

OUR CURRICULUM

RAINBOW OF EDUCATION

The Amal Alliance's innovative curriculum and integration approach serves children and builds community in schools with disenfranchised and displaced populations. Our informal education and movement program is designed to holistically support all aspects of childhood development from ages 1-16: social-emotional, cognitive, academic, and physical.

We teach children social-emotional skills through a tapestry of support and training that is fun, engaging, and meaningful to children. The program structure stimulates children's minds, meets their socio-cognitive and psycho-social needs, and provides a sense of hope for the future. Our six (6) month curricula uses colors of the rainbow to address a different theme each month. Every day we focus on one of the key themes that are foundational to a child's social-emotional well-being, bringing it to life through an innovative variety of activities and proven methods.



THEMES

- Kindness
- Resilience
- Empathy
- Compassion
- Communication
- Dreams
- Emotional Regulation
- Community Building
- Conflict Resolution

TOOLS



Kids Yoga & Mindfulness



Literacy Programs



Social Emotional Learning



Dance, Art Therapy, & Music



Relaxation Techniques



Creative Writing

WHAT MAKES US UNIQUE?

1

INNOVATIVE TOOLS TO FOSTER WELL-BEING

Using a variety of traditional and nontraditional methods, our approach counters the effects of chronic stress caused by being disenfranchised and displaced. This holistic method gives children the opportunity to learn at their capability and confidence level in a safe and supportive environment. Through kids yoga, recreational activities, relaxation exercises, calming breath work, play, arts and crafts, and music, they are guided to read, learn, move and participate in group activities.

2

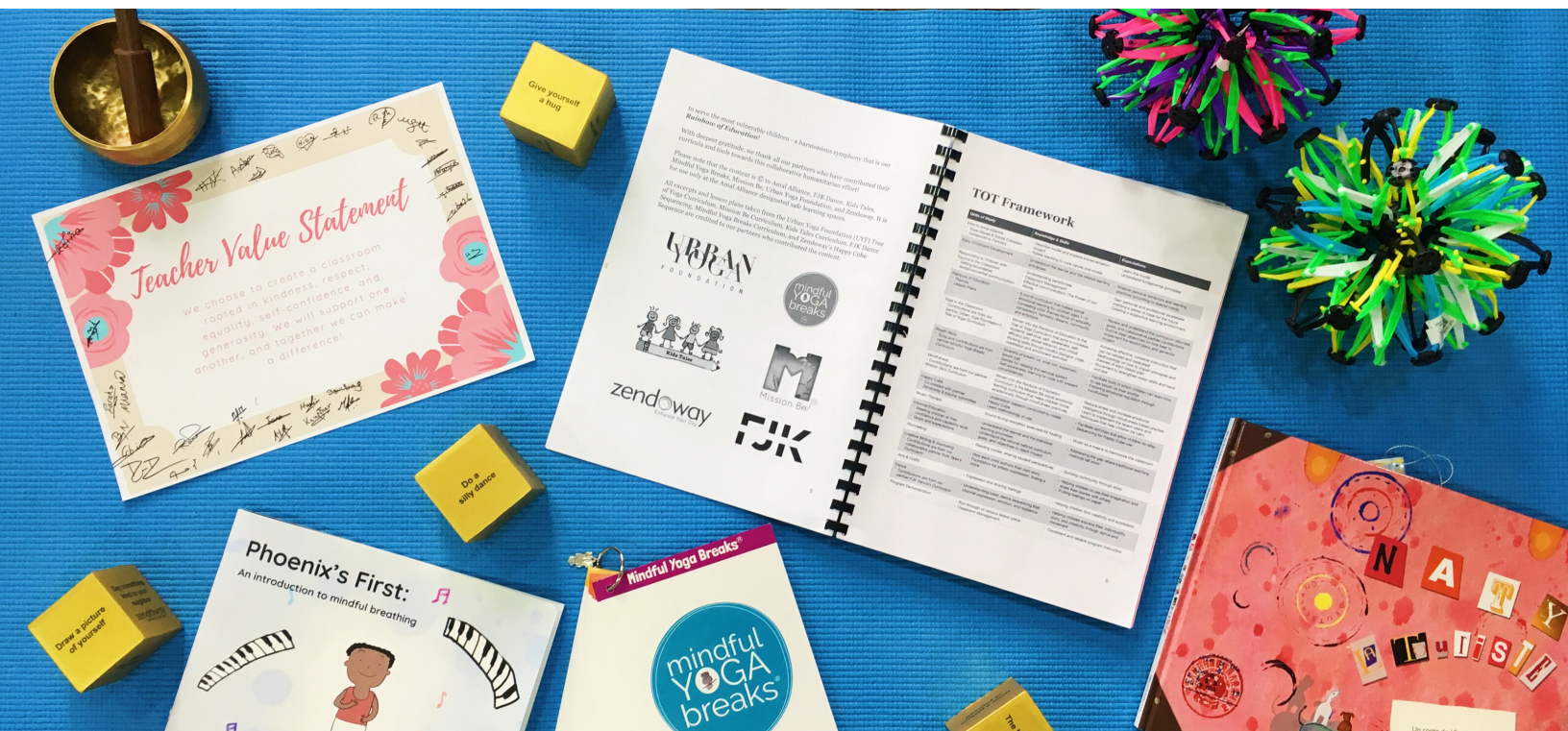
SYNTHESIS OF EDUCATION AND PEACE BUILDING SKILLS

Resiliency, empathy, self-awareness, compassion and tolerance. While these skills are critical for all children, they're especially important for children in whom the cycle of poverty and insecurity have created extreme stress. Our curriculum helps students identify feelings and develop the self-control and confidence crucial to building healthy relationships, communication skills, and functional social development. Through the incorporation of mindfulness activities children learn how to understand and balance their emotions, show and feel empathy for others, learn lessons on conflict resolution, and use breathing techniques to calm down when upset.

3

COLLABORATION WITH GLOBAL ORGANIZATIONS

Working collaboratively with other specialists allows us to create a more meaningful and lasting impact in a world torn by conflict. From yoga and mindfulness trainers to storytelling experts and more, we scoured the globe to find true leaders in their respective fields, each offering bountiful experience, knowledge, and resources that have been tried and tested.



SAMPLE LESSON PLAN

AGES 3-6



Dreams (Month 6)

Week 2: Resilience, Empathy, and Mindfulness

Day 5: Be Adventurous

Affirmation: I am brave!

Objective: For students to think beyond their surroundings and explore the unknown

Benefits: Students will build confidence and fortitude, and reorganize their central nervous system

Materials Needed: Yoga mats

Opening (5 min)

BrainDance

The BrainDance is a series of exercises that include the eight developmental movement patterns that healthy humans naturally experience in the first years of life. Repeating these patterns helps us fill in any missing gaps in our neurological system.

Movement Practice (35 mins)

Children will go on a "Safari exploration in South Africa." While exploring they will "see" many animals, and venture into the unknown.

Poses include: airplane, "packing a suitcase" with extended feet and arms, shark, bug, tiger, snake, elephant, bridge, boat, alligator, leaping frog, flamingo.

*Include Hissing Breath (see Mindful Yoga Breaks) when students come across a snake.

Game (10 mins)

Crocodile River - Children lie down, belly up or down, nose to tail, with about a person's width between each of them. One child will try to cross the "river" by stepping over the "crocodiles." After each pass, the "crocodiles" scoot closer together, making it more challenging to cross. If the child crossing steps or touches one of the crocodiles, they must switch places and the game begins over. Variations include assigning some children to be logs.

Closing (5 min)

Children melt into resting pose and will be guided through a mindfulness meditation that revisits the journey taken in class to bring awareness to each movement and activity.

While being guided through mediation, children will be sprinkled with "fairy dust" to augment imagination.

SAMPLE LESSON PLAN

AGES 7-12



Emotions (Month 1)

Week 4: Compassionate Community

Day 3: THiNK Test

Affirmation: I THiNK before I speak!

Objective: Students will learn how to communicate after calming down from anger and how to be kind

Benefits: Students will know what the next step is after calming down from anger

Materials Needed: Notecards, bell/chime, markers, crayons, yoga mats

Opening (5 min)

Discussion Questions: What do you do when you feel angry? What do you say?

It is ok to feel our anger. We can choose how we act when we feel angry to make sure that we have a thoughtful, helpful response instead of one that makes everyone feel angrier.

Thunderstorm Game

*In all segments, instruct one section to start, then instruct a second section to follow, then finally a third section.

Have students start by rubbing their hands together.

Have students rub their hands together a bit faster.

Have students start to snap their fingers.

Have students snap their fingers more intensely.

Have students pat their legs.

Have students pat their legs more intensely.

Point to and have certain students jump and stomp.

Have students pat their legs.

Have students snap their fingers.

Have students rub their hands together.

Did you notice how the storm got louder, but we were then able to calm it back down? The same thing applies to anger and conflicts!

Movement & Meditation (25 mins)

Walk students through sun salutations emphasizing the extension through the arms to the fingertips.

Lunge → revolved lunge with palm on the floor and other arm extended → revolved lunge with arms in a T → side plank (w/ tree variation if students want a challenge)

Walking meditation stepping one foot in front of the other slowly walking toward the front of the mat

SAMPLE LESSON PLAN

AGES 7-12 (CONTINUED)



Emotions (Month 1)

Week 4: Compassionate Community

Day 3: THiNK Test

Practice & Game (25 mins)

Explain the Wise Owl Brain (see Mindful Yoga Breaks deck)

Our Wise Owl Brain is our "thinking/thoughtful brain," which we use for "planning, problem-solving, impulse control and regulating our emotions. We can best access our Wise Owl brain when our body and brain are calm.

"Breathing, mindfulness, yoga, and meditation turn your Bulldog Brain off and your Wise Owl Brain on."

After we calm down from anger we should . . .

THiNK about our words.

THiNK stands for:

True

Helpful

Necessary

Kind

Do your words meet this criteria?

Read statements and students will choose whether or not they pass the THiNK test.

Examples:

You want to tell someone their singing voice is bad.

You want to tell someone you don't like the food they are eating for lunch.

You do not want to play the game everyone is playing, so you want to tell everyone that game is for babies.

You want to tell someone her zipper is unzipped.

You want to tell someone you found her notebook outside.

THiNK Game

Students each play a role - True, Helpful, Necessary, Kind.

Read a statement and have students stand if they think their trait applies to the statement.

Examples:

You want to tell someone you do not like their haircut.

You want to tell someone you appreciate their help with something.

You want to tell someone they made a mistake on a project.

Closing & Deep Belly Breathing (5 min)

Superhero Breaths Game: Batman, Wonder Woman, Superman, Incredible Hulk Breath, Spider-Man Breath, Flash Breath

Roll the large class dice to see which breath you will practice.

"I am a Superhero of kindness!"

Homework: Make THiNK reminder cards for handbook

Have students complete the THiNK pages in their Learning Handbooks. They can decorate the reminder page however they like.