

AN SFK IMPACT CASE STUDY

From Shy to Speaking Up

Fourteen weeks of *Winning in The Game of Life* at I.E. No. 7094 “Sasakawa”

169 students • Grades 3–4 (ages 8–10) • 7 classrooms

Villa El Salvador, Lima, Peru • April–July 2026



EXECUTIVE SUMMARY

A public school in Lima brings SFK to 169 students

In April 2026, I.E. No. 7094 “Sasakawa,” a public school in Villa El Salvador, introduced Level 1 of Spirituality for Kids Winning in the Game of Life™ — to 169 third- and fourth-grade students across seven classrooms. Sessions ran 45 minutes a week inside Tutoring hours over 14 weeks, giving teachers and students a shared, practical language for identity, emotion, and choice.



Listening to my true voice makes me feel happier, and I feel that it also helps my friends.

Sasakawa student, Level One reflection

169

STUDENTS

7

CLASSROOMS

14

WEEKS

12

LESSONS

SCHOOL & COMMUNITY CONTEXT

I.E. No. 7094 “Sasakawa,” Villa El Salvador

LOCATION Villa El Salvador, Lima, Peru	AUTHORITY UGEL 01 – San Juan de Miraflores
TYPE Public educational institution	MODALITY Regular Basic Education

Sasakawa serves students from diverse family and social backgrounds, with a mission centered on comprehensive development, inclusion, and attention to diversity.



DEVELOPMENT NEEDS IDENTIFIED AT INTAKE

- 1 Low self-esteem tied to low academic performance and a limited sense of their own abilities
- 2 Difficulty recognizing and expressing emotions, with limited vocabulary for inner experience
- 3 Low tolerance for frustration, expressed as impulsive responses during peer interaction
- 4 Difficulty following instructions and sustaining an appropriate response to classroom demands
- 5 Limited skills for cooperation, conflict resolution, and expressing needs to others

GETTING STARTED

Building the program around the teachers

1 WEEK OUT

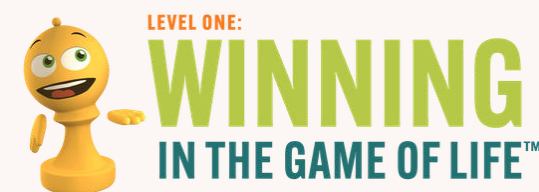
A coordination meeting with Sasakawa's principal set the rollout: two academic hours per week, delivered during Tutoring.

PREPARATION

Supporting teachers were trained in the SFK methodology and briefed on their role across all 12 lessons.

HANDOVER

Teachers received the full 12-lesson schedule in advance, so each session could be folded into their own curricular planning rather than treated as an add-on.



TRAINING COMPONENTS

- ➔ Curriculum structure, lesson sequence, and session objectives
- ➔ New SFK terms and concepts, in language students can use
- ➔ In-session support strategies alongside the lead facilitator
- ➔ Applying the same strategies in Tutoring and other classes
- ➔ Fostering an emotionally safe space for expression and trust
- ➔ Strengthening coexistence through respect, empathy, and listening

PROGRAM OVERVIEW

Level One: Winning in The Game of Life™

169

STUDENTS

45

MINUTES PER SESSION

12

LESSON CYCLE

14

WEEKS DELIVERED



CURRICULUM

Program: Winning in the Game of Life™, Level 1

Organization: Spirituality for Kids (SFK)

Population: 169 students, ages 8-10 (Grades 3-4)

Implementation: April-July 2026, 7 classrooms

DELIVERY STRUCTURE

Weekly 45-minute sessions in each classroom

Delivered inside Tutoring hours

Group format across all seven classrooms

Consistent weekly cadence, protected on the schedule

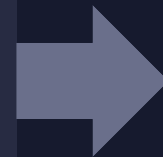


Inside a session: the four-stage structure

1

Opening

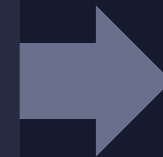
Students settle in and connect to the topic, often through a short video that introduces the day's theme in story form.



2

Development

Guided discussion unpacks what was viewed: facilitator, teacher, and students share opinions, questions, and experiences.



3

Application

A hands-on "Create" activity art, role-play, or group work – lets students represent the concept in their own way.



4

Closing

Students reflect and journal in their personal Lightbook, connecting the lesson to their own choices and experiences.



INSTRUCTIONAL APPROACH

Learning through story, reflection, and making

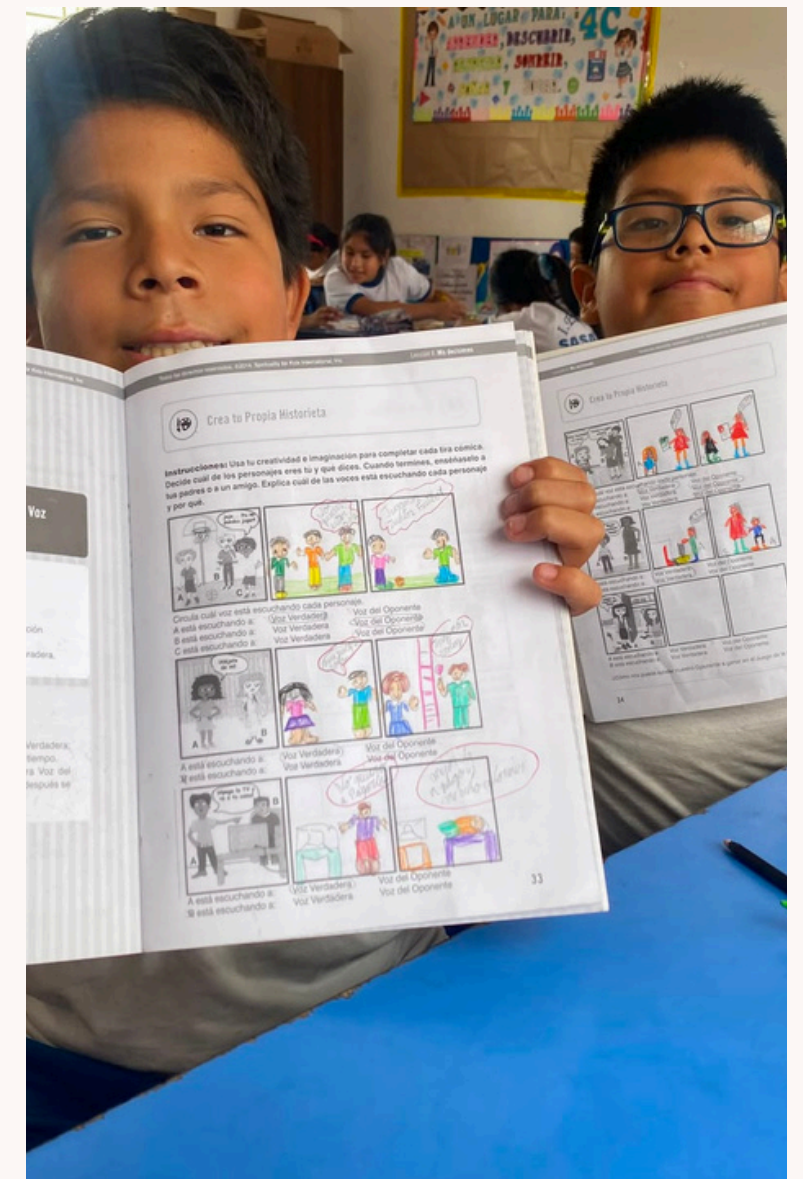
Interactive, reflective methods let students explore identity, emotion, and personal responsibility and connect each concept to their own lives rather than only hearing about it.

CORE PRACTICES

- Story-driven video lessons
- Guided discussion and dialogue
- The Light Notebook for personal reflection
- Breathing and connection exercises
- Creative, hands-on “Create” activities
- Metaphor-based learning

STUDENTS PRACTICE

- Recognizing and naming their emotions
- Seeing how decisions affect themselves and others
- Identifying and valuing their own strengths
- Reflecting on challenges and their responses to them
- Listening to and valuing others’ experiences
- Consolidating learning through creative expression



OBSERVED FINDINGS – 1 OF 4

Strengthening self-concept and confidence

Students recognized and valued their own qualities — a shift teachers connected to stronger self-esteem and self-awareness. It was most visible among girls who had started out shy: several began participating with noticeably more confidence and frequency as the weeks went on.

WHAT TEACHERS REPORTED

Growing comfort discussing self-worth and personal strengths

Initially shy girls gradually taking a more active, confident role

Greater willingness to share ideas and join group activities

“Listening to my true voice makes me feel happier.”



Awareness of consequences - and of others

Through the Two Voices exercise, students practiced telling apart the choice that serves them from the one that only feels easier. Teachers saw that reflection carry into daily behavior: students paused to consider how a decision would land on the people around them.

TRUE VOICE

The choice that serves me and the people around me

OPPONENT VOICE

The choice that just feels easiest right now



Pause, then choose - and consider who else the choice affects



Listening to my true voice makes me feel happier, and I feel that it also helps my friends.

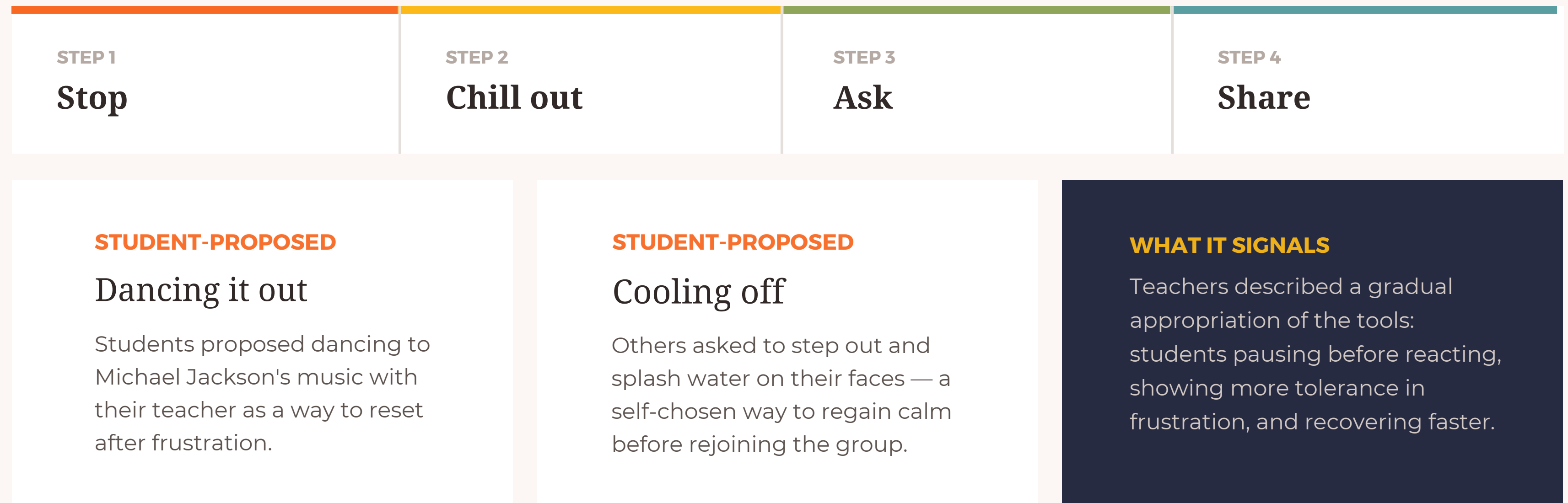
A Sasakawa student, reflecting on the Two Voices exercise

Teachers pointed to statements like this repeatedly: a child describing a feeling and connecting it to the people around them.

OBSERVED FINDINGS - 3 OF 4

Emotional regulation, on the students' own terms

Students learned tools to identify, express, and regulate emotion in moments of frustration, fatigue, or conflict. What stood out to teachers was that students began proposing strategies of their own.



OBSERVED FINDINGS – 4 OF 4

Engagement, empathy, and everyday coexistence

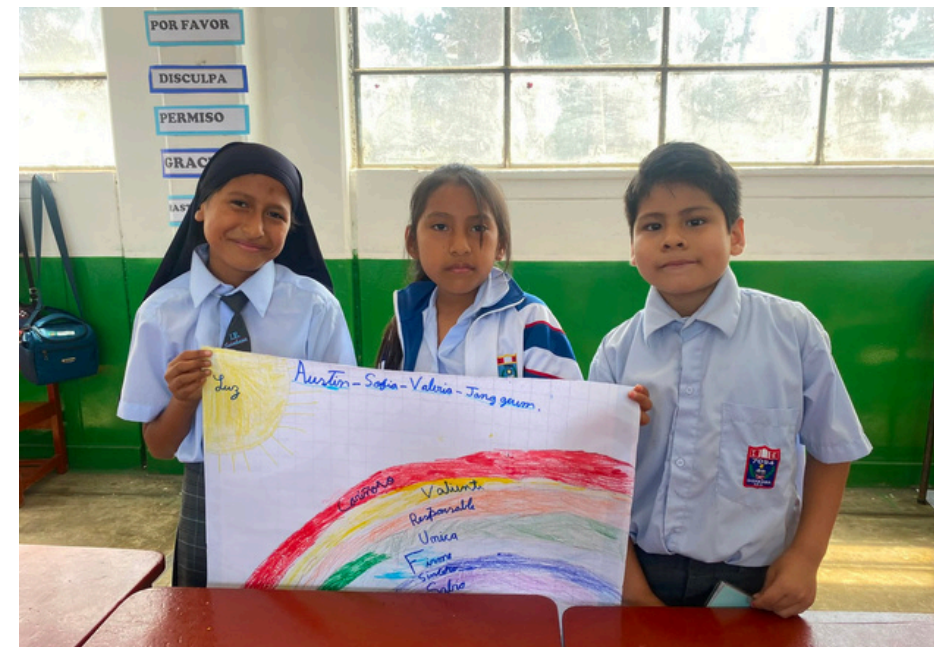
Arriving early, showing up

Teachers noticed students arriving early and not wanting to miss school on the days a session was scheduled.



Following instructions

Students reflected on the value of listening and following directions, supporting more organized and autonomous participation.



Empathy in practice

Students showed a stronger ability to recognize classmates' emotions and perspectives, and acted with more consideration for others.



What teachers took away

TEACHER PERSPECTIVES

Teachers built reinforcement worksheets for home, using real-life examples so students could connect the new vocabulary to their own lives.

The Tutoring sessions became something students did not want to miss - teachers noted better attendance and early arrivals on session days.

At the close of Level 1, students asked to continue with Level 2, saying they wanted to keep learning and "improving as people."

SOURCES OF EVIDENCE

- Ongoing WhatsApp coordination with classroom teachers before and after each lesson
- Weekly check-ins with the elementary vice principal on program progress
- A closing meeting with all participating teachers at the end of Level 1



Quotes shown represent recurring themes reported across teachers and classrooms, not isolated incidents.

Scope, limitations, and replication

WHAT THIS REPORT IS - AND ISN'T

This is a field observation of an initial implementation phase, based on teacher reports, facilitator notes, and student statements. It is not a controlled research study: the findings reflect changes observed and reported, not results scientifically measured or confirmed to persist. Longitudinal observation with periodic measurement and consistent monitoring criteria is recommended.

SIMPLE MONTHLY TRACKING INDICATORS

01

Teacher reflections

A brief, standardized written record of observable behavior change.

02

Student reflection prompts

Short questions on emotional awareness and decision-making.

CONSIDERATIONS FOR SCHOOLS

Recommended structure

Weekly 45-minute sessions

Multi-month implementation for continuity

Consistent, uninterrupted scheduling

Necessary supports

Trained facilitators

Alignment with school administration

Protected instructional time

Classroom norms that support reflection and listening

LOOKING AHEAD

From Level 1 to Level 2

THIS COHORT

At the close of Level 1, students voiced their own interest in continuing - they wanted to keep learning and, in their words, keep "improving as people." Teachers and school leadership share that assessment: the tools introduced in Level 1 outlasted the sessions, becoming part of how the school talks about emotion, choice, and coexistence.

169 students completed Level 1 and expressed interest in continuing to Level 2

ACROSS THE SFK-SASAKAWA PARTNERSHIP

180 completed Level 1 

163 continued into Level 2 (91%) 



I chose to bring SFK to this school because from the beginning I felt the teachers' motivation and openness... I recommend SFK because it provides practical tools that transform the classroom and help each child discover their own potential.

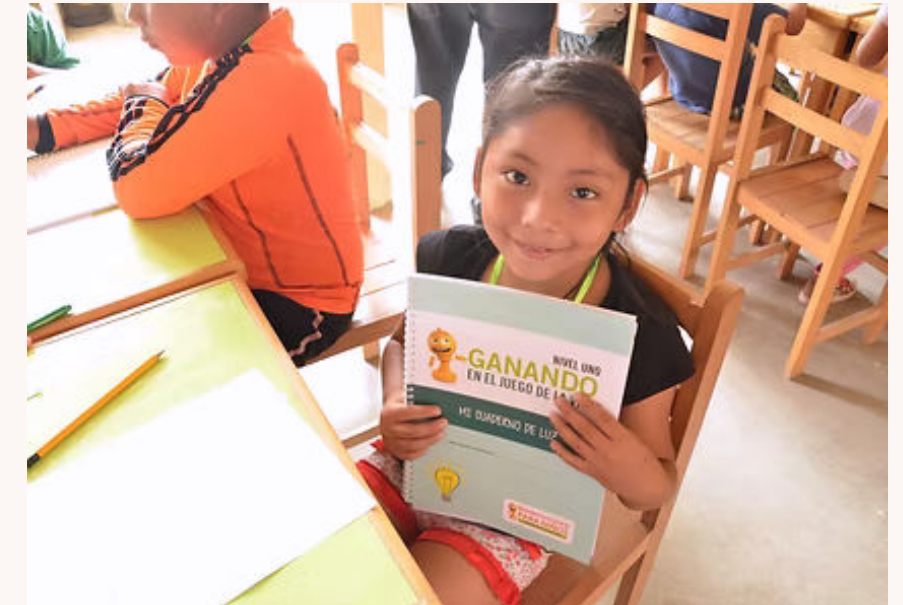
Jossely Alarcón
SFK Facilitator
I.E. 7094 "Sasakawa"



ACKNOWLEDGEMENTS

With gratitude to our partner on the ground

SFK's Level 1 implementation at I.E. No. 7094 "Sasakawa" was made possible through the continued partnership of Naomi For Kids, whose in-country coordination, facilitator support, and long-standing relationship with the school helped bring "Winning in the Game of Life™" to all 169 students across the 14-week program.



Naomi For Kids

A Peru-based nonprofit partner supporting SFK's outreach in Villa El Salvador, Lima - helping coordinate and sustain the Sasakawa implementation from intake through Level 1 completion.

www.naomiforkids.org



“ Our thanks also extend to the Sasakawa teachers, principal, and 169 students who welcomed this program into their classrooms — and to every partner, near and far, who helped these fourteen weeks reach them.

CLOSING OBSERVATION

In 14 weeks, 169 students at I.E. No. 7094 “Sasakawa” built a shared vocabulary for their emotions, their choices, and each other one that reached teachers, classrooms, and homes beyond the sessions themselves.

**Stronger self-
concept**

**Emotional
regulation**

**Empathy &
coexistence**

**Confident
participation**

These findings suggest that structured, spiritually grounded social-emotional learning can complement academic instruction - helping students manage emotion, make thoughtful decisions, and build more positive relationships in the classroom and beyond.