

Decision Making

ABOUT MOVE THIS WORLD

Move This World cultivates the development of social and emotional learning (SEL) skills to empower students to navigate the complex and rapidly-changing realities of our world. An SEL program that has impacted the lives of over one million students across 35 states, Move This World provides educators and students with a robust, daily curriculum designed to strengthen social and emotional wellbeing in order to create and maintain healthy environments where effective teaching and learning can thrive. Move This World's extensive online library of PreK-12 videos and resources are rooted in creative expression and designed to help students develop a common language to improve communication, build trust, and create stronger communities.

For more information: www.movethisworld.com

Haiku This World

by Move This World

Haiku This World

Primary Competency:

- Decision Making

How *Haiku This World* Impacts Students:

Haiku This World helps students analyze situations, reflect, and identify steps they can take to create a positive classroom and school community. Each day will offer a new prompt. During Day 1, students will think of actions they will take to create a positive environment for themselves. On Day 2, 3, and 4 students will think about actions they can take to create a positive environment for their peers, teachers, and then for their entire school. They will think of movements that represent these actions, and will string the movements together to create a group choreography. By reflecting on these prompts and embodying their actions, students deepen their understanding of how their actions and behaviors can shape their classroom and school.



[Link to *Haiku This World* video.](#)

Skills:

- Analyze situations
- Goal setting

How to facilitate *Haiku This World* in your classroom:

- Load the video before students come into the class & check that the sound/volume is working.
- Students will move around the room to the corners of the space that correspond to the way they are feeling (happy, frustrated, worried, sad). This will be in response to various prompts, such as, "how you feel about your teachers and school staff today." Make sure there is enough room for students to move throughout the space safely.
- Follow along with your students! Reinforce these skills and model active participation.

ENGAGE STUDENTS FURTHER WITH NEXT-LEVEL PROMPTS:

- Were there any similarities between the positive environments in your small group? What were some of the differences you noticed in your small groups?
- In a new journal prompt, reflect on how this group exercise made you feel. Did you feel supported by your classmates? Explain.
- Think of a time at school when someone did something to support you. Turn to the person next to you. Tell them what happened and explain how their actions made you feel in that moment.