



Participate in School Without Hate

Jeffco Student Health Advisory Council and Day Without Hate want YOU to foster positive culture and climate in your middle school by using these Recipeace Cards.

What are Recipeace Cards?

Recipeace cards are 4 types of activities you can do with your peers and teachers to improve the culture and climate of your school. These activities are designed to help students connect to each other and foster a safe, positive environment.

The Recipeace activities are divided into a color coded system:

Purple	Activities an entire school can do
Green	Activities that focus on fun and require very little personal investment
Yellow	Activities that help you get to know your classmates' personalities
Red	Activities that requires the group to commit to open discussion and trust

Adaptions to the Recipeace Activities:

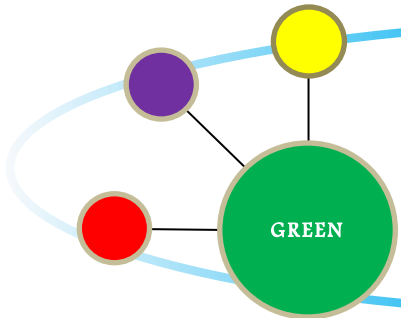
We know that many of these activities will be familiar to you. Please feel free to adopt change or create new activities that will better serve your classroom.

Recommendations:

When dealing with cultural and climate change, sensitive issues can arise. We recommend that any red activities first assess your classrooms comfort levels and talk with your school's social and emotional health experts.

What is the Tracking Thermometer?

In order to become a School Without Hate, 60 % of your school's homeroom classes must complete one or more of Recipeace activities. Hang the Tracking Thermometer in an assessable and visible place within your school. As each home room completes an activity, tape a School Without Hate Heart on the thermometer. Start placing the hearts at the bottom of the thermometer until you have reached 60% of homeroom participation or beyond!



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

AIRPLANE CAPER

An activity to work together towards a common goal and to have fun while breaking the ice in a positive, light-hearted manner.

Time
20 Minutes

Grade Level
K-8

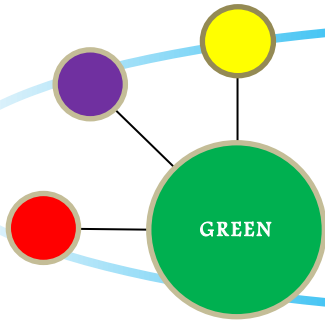
Materials
Paper, Tape, and Airplane folding/building instructions.

INSTRUCTIONS

1. Students will be given paper to make paper airplanes, one per student. Teacher may provide ideas for types of planes students can make (i.e. post picture on boards or have print outs of instructions for the creation of different kinds of planes).
2. Teacher will divide class into two groups and spread them out on either side of a classroom. For ease of execution ensure that desks and/or backpacks are moved to the side.
3. Teacher will tell the class that it has to keep as many of the paper airplanes off of the ground as possible.
4. In two-minute rounds, the class will throw the paper airplanes. Airplanes cannot be held for more than five seconds and must be thrown. When a plane touches the ground, it cannot be picked up.

DISCUSSION QUESTIONS

- Is getting along important for having fun?
- In what ways did we rely on our peers to ensure our planes didn't touch the ground?
- We all had to let go of our plane and trust someone would keep it up. Why is trust important in this activity?
- How can sharing and working with others help our own goals?
- Why do we keep our hopes/dreams/wishes to ourselves?



Recipeace Cards

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***SOMETHING I'VE DONE THAT NO
ONE ELSE HAS...***

An activity to learn something new about each other, make new connections, and learn to be accepting.

Time
20-30 Minutes

Grade Level
K-8

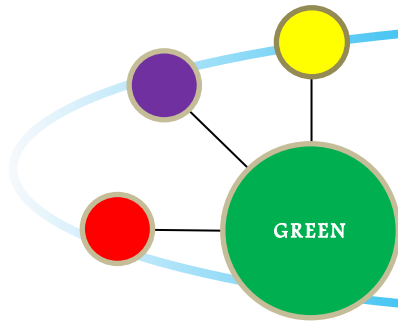
Materials
Chairs

INSTRUCTIONS

1. Stand up.
2. Introduce yourself.
3. Answer a simple question (i.e. where were you born?).
4. Identify something unique with the phrase: "Something I've done that no one else has is..."
5. If someone has done the same thing, or something very similar, they will stand up and start the next line.

DISCUSSION QUESTIONS

- What surprised you the most?
- What did you learn from this activity?
- Who surprised you/stood out the most to you?
- Did you like this game?



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Name Bingo

An activity to develop connections and friendships through learning about each other.

Time
15 minutes

Grade Level
3-8

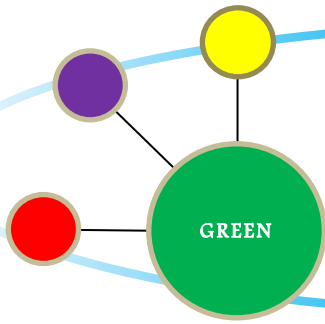
Materials
Paper (to make bingo sheets)

INSTRUCTIONS

1. All Pass out blank bingo sheets(or sheets filled in with hobbies, abilities, experiences) or instruct students to make their own. (i.e. speaks another language, has been out of the country, plays soccer...)
2. Instruct students to walk around the room and find students who have done what is written on their cards.
3. Students who have done what is on the card will sign their names in the corresponding box.
4. The first student who has 5 signatures in a row, column, or diagonally will win.
5. If time allows, wait for a second person to get 5 in a row. Then, if time permits, wait for a student to fill out their entire board.

DISCUSSION QUESTIONS

- Were you surprised about anything you learned about your peers?
- Did you find anything in common with your peers?



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BLEND AND FOLLOW

An activity to find the leader of the group's actions.

Time
5-20 Minutes

Grade Level
3-8

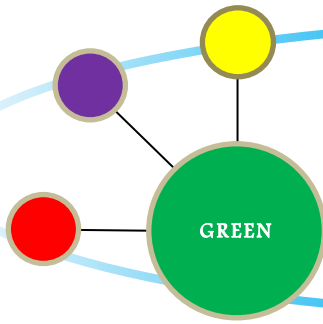
Materials
None

INSTRUCTIONS

1. Everyone gathers in a circle (sitting/standing as preferred).
2. One person leaves the area.
3. Rest of group chooses a person to lead the actions.
4. Leader will create an action and everyone must follow and continue the action.
5. Person that left will now return and stand in the center. As the Leader changes the action and everyone follows, Center person must figure out who the Leader is.
6. When Leader is distinguished, another round may begin. With the Leader now as the Center person to step out. A new Leader is chosen for the next round.

DISCUSSION QUESTIONS

- Is it important for a leader to stand out? For an idea to spread quickly? Real world applications/examples?



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ALL MY NEIGHBORS

An activity to learn random facts about classmates.

Time
5-10 Minutes

Grade Level
K-8

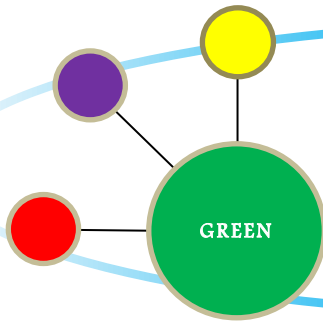
Materials
Chairs

INSTRUCTIONS

1. All students are seated in chairs arranged in a circle in the classroom.
2. One person is chosen at random and stands up, and their chair is removed from the circle.
3. The student in the middle says "All my neighbors who [something the speaker has done or something that applies to the speaker]" (ex. All my neighbors who have been rock climbing, all my neighbors wearing blue socks, etc.)
4. Seated students who fit into that category stand up from their seats and scurry for a new seat to sit on.
5. There will be one person left in the center of the circle. This person without a seat says the next "all my neighbors" statement.

DISCUSSION QUESTIONS

- What did you learn about people you didn't know before the game?



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ROCK PAPER SCISSORS

An activity to be competitive, get moving, and support one another.

Time
5 Minutes

Grade Level
K-8

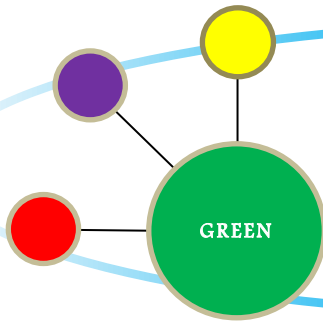
Materials
None

INSTRUCTIONS

1. Everyone finds a partner and plays rock paper scissors.
2. The winner must then find another winner, and the person that lost is now their cheerleader.
3. This continues until there is only one pair playing and the rest of the room is cheering for one of the competitors.

DISCUSSION QUESTIONS

- How did cheering for someone make the environment better?
- Why is it important to support others, even if they do better or worse than us?
- What were some times where you did better because someone supported you?



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GET IN LINE

An activity to encourage leadership and nonverbal communication and awareness within the classroom.

Time
5-10 Minutes

Grade Level
3-8

Materials
None

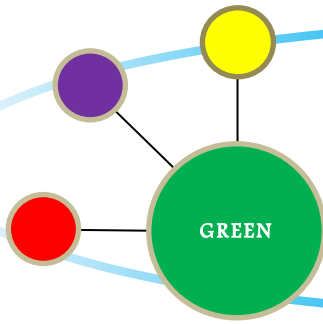
INSTRUCTIONS

1. Students must all get in line in order of a certain trait, said by the teacher, without talking. (Example: height, age, etc.)

ASCHOOLWITHOUTHATE

DISCUSSION QUESTIONS

- What made it easy or hard? Why?
- Would talking have helped?
- What kind of awareness do we cultivate by not talking?
- What patterns did you notice?
- How did you organize yourselves? What forms of nonverbal communication did you use?
- What was the best strategy?
- Was this a fun activity?
- What are other unconventional ways to be active?



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Two Truths and a Lie

An activity to develop connections through learning about each other.

Time
Modifiable

Grade Level
3-8

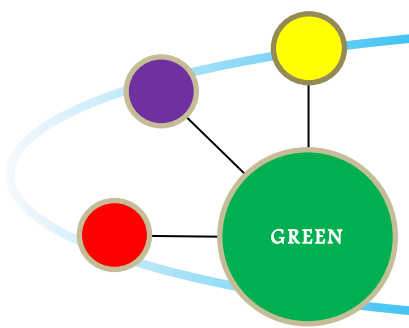
Materials
None

INSTRUCTIONS

1. Allow students a few minutes to think of two truths about themselves and one lie. (Think about hobbies, unique experiences, pets, favorites, etc...)
2. Choose one student to go first and recite their statements.
3. Have a show-of-hands vote for each statement. Students vote for the statement they believe is the lie.
4. The student will then reveal the lie and another student will be chosen to go next.

DISCUSSION QUESTIONS

- What did you learn about your peers?
- What surprised you about your peers?
- How can you learn more about your fellow classmates?



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TEAM ARCHITECT

An activity to allow students to work together and get to know each other.

Time
20-45 Minutes

Grade Level
K-8

Materials
Something to build with (Example: popsicle sticks, newspaper, etc.) and glue/tape.

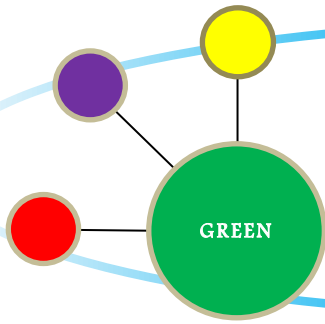
INSTRUCTIONS

1. Split students into small groups of 2-5.
2. Give students materials.
3. Give students a task (i.e. make a building or highest structure with spaghetti and marshmallows, make a bridge with popsicle sticks and glue, etc.)
4. Allow students time to work on their creations.
5. If time permits, students can present them to the class

DISCUSSION QUESTIONS

- Did your group have a leader?
- Were all ideas listened to?
- What worked well and what did not?





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HUMAN KNOT

An activity to allow students to work together with a fun activity.

Time
5 Minutes

Group Size
3-8

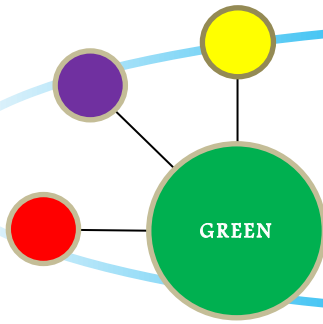
Materials
None

INSTRUCTIONS

1. Tell students to form a very tight circle.
2. Instruct them to put their hands in the center of the circle and take someone else's hand.
3. Once everyone is holding hands, tell students to completely undo the "knot" without letting go of each other.
4. Students will have to climb over each other, duck under each other, and move about the "knot" until the knot is "undone" and every student is in between the two people they are holding hands with.
5. Talk to students about teamwork and the benefits of working together.

DISCUSSION QUESTIONS

- Do you think this would have been possible if you hadn't been allowed to talk to each other?
- Did you have a leader instructing everyone how to untangle the knot?
- What worked well and what did not?



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GRATITUDE PICTURES

An activity to demonstrate the importance of gratitude.

Time
2 hours

Grade Level
K-8

Materials
Camera, paper, markers

INSTRUCTIONS

1. Ask the students what they are grateful for.
2. For each kid, write down on a paper their response.
3. Let each student decorate their paper of what they are thankful for. (Ex. If they are thankful their family encourage them to draw all their family members)
4. Take a picture of each student holding their paper.
5. Print out the papers and hang them on a bulletin board on display to remind them of what they are grateful for.

NOTE: For early learners the student may draw a picture of what they are grateful for

Activity taken from

http://greatergood.berkeley.edu/article/item/gratitude_activities_for_the_classroom

DISCUSSION QUESTIONS

- What do you think “gratitude” means?
- Why is gratitude important?
- How will you express gratitude at school or at home?



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KINDNESS GARDEN

An activity using art to recognize and encourage kindness in the school environment.

Time
Day long

Grade Level
K-8

Materials
Flower templates and markers/crayons

INSTRUCTIONS

1. Print several flower templates on white paper, minimum of one flower per child.
(<https://drive.google.com/file/d/0B1wAW8SV6GFOVXJZcXhtZVRNVmc/view>)
2. Allow the students to write or decorate each flower with an example of a kindness that they have seen or done, or a wish/dream/idea for spreading kindness throughout the school.
3. Staple all of the flowers on a bulletin board for display so the students can see each other's acts of kindness.

DISCUSSION QUESTIONS

- What kind of ways did someone express kindness in a way that you hadn't thought of?
- What is one new way you would like to spread kindness?





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T.H.I.N.K. BEFORE YOU SPEAK

An activity to understand mindful speech.

Time
1 hour

Grade Level
3-8

Materials
Poster paper and markers

INSTRUCTIONS

For each of the following situations, decide whether the person followed these guidelines for mindful speech:

A **W** **I** **T** **H** **O** **L** **D** **I** **N** **G** **W** **I** **T** **H** **O** **U** **T** **H** **O** **T** **E**

Is what I want to say is **True**?
 Is what I want to say **Helpful**?
 Am **I** the best one to say it?
 Is it necessary to say it **Now**?
 Is it **Kind** to this person and others?

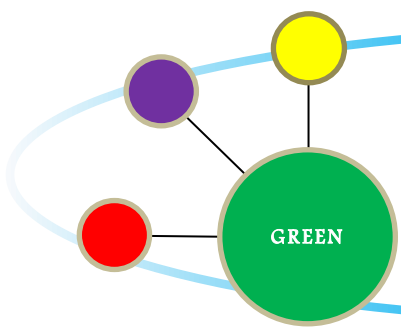
(T.H.I.N.K. definition from *Mindfulness for Teen Anxiety* by Dr. Christopher Willard)

1. Cheryl got a really unflattering haircut. I told her, "Your hair looks great!" Did I T.H.I.N.K. before I spoke?
2. As soon as Cheryl left the room, I said to my friends, "Cheryl's hair looks terrible, doesn't it?" Did I T.H.I.N.K. before I spoke?
3. My brother did something that made me very angry. I told him, "It's really hard for me to forgive you. I need some time alone before we talk about this." Did I T.H.I.N.K. before I spoke?
4. Feel free to create your own scenarios for your students to T.H.I.N.K. about!

Activity taken from *Mindful Teachers: Living, Learning, & Teaching with Mindful Awareness*

DISCUSSION QUESTIONS

- What is mindful speech? Why is it important?
- How will you apply T.H.I.N.K.?



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THANK YOU NOTES

An activity to understand the importance of being thankful.

Time
1 hour

Grade Level
K-8

Materials
Paper and markers/pencils

INSTRUCTIONS

Write a note-of-gratitude. Remember to use specifics and details in your letter. It will mean a great deal to the person who receives it. Encourage the students (especially if younger) to draw pictures and use colors if they choose to express their gratitude through art.

Thought starters to help build your letter:

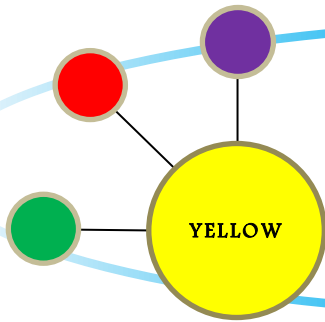
1. What do you appreciate about the person?
2. Why is that person special?
3. What have you learned from them?

Activity taken from <http://www.spreadinggratituderocks.com/#!lesson-plan-downloads/exah>

DISCUSSION QUESTIONS

- What are you thankful for?
- What should we most be thankful for?
- Who are you thankful to?
- Who is a person everyone should be thankful to?
- Make a list of ten things you are grateful for?





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WINNER/LOSER

An activity to demonstrate the impact of different peer perspectives and encourage different points of view.

Time
30-35 Minutes

Grade Level
K-8

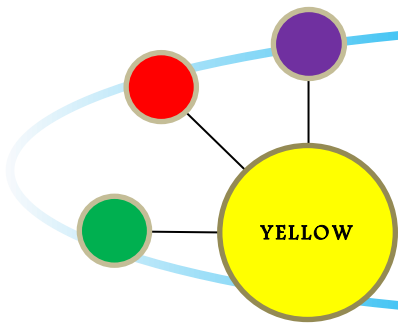
Materials
None

INSTRUCTIONS

1. Teacher will divide class by pairing up students, with any extras being placed in a group of three. Try to ensure students who do not interact much are placed together.
2. Each student in a group will tell their partner(s) about a negative experience he/she has had. Group partners are encouraged to focus on these stories. Stories should be limited to about a minute in length (teachers should remind students of this).
3. Students will practice re-telling to one another in a group, and then retell to the entire classroom.
4. Once students have shared stories, teachers will tell listeners to retell the stories they heard, pointing out potentially positive aspects of the experience.

DISCUSSION QUESTIONS

- What did you learn about your situation from your partner that you did not see before?
- Why is another persons' perspective important?
- What did you discover about others today that you did not know about them before?
- Why should we value the life-experiences, positive or negative, of others?
- In what ways can we try to be more understanding?



Recipeace Cards

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EVERYTHING HAS A STORY

An activity to learn something new about yourself and others.

Time
10-20 Minutes

Grade Level
K-8

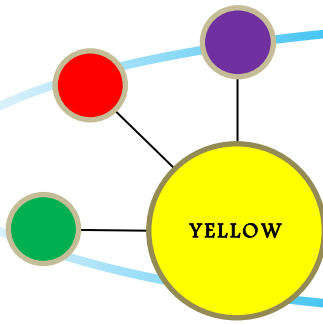
Materials
None

INSTRUCTIONS

4. Sit in a Circle.
5. Teacher starts by picking random object in the classroom (i.e. board, desk, chair, pencil).
6. Student to the right tells of a problem they've had with that object or a one-sentence story involving them and the object.
7. Continue around the circle.

DISCUSSION QUESTIONS

- What did you hear that surprised you the most?
- Was it hard for you to share?
- Did you like sharing?



Recipe Cards

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Poems of You

An activity to develop connection creative writing.

Time
5 to 15 minutes

Grade Level
K-8

Materials
Paper and Pencil

INSTRUCTIONS

1. Write a poem based of the following format:

I am [First Name]

I am a [3 roles you have]

I am [4 adjectives that best describes you]

I enjoy [3 things you enjoy]

I want to [2 things you want to do in life]

I am [First and Last Name]

Example:

I am Bobby

I am a friend, son, brother

I am funny, smart, athletic, friendly

I enjoy playing football, hanging out with friends, not having homework

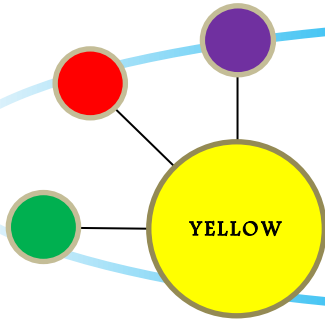
I want to become a doctor, become a star athlete

I am Bobby Williams

2. Share poem with a partner small groups or the entire class
3. In partnership or in small groups have conversations using the discussion questions

DISCUSSION QUESTIONS

- Was there anything that stood out to you?
- Did you learn something new about yourself or someone else?
- Was the poem hard to write? How? Why?
- Class vote: should we post part of our pome on a wall? If yes



Recipeace Cards

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SPIDER WEB

An activity to show students the power of appreciation and teamwork while overcoming challenges.

Time
15-20 Minutes

Grade Level
3-8

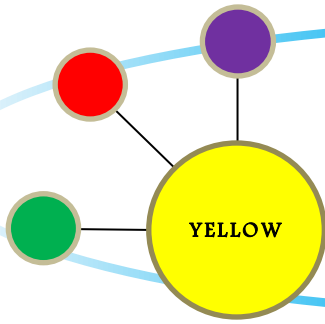
Materials
Ball of yarn/string, and an Inflated balloon.

INSTRUCTIONS

1. Gather students in a tight circle. The teacher explains that students will hold onto one end of the ball of string and throw the string to another student who has none.
2. The student who throws the ball of string has to say something they appreciate about the person they threw the string to and why.
3. Repeat until everyone has had a turn.
4. Once everyone has a hold of the string, the teacher will explain that through the classrooms appreciation of one another, they've made a "web of connection" that gives them a chance to support the balloon. The teacher explains that the group cannot let the balloon touch the ground. (The group, as this was their first pass with the string, will likely be unable to hold the balloon up for long)
5. The teacher will then have the group perform the same exercise again, tossing the ball of string to new people until everyone is holding onto two strings.
6. The teacher will toss the balloon in again, and the group as a whole should be able to keep the balloon up for longer.

DISCUSSION QUESTIONS

- Have you ever felt unappreciated working in a group? Why?
- Does a feeling of appreciation help build camaraderie and teamwork?
- Is it important to share with group members about not only the things they do wrong, but the things they do well?
- Why is teamwork important?
- Can there ever be too much/too little teamwork? Why?
- How can we become a better team?
- Why is showing appreciation towards other team members important to the whole team?
- Where can we better our team building skills? Where, outside of school, can we use teamwork?



Recipeace Cards

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HIT THE MARK

An activity to demonstrate the power of positive group energy and exemplify the power of peer pressure.

Time
15 Minutes

Grade Level
3-8

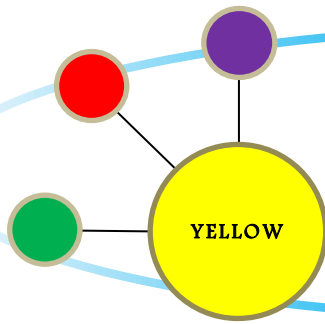
Materials
Poster (12 feet long), Marker, and Tape

INSTRUCTIONS

1. Teacher will hang poster on a clear wall so that the top of the poster rests at about twelve feet. This does not have to be exact, but a student will be jumping so it is important to ensure that they do not jump above the top of the poster.
2. Teacher will address the class and choose one student at random. The teacher will tell the class to be quiet, and then tell the chosen student to jump and mark as high as possible with the marker.
3. Once the student has done this, the teacher will tell them to repeat again, this time jumping higher to beat their record. This is repeated until the student says they cannot jump any higher or if the marks on the poster are beginning to get lower.
4. The teacher will then tell the class that they are now allowed to talk and encourage their peer, but only with positive language, to jump higher.

DISCUSSION QUESTIONS

- How did it feel to be cheered on by team?
- How did it feel to be under pressure to perform? How did that change your mentality?
- Do we rely on other individuals for the success of a task in life? When? Where?
- Would negative words/threats been more effective in helping the student jump?
- Does this activity change your views on how peer pressure can change the mentality of a group?
- Where have you all had to be the one key member/key player in a group project or event?
- How was your group's attitude influential to your success?
- Should groups be more positive or more negative? Why?



Recipeace Cards

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ROLE PLAYING

An activity to help students realize how people in other situations feel as a result of bullying and cliques.

Time
15 Minutes

Grade Level
6-8

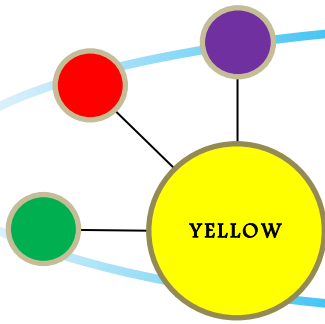
Materials
Deck of Cards and tape.

INSTRUCTIONS

1. Pass out note cards face down on desks.
2. Do not allow students to look at the front of the cards. Instruct students to tape the cards to their foreheads with the suit and number facing out.
3. Have students walk around the room and react with each other based on the card value. For example, tell students to treat students with the “King” cards the best, maybe bowing and giving numerous compliments (as they would treat a king). Likewise, aces and twos and threes should be treated poorly, possibly ignored completely (do not allow pushing or hitting towards the lower cards, though).
4. Allow students to talk to each other for around 10 minutes.
5. Instruct students to sit down.
6. Choose a student to guess “who” they are based on how they were treated.
7. Allow other students to do the same.
8. Talk about the harms of bullying and how other people feel when bullied.

DISCUSSION QUESTIONS

- Was it easy to tell what status you were based on how you were treated?
- If you were a number or ace card, did it feel good to be ignored and treated poorly?
- Were some of your friends different card statuses than you?
- If you had to wear these cards all day, do you think it would affect who decided to do work with?



Recipe Cards

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DETECTIVE

An activity to develop connection through anonymous appreciation and acknowledgment of each other.

Time
20 Minutes

Grade Level
2 – 8

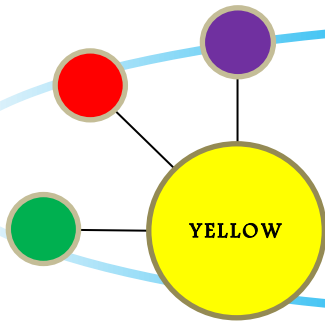
Materials
A sheet that has facts about students/paper and pencils/pens.

INSTRUCTIONS

- Teachers should create a sheet with questions that students can answer about themselves (i.e. favorite food, hobbies, birthplace, etc.) or students can be asked to write on a piece of paper a list of unique things about themselves. The things listed should be kept to a total of 5–10 facts. Tell the students not to write their names.
- Give students time to fill out their papers without anyone looking at each other's work. Collect papers as everyone finishes.
- Shuffle the papers and hand them back out to students. Make sure no one gets their own paper back.
- Tell students that the paper they were handed is for their eyes only. Students have to go around and ask their classmates information about themselves, in order to find out whose paper they got. They have to be "detectives", and the paper has their "clues" of the "suspect" they are searching for.

DISCUSSION QUESTIONS

- Was it hard or easy to find your "suspect"? Why?
- Did you learn something new about your "suspect"? What about your classmates?



Recipeace Cards

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IF I WERE AN ANIMAL

An activity to find skills or personal goals that you could work on.

Time
20 Minutes

Grade Level
K – 8

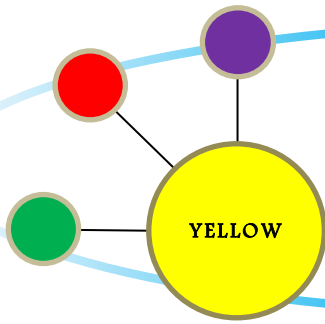
Materials
None

INSTRUCTIONS

1. Have the class sit in a circle or somehow take turns.
2. Tell the class to think of an animal that has qualities they would want to have. Teacher should give an example to the class by saying, “Hi, my name is Mark, and if I were an animal, I would want to be a bear because I work very hard and don’t get enough sleep. If I were a bear, I would be able to hibernate.”
3. Give the class some time to think about what animals they would want to be and why. Have people who are ready go first, and then have the person next to them continue.

DISCUSSION QUESTIONS

- Did anyone’s animal choices surprise you? Why?
- Did you want to change your original answer based on what someone else said? What made you want to change your answer?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

“ME”BAGS

An activity to learn about your classmates.

Time
60 Minutes

Grade Level
2 – 8

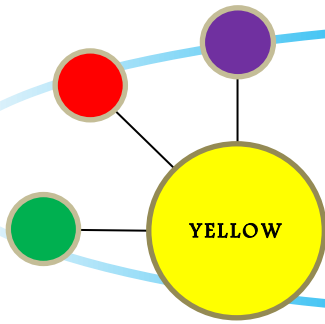
Materials
Paper bags and Markers

INSTRUCTIONS

1. Give each student a paper bag. They can choose to draw or decorate their bags.
2. Tell students that these are “Me” Bags, and that they can put 3–5 items inside that represent themselves. (i.e. seashells might represent that the student is from a town near the ocean, a golf ball might represent that the student likes sports, a stuffed animal might represent the student’s favorite childhood toy, etc.)
3. Send students home with their “me” bags and tell them to collect their items. Tell students they will be “show-and-telling” the next day.
4. Have students share what their items mean. If time allows, allow classmates to ask the student presenting some questions about further meaning of their items.

DISCUSSION QUESTIONS

- Did anyone share something unexpected about their items?
- Did anyone bring similar items? Were their stories the same or different?
- Was there anyone who brought in an item that was interesting to you? Why did it stick out?
- What did you learn about your classmates?



Recipe Cards

A Project of the Jeffco Student Health Advisory Council

TOILET PAPER

An activity to get to know your classmates.

Time
15 – 30 Minutes

Grade Level
K – 8

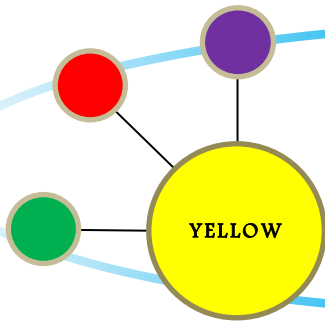
Materials
A roll of toilet paper

INSTRUCTIONS

1. Find a new roll of toilet paper (for cleanliness). Tell the class to sit in a circle.
2. Tell students to take as many pieces of toilet paper as they want, then pass it around.
3. Once everyone has their toilet paper, tell students that depending on how many pieces they got, they have to share that many things about themselves (i.e. If the student chose 50 pieces of toilet paper, they have to share 50 things about themselves).
4. If someone has trouble coming up with things to share, allow pieces of toilet paper to be replaced with questions from the rest of the class.

DISCUSSION QUESTIONS

- Was it hard to come up with things to share based on the number of pieces you chose? Was it easy?
- Was there anyone who chose a lot of pieces and was able to come up with that many things to share?
- Did you learn something new about your classmates?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

BIZARRE QUESTIONS

An activity to find out interesting facts about classmates.

Time
60 Minutes

Grade Level
2 – 8

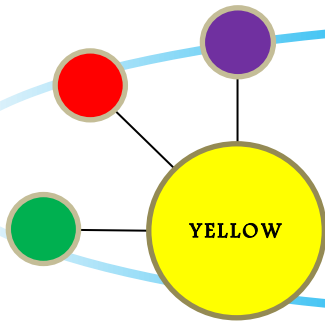
Materials
Cards with “bizarre” questions

INSTRUCTIONS

1. Preferably on 3x5 cards, come up with “bizarre” questions to ask your class (i.e. What is a strange pet peeve that you have? If you could have been a prodigy as a child, what would have been your talent? If you could live in a fairy tale, which one would it be and who would you be? What are the strangest books you have ever read? Have you ever eaten an insect? Etc.)
2. Pass out the cards so that each student has one. Allow students to think about their answers before sharing.
3. Students can share voluntarily. They do not have to go around in a circle as they share the questions they got and their answers.

DISCUSSION QUESTIONS

- Did people have interesting answers to their bizarre question?
- Whose answer stuck out to you the most?
- Did you learn something bizarre about your classmates?



Recipe Cards

A Project of the Jeffco Student Health Advisory Council

SNOWBALL FIGHT

An activity to get to know fellow classmates.

Time
60 Minutes

Grade Level
2 – 8

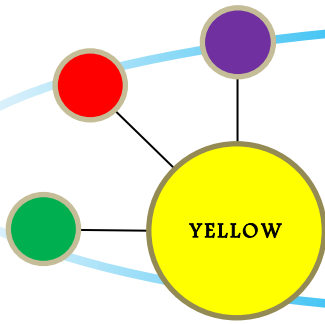
Materials
Paper and Pens/Pencils

INSTRUCTIONS

1. Tell students to write down 5–10 things about themselves on a piece of paper, but don't write down any names.
2. Clear the room of any desks or go to an open space. Tell students to crumple up their papers, and when you say, “go”, start throwing the papers. This will create a “snowball fight.” Remind students to not purposely hurt anyone.
3. After a few minutes, tell students to stop throwing the “snowballs.” Allow students to pick up one paper and read it.
4. Have students go around and try to figure out the person who made the “snowball.”

DISCUSSION QUESTIONS

- Whose snowball did you get?
- Was it hard to find your snowball's owner?
- What did you learn about the person you got?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

MINE FIELD

An activity to increase trust among students.

Time
5-10 Minutes

Grade Level
K - 8

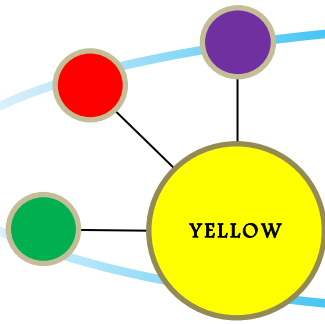
Materials
Blindfolds and any classroom objects

INSTRUCTIONS

1. Students pair off.
2. Objects are scattered around the room. Do not move desks, but do clear backpacks off the floor.
3. One partner starts on one side of the classroom.
4. The other partner starts at the opposite end of the classroom and is blindfolded.
5. They are set loose out on the obstacle, while the other verbally guides the blindfolded partner around or over objects.
6. Can do one or multiple pairs at a time

DISCUSSION QUESTIONS

- What made you trust your partner more?
- Did you feel safe? Or not? Why?



Recipe Cards

A Project of the Jeffco Student Health Advisory Council

COMPLIMENTS

An activity to help each student feel special and valued.

Time
15 Minutes

Grade Level
3 – 8

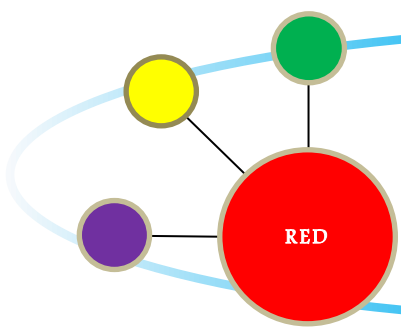
Materials
Paper and pencils/pens

INSTRUCTIONS

1. Pieces of paper with the student's names are passed around.
2. Each student writes a compliment to the student named on the paper.
3. Can pass all names around to whole class, or pass each name a certain number of times, like 3-5

DISCUSSION QUESTIONS

- How did that make you feel?
- How often should you compliment others?



Recipe Cards

A Project of the Jeffco Student Health Advisory Council

HOT SEAT

An activity to learn more about one another.

Time
2-20 Minutes (2 minutes per round)

Grade Level
3-8

Materials
None

INSTRUCTIONS

1. Students gather seated in a circle.
2. One student is chosen from the group at a time to sit in the hot seat for either 30 seconds, 1 minute or 2 minutes [depending on instructor discretion], in which the other students may ask them anything, and they must answer as much as possible. If they feel uncomfortable answering a question they say “Hot Seat” and the class automatically, without question, moves on. Then the student in the hot seat chooses the next student to go.
3. No student can go twice. Everyone may not be able to go.

DISCUSSION QUESTIONS

- Why is privacy important? Is privacy good or bad amongst peers?
- Does peer pressure influence our willingness to share?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

What Would You Do?

An activity to develop connection through exploring personal beliefs through group discussion

Time
15 to 25 minutes

Grade Level
8

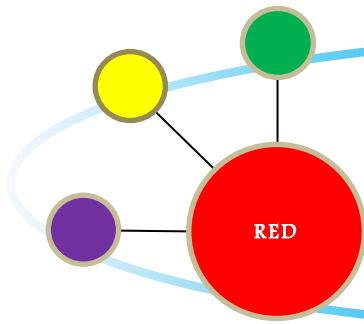
Materials
Article from New York Times:
http://www.nytimes.com/2010/10/04/us/04suicide.html?_r=0

INSTRUCTIONS

1. print out enough copies of article for the class, or give link for students to look up
2. close read
3. analyze
4. discuss

DISCUSSION QUESTIONS

- What shocked you? How? Why?
- After reading this article, will you be more careful with your words and actions towards others?
- Was there ever a time when you felt you were treated unfairly based on your social status, appearance, sexuality, race, color, gender?
- What would you do if you were in the same situation?
- If you saw another student being harassed, would you intervene? Why or why not?
- Would you rather save a life or be just a bystander?



Recipe Cards

A Project of the Jeffco Student Health Advisory Council

Sharing a Favorite Memory

An activity to develop connection through personal stories

Time
20 to 30 minutes

Grade Level
K-8

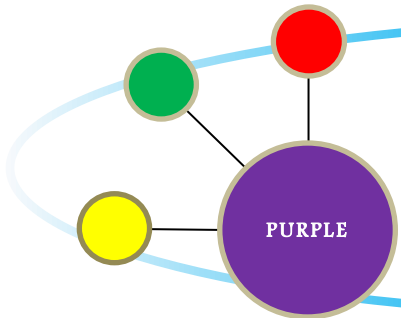
Materials
none

INSTRUCTIONS

1. Have students sit in a circle
2. Go around the circle sharing a favorite childhood memory
3. Activity works best when student lead and facilitated

DISCUSSION QUESTIONS

- What story stuck out to you the most?
- Did you learn something new about everyone in the circle?
- Could you relate to anything?
- Do you feel closer to your peers?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

HIGH FIVE ZONE

An activity to create an inclusive school environment.

Time

Whenever students are in the hallway.

Grade Level

K-8

Materials

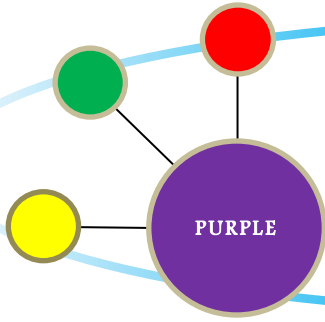
Tape, Paper/Posters, and Markers

INSTRUCTIONS

1. Have students help make posters promoting high fives.
2. Mark areas within your schools' hallways as "High Five Zones" using these posters on the walls, tape on the ground, etc. For the safety of students, refrain from marking "High Five Zones" near or on stairs and high-trafficked or unsupervised hallways. It is recommended to mark hallways where teachers can supervise students and where there is a moderate amount of hallway traffic.
3. Announce to all students that every time someone steps into a "High Five Zone," you must high five other people within that zone, even if you don't know them.

DISCUSSION QUESTIONS

- Did you high five more people that you didn't know than those that you did know? Why or why not?
- How does this activity change the school's environment, if at all?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

Kindness Cards

*An activity to promote ongoing kindness
in the school and community.*

Time
Ongoing

Grade Level
K-8

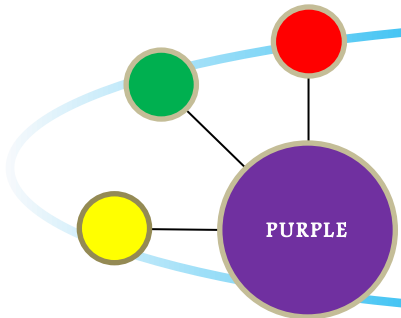
Materials
Kindness cards

INSTRUCTIONS

1. A few students will receive a kindness card.
2. Carry the card with you and when it seems to be an appropriate time, do a random act of kindness for someone, giving them the card when you do the act of kindness.
3. The cards will be passed on as the next person does another act of kindness.

DISCUSSION QUESTIONS

- How did the acts make you feel?



Recipeace Cards

A Project of the Jeffco Student Health Advisory Council

Lunch Switch Up

A school wide activity to get to know your peers better.

Time
One lunch block

Grade Level
K-8

Materials
None

INSTRUCTIONS

1. Challenge yourself to find a new table to sit at for lunch, with new people. Get to know your peers that you may not talk to everyday.



DISCUSSION QUESTIONS

- What did you learn about someone new that you didn't expect?
- Will you sit with them again?

