up.

- **Share a “High”:** Ask students to share an example of how someone followed a Harmony Goal.
- **Share a “Low”:** Ask students to share an example of problems we need to resolve or classmates not following Harmony Goals.
- Discuss ways to celebrate highs and address lows.

#### Quick Connection
**Turn Up/Turn Down**
Play freeze dance with a lot of energy as the music gets louder and dance with slower movements as the music gets softer. Freeze in place when music stops.

**Virtual:** Teacher can play and control music volume through meeting platform. Students can leave cameras on while dancing together online.

**Classroom:** Remind students to abide by established distancing protocols while freeze dancing.
<table>
<thead>
<tr>
<th><strong>Day 7</strong></th>
<th><strong>Meet Up – Week Two: Getting to Know Each Other</strong></th>
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</thead>
</table>
| **Greetings** | Rainbow Greeting  
Have the group wave one arm like a rainbow arc while greeting each other. |
| **Sharing and Responding** | Use the Emotion Cues Chart to show students how different feelings can look. Have students share their feelings by illustrating the Feelings Faces Cards.  
· Choose one or two students to share their illustration.  
· Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to ask clarifying questions or make relevant statements. |
| **Community Check In** | Review Harmony Goals:  
Explain to students that with Harmony Goals in place, the community will begin to monitor them during Meet Up.  
· **Share a “High”:** Ask students to share an example of how someone followed a Harmony Goal.  
· **Share a “Low”:** Ask students to share an example of problems we need to resolve or classmates not following Harmony Goals.  
· Discuss ways to celebrate highs and address lows. |
| **Quick Connection** | **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.  
**Virtual:** Choose a student to be the announcer. Be sure cameras are on.  
**Classroom:** Remind students to maintain established social distancing protocols. |
### Day 8

**Meet Up – Week Two: Getting to Know Each Other**

<table>
<thead>
<tr>
<th><strong>Greetings</strong></th>
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<tbody>
<tr>
<td>Greet the person next to you by name (ask if you don’t know it) with the Italian greeting, “Ciao!” (e.g., Ciao, everyone, I’m Alex!)</td>
</tr>
<tr>
<td><strong>Virtual:</strong> Use a numbering system or ask students to greet someone else in the virtual meeting. Use a checklist to keep track and ensure that all students are greeted.</td>
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<tr>
<th><strong>Sharing and Responding</strong></th>
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<td>Use the <a href="#">Emotion Cues Chart</a> to show students how different feelings can look. Have students share their feelings by illustrating the <a href="#">Feelings Faces Cards</a>.</td>
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<td>• Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to ask clarifying questions or make relevant statements.</td>
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<td>• <strong>Share a “High”:</strong> Ask students to share an example of how someone followed a Harmony Goal.</td>
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<tr>
<td>• <strong>Share a “Low”:</strong> Ask students to share an example of problems we need to resolve or classmates not following Harmony Goals.</td>
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<td>• Discuss ways to celebrate highs and address lows.</td>
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<thead>
<tr>
<th><strong>Quick Connection</strong></th>
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<tbody>
<tr>
<td><strong>Good About Me</strong></td>
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<tr>
<td>Students choose a positive adjective to describe themselves:</td>
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<tr>
<td>Rotate announcers and repeat.</td>
</tr>
<tr>
<td><strong>Virtual:</strong> Students can take turns telling their adjectives, enter their positive adjective in chat, share it on a whiteboard, or draw a picture to represent their chosen adjective. Have students hold their drawings up to the camera to show the group.</td>
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<tr>
<td><strong>Classroom:</strong> Same instructions.</td>
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<tr>
<td><strong>Day 9</strong></td>
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<tr>
<td>-----------</td>
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<tr>
<td><strong>Greetings</strong></td>
</tr>
</tbody>
</table>
| **Sharing and Responding** | Use the [Emotion Cues Chart](#) to show students how different feelings can look. Have students share their feelings by illustrating the [Feelings Faces Cards](#).  
  • Choose one or two students to share their illustration.  
  • Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to ask clarifying questions or make relevant statements. |
| **Community Check In** | Review Harmony Goals:  
  • **Share a “High”:** Ask students to share an example of how someone followed a Harmony Goal.  
  • **Share a “Low”:** Ask students to share an example of problems we need to resolve or classmates not following Harmony Goals.  
  • Discuss ways to celebrate highs and address lows. |
| **Quick Connection** | **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.  
  Rotate announcers and repeat.  
  **Virtual or Classroom:** Choose a student to lead and have the whole group follow. Play again as time allows with new leaders. |
### Meet Up – Week Two: Getting to Know Each Other

#### Greetings
Teach students the American Sign Language sign for “Good Morning.” Have them greet each other with this sign. Make sure videos are on for distance learners.

#### Sharing and Responding
Use the [Emotion Cues Chart](#) to show students how different feelings can look. Have students share their feelings by illustrating the [Feelings Faces Cards](#).

- Choose one or two students to share their illustration.
- Have the student who shared ask two or three students to respond with a statement or question. Assist as needed to encourage students to ask clarifying questions or make relevant statements.

#### Community Check In
Review Harmony Goals:

- **Share a “High”:** Ask students to share an example of how someone followed a Harmony Goal.
- **Share a “Low”:** Ask students to share an example of problems we need to resolve or classmates not following Harmony Goals.
- Discuss ways to celebrate highs and address lows.

#### Quick Connection
**Compliment Can**

Begin with everyone’s name written on a piece of paper or on a stick and placed inside a can. Draw a name and encourage students to give that person a compliment. He or she replies, “Thank you” using that peer’s name.

**Virtual:** Students take turns responding out loud or in chat.

**Classroom:** Students take turns responding.

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**More Greetings:**

Mix it up with no-touch greetings: Wave, thumbs-up, salute, namaste bow, peace sign, nod, jazz hands, hand to heart, shaka (“hang loose” sign), air high five, mime a fist bump, tip your hat, American Sign Language sign for “good morning,” Star Trek finger-spreading sign for “Live long and prosper.”

Refer to the [Virtual Instruction Toolkit](#), [Quick Connection Cards](#), [Harmony Everyday Practices](#), and [Grade-Level Units in the Online Learning Portal](#) for support planning additional Meet Up activities.
Everyday Practices – Buddy Up

Whether onsite or in a virtual classroom, Buddy Up will enhance students’ sense of connection, empathy, shared motivation, and social responsibility toward one another. Buddy Up builds teamwork and trust and fosters an environment for collaboration and learning together.

Quick Connection cards, from the Online Learning Portal or the Harmony Game Room mobile app provide opportunities for students to connect. We have provided favorite Quick Connection suggestions for you to begin the year.

Learn more about how to prepare for and conduct Buddy Up on the Harmony Online Learning Portal > Buddy Up or in the Virtual Instruction Toolkit.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Students focus on learning each other’s names and discovering commonalities and differences with the following prompts.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>If you could have any animal in the world for a pet, what would it be?</td>
</tr>
<tr>
<td>2</td>
<td>If you could be a superhero, what power would you want to have?</td>
</tr>
<tr>
<td>3</td>
<td>What do you like best about summer?</td>
</tr>
<tr>
<td>4</td>
<td>Would you rather travel to outer space or under the sea? Why?</td>
</tr>
<tr>
<td>5</td>
<td>What would you like to do when you grow up? Why?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Students focus on identifying and describing emotions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are some things you can do to be a good friend?</td>
</tr>
<tr>
<td>2</td>
<td>What is something that you have done that made you feel brave?</td>
</tr>
<tr>
<td>3</td>
<td>What is something that makes you laugh?</td>
</tr>
<tr>
<td>4</td>
<td>Have you had to do anything that made you nervous or worried? What was it?</td>
</tr>
<tr>
<td>5</td>
<td>How do you feel when it rains? What do you like to do?</td>
</tr>
</tbody>
</table>

Access more Buddy Up activities in the Online Learning Portal > Quick Connection Cards or the Harmony Game Room mobile app. Select activities appropriate for online or socially distant instruction as needed.

Continue your implementation with Lessons and Activities
Access Lessons, Activities, Stories, Songs and more in the Online Learning Portal.