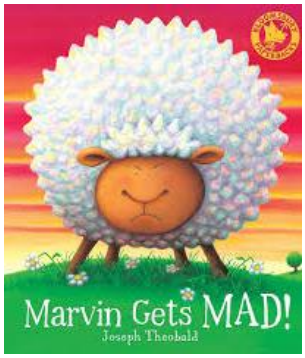
CEBM K4-K5 Teacher Toolkit on Emotional and Social Development

E

EHDAA collection

EN / FR



Marvin Gets Mad! by Joseph Theobald

Book synopsis: Getting frustrated when you want something and can't get it. Putting your frustration onto others doesn't solve the problem. Every day can bring new and different sources of frustration

Themes covered:

- Frustrations, emotional expression and understanding feelings

Secondary books linked:

- *Ravi's Roar*
- *Mouse was Mad*

Time of the year:

- October

Tier 1 universal practices – for the whole group

- **Reading the story** with the **whole group** (teacher is reading a physical copy of the book with the group, rather than having them listen to the story on video).
- **Asking the children questions** about the book to keep them engaged and to take the message of the story one-step further (having a **bookmark** with pre-planned questions can be useful).
- **Using props** (e.g. sheep puppet) can help increase the children's interest in the story

Tier 2 targeted practices – for some children in a small-group setting

- **Re-reading** the same story with a **small-group** of selected children at Tier 2.
- Owning a second copy of the book, which could be lent to each child at Tier 2 to read with their **parents at home** (book to be lent on rotation).
- Video link to read aloud version for parents: https://youtu.be/QTZOtmbNgT0?si=2fMw3fEkaAF6vuLG

Tier 3 individualized practices – for few children on a one-to-one basis

- **Re-reading** the same story with a child at Tier 3 on a **one-to-one basis**.
- Owning a second copy of the book, which could be lent to the child at Tier 3 to read with his/her **parents at home**.
- Video link to read aloud version for parents: https://youtu.be/QTZOtmbNgT0?si=2fMw3fEkaAF6vuLG

Adaptations for special needs:

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- May need to read the book in chunks.
- Using descriptive language to help them better understand the storyline.

S = *social development* E = *emotional development* EHDAA = *special needs*

This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

BOOKMARK

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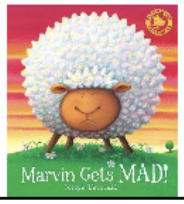
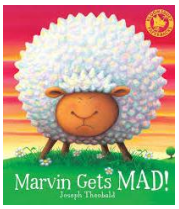


Marvin Gets Mad
By Joseph Theobald

1. When you look at the cover, what do you think this book is about?
2. How does Marvin feel when he's trying to reach for the apple, and he can't get it?
3. How do you think Marvin feels when he sees that Molly is eating the apple he wanted?
4. What happens to Marvin as he gets more and more mad?
5. What happens when he screams and stomps very loudly?
6. How do you think he feels when he falls in the dark space?
7. How do you think Marvin feels when he calls out, but no one can hear him?
8. What happens to Marvin when he closes his eyes and time passes?
9. Who came to find Marvin? How did he feel when she came to help him find his way home?
10. How do you think Marvin might feel when he tries to jump, and he is not able to reach for a pear?
11. Have you ever felt frustrated when YOU couldn't do something?

ACTIVITY CARDS OVERVIEW

***Marvin Gets Mad!* by Joseph Theobald**



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EMOTIONAL DEVELOPMENT

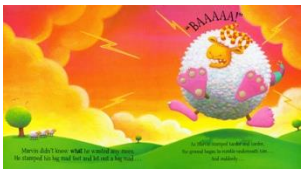
Indoors

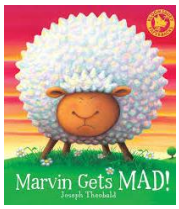
- Matching emotions (pages 4-7)
- I'm too small / too big (pages 8-9)
- Rising emotions (pages 10-11)
- Personal Tool Board (pages 12-17)
- The Frustration Monster! (pages 18-23)
- Make a sheep craft (pages 24-27)

PARENT COMPONENT

- ADULT RESOURCESL editorials, infographics (page 28)

MATCHING IMAGES FROM THE BOOK WITH EMOTIONS PHOTO CARDS





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INDOOR ACTIVITY

Materials needed

- Book, or separate printed pages of the book if desired
- Emotion face cards

Tier 1 universal practices – for the whole group

- Using images from the book with the emotion photo cards (e.g. frustration, anger, sadness, loneliness). Children can play at matching emotions with events in the book.
- Having a follow up discussion while encouraging the children to share when they have felt a similar emotion (i.e. times when they were feeling too small or too big). Naming who was there to help and what helped them to feel better.
- Priming softness and sadness are key in helping children to adapt to situations that didn't work as they expected.

Tier 2 targeted practices – for some children in a small-group setting

- Replaying the match-up game with a small group (2 or 3) of selected children at Tier 2 by using images from the book with the emotion photo cards, or with personal photos to help illustrate when they felt the same way.
- Exploring when THEY have felt frustrations with being too small or told that they are too tall/too big to do something or go somewhere.
- Encouraging their emotional expression and putting the emphasis on their sadness when things don't go as they wish. Priming softness and sadness are key in helping children to adapt to situations that didn't work as they expected.

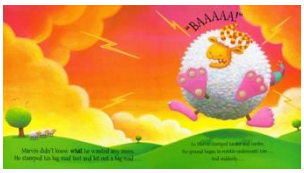
Tier 3 individualized practices – for few children on a one-to-one basis

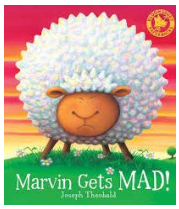
- Replaying the match-up game with a child at Tier 3, with support of an adult, by using images from the book with the emotion photo cards, or with personal photos to help illustrate when they felt the same way.
- Exploring when THEY have felt frustrations with being too small or told that they are too tall/too big to do something or go somewhere.
- Encouraging their emotional expression and putting the emphasis on their sadness when things don't go as they wish. Priming softness and sadness are key in helping children to adapt to situations that didn't work as they expected.

EHDAA ** See instructions at the back of the card*

This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

MATCHING IMAGES FROM THE BOOK WITH EMOTIONS PHOTO CARDS





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EHDAA

INDOOR ACTIVITY

Special attentions for K4:

- Using less pages to create the sequencing, select 2-4 pages.
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.

Special attentions for Tier 3

- Using less pages to create the sequencing, select 2-4 pages.
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.

Adaptations for special needs:

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- Some children with special needs may not understand that the sheep transforms into a monster because he is frustrated.
- It might be helpful to ask for personalized photos and use descriptive language with the child to help them better understand the emotion being portrayed.
- Using less pages to create the sequencing, select 2-4 pages.
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

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Happy/Heureux

Mad/Fâché

Worried/Inquiet

Frustrated/Frustré

Silly/Coquin

Proud/Fier

Surprised/Surpris

Excited/Excité

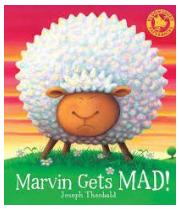
Scared/Apeuré

Tired/Fatigué

Sad/Triste

Upset/Déçu

I'M TOO SMALL / I'M TOO BIG



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EHDAA

INDOOR ACTIVITY

Materials needed:

- Page from the book when Marvin jumps in attempt to catch the apple.

Additional/alternate materials

EHDAA

- Visuals
- Objects

Tier 1 universal practices – for the whole group

- Comparing to the scene when Marvin can't jump high enough to get the apple
- Focusing on times when the children have felt frustrations around being too small or told that they were too tall/big to do something or go somewhere.

Tier 2 targeted practices – for some children in a small-group setting

- Repeating activity with a small group (2 or 3) of selected children at Tier 2, as they may benefit from added exposure, which is more personalized.
- Inviting them to share times when they felt too small (e.g. not being able to reach something) or too big (e.g. having to part ways with favourite shoes or shirt), and how that made them feel. Who was there to help and what made them feel better.
- Priming softness and sadness are key in helping children to adapt to situations that didn't work as they expected.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating the same activity with a child at Tier 3, along with the support of an adult, as they often struggle with recognizing different emotions felt within their body.
- The adult can help by providing various examples to help the child to tune into different experiences.
- Inviting them to share times when they felt too small (e.g. not being able to reach something) or too big (e.g. having to part ways with favourite shoes or shirt), and how that made them feel. Who was there to help and what made them feel better.
- Priming softness and sadness are key in helping children to adapt to situations that didn't work as they expected.

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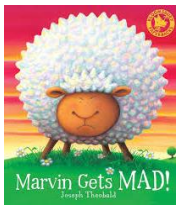
** See instructions at the back of the card*

I'M TOO SMALL / I'M TOO BIG



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EHDAA

INDOOR ACTIVITY

Special attentions for K4:

- Simplifying the activity by using only the basic primary emotions.
- Young children may struggle to put words to what they are feeling, they may benefit from the adult modeling with some personal examples.

Special attentions for Tier 3

- Children at Tier 3 often have great struggles facing and naming their emotions, even though they are often 'filled' with big emotions. This is very vulnerable and challenging for them. Adults need to help by compensating, naming and giving lots of grace as their efforts are great.

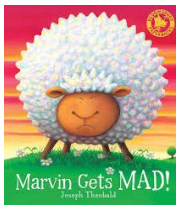
Adaptations for special needs:

EHDAA

- Simplifying the activity by using only the basic primary emotions.
- Using descriptive language and modeling to help them identify the different emotions on the cards.

S = *social development* E = *emotional development* EHDAA = *special needs*

RISING EMOTIONS



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INDOOR ACTIVITY

Materials needed

- Photos photocopied back-and-white
- Coloring crayons

Additional/alternate materials

EHDAA

- Visual cues

Tier 1 universal practices – for the whole group

- Using black-and-white photos of each child, printed full-page, as the 'background'.
- Then, encouraging the children to add color to the page as their emotions rise when they become upset/frustrated.
- Inviting the children to include 'how they feel' and what that may 'look like' inside their bodies.

Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- They will most likely need some additional support in identifying how they feel and demonstrating what the emotional expressions would look like.
- Taking photographs and then showing them to the children may help to personalize the activity and prompt their response.

Tier 3 individualized practices – for few children on a one-to-one basis

- Completing this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend).
- They will need some additional support to help them to name their feelings and finding ways to show what the emotional expressions would look like.
- Taking photographs and then having them look at them may help to personalize the activity and prompt their response.

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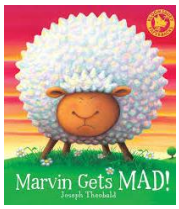
** See instructions at the back of the card*

RISING EMOTIONS



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EHDAA

INDOOR ACTIVITY

Special attentions for K4:

- Young children may struggle to put words to what they are feeling, they may benefit from the adult modeling with some personal examples.
- Some 4-year-olds will benefit from additional coaching and modeling to express and name their emotions.
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.

Special attentions for Tier 3

- Children at Tier 3 often have great struggles facing and naming their emotions, even though they are often 'filled' with big emotions. This is very vulnerable and challenging for them. Adults need to help by compensating, naming and giving lots of grace as their efforts are great.
- Keeping in mind they may struggle with body and self-awareness.
- These children need to know that we do not hold their emotional outbursts against them and that we do do not define them by their behavior. It is key that we point out their beautiful personality traits on a regular basis. They will come, with lots of time, to be better able to name and manage their emotions. They're just not there yet!

Adaptations for special needs:

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- Using descriptive language and modeling to help them identify the different emotions.
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.

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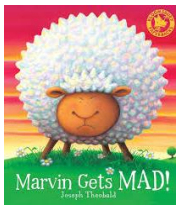
PERSONAL TOOL BOARD



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INDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- Introducing different sensory/fidget items to the group that they can manipulate, nature photos that they can look at and fine-motor activities that they can do.
- The objective of this activity is to discover which tools could help the children when they are upset or filled with various emotions, while also helping them to navigate this emotional time.
- Taking pictures of the selected items which have been deemed beneficial or chosen by each child. Then, posting the photos where these tools are available to help the children remember which ones they have chosen.
- The Personal Tool Board can serve as a reference for both the children and the adults working with the group. When children are upset, they are often unable to tell us what they want; this tool can be a good starting point to help meet their needs.
- NOTE: Ensuring to periodically review and update with a variety of tools; otherwise, the child will lose interest, and the tool will no longer be effective or helpful.

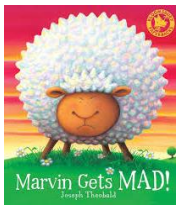
Tier 2 targeted practices – for some children in a small-group setting

- Children at Tier 2 would benefit from having a Personal Tool Board when working in a small group setting (2 or 3). It would give them more opportunities to try out various sensory tools (e.g. fine motor activities, finger tracing cards, tracing mazes, coloring mandalas, LEGO building, etc.). These additional opportunities would help the children to discover and experience the benefits of the different tools, which they can use when they are upset. The tools can also help them to express emotion or regain a calmer state. This intervention can be used as an ongoing tool to help the children navigate through their challenging emotional situations.

Tier 3 individualized practices – for few children on a one-to-one basis

- Children at Tier 3 would benefit from having a Personal Tool Board. In fact, they may benefit from having one in the classroom and another in an alternative intervention location. Providing them with opportunities to try out different sensory tools (e.g. fine motor activities, finger tracing cards, tracing mazes, coloring mandalas, LEGO building, etc.) can help them to discover and feel the benefits of these tools, which they can use when they are feeling upset. These tools can also be used to help the children to express their emotions or to recenter themselves. For some children, incorporating physical movement activities or walking breaks into their Personal Tool Board may be useful. Having access to this intervention tool, on an ongoing basis, would also help them to navigate their challenging emotional situations.

PERSONAL TOOL BOARD



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INDOOR ACTIVITY

Special attentions for K4:

- Minimizing the number of options.
- Coaching, modeling and practicing the use of the selected tools preventively when the child is receptive.
- Changing the tools periodically after the child has lost interest in using them.

Special attentions for Tier 3

- Minimizing the number of options.
- Coaching, modeling and practicing the use of the selected tools preventively when the child is receptive. Focusing on alternate actions (this instead of that):
    - shouting (blowing, gazoo, pinwheel, straw)
    - stomping (animal walks, bubble wrap)
    - kicking (jumping, trampoline)
    - pushing (push up to chair/wall, throwing ball)
    - biting (chewing on a crunchy food, chewy)
- Changing the tools periodically after the child has lost interest in using them.

Adaptations for special needs:

EHDAA

- Minimizing the number of options.
- Coaching, modeling and practicing the use of the selected tools preventively when the child is receptive. Focusing on alternate actions (this instead of that):
    - shouting (blowing, gazoo, pinwheel, straw)
    - stomping (animal walks, bubble wrap)
    - kicking (jumping, trampoline)
    - pushing (push up to chair/wall, throwing ball)
    - biting (chewing on a crunchy food, chewy)
- Changing the tools periodically after the child has lost interest in using them.
- Using personalized visuals to help the children better identify their tools.
- Connecting the Personal Tool Board to an Individual Bin personalized to the child's needs and profile.

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The Personal Choice Board Explained

Video Capsule

Rationale:

Children can express emotions in different ways. Some vent verbally or physically. Some end up sulking, avoiding or even shutting down. Everything can turn into "NO".

One thing is for sure, we can't expect them to know what they need. Also, having too many options can be overwhelming.

Therefore, without verbal expression or adult guidance, the student can use their personal choice board to be in control in selecting which activities/tools will best help them.

Benefits:

- Having a Personal Choice board provides a sense of significance and belonging.
- Provides the student with tools to help them manage big emotions.
- Removes the guessing out of "what can we do to switch gears"?
- It is meant for them to feel that they are in the driver's seat of some choices (within the parameters of what the adult has made available for them).
- Allows the student to show the adult what they need without having to talk.
- Prepares the student in advance to receive the tools as options when needed.

Resources:

- Link to create
- Link to cards
- Link to Emotions Parking lot
- Link to K-Cycle 1 Intervention Folder

The cards used with the Personal Choice Board are the same as those used with the Emotions Parking Lot and the K-Cycle 1 Intervention Folder.

This helps students to be familiar with the cards because these have already been introduced with them in another manner.

Accessing and storage:

Students need quick access to their boards. Leave them in a visible location that they can reach without assistance.

Keep in mind the need to respect their privacy. Some students are proud and have a sense of belonging when their name is on an object in a room.

However, some are self-conscious and embarrassed. This can be avoided by placing the board in a personal bin or area designated to the student. For the most favorable placement, please include the student in the decision.

- Link to personal bin

Caution Elements:

The board should be created with the student when they are in a good mood and not during intervention. The implementation of the board will be initiated by the student when they are ready. The adult should not force or push the board on the student as this will create a negative view of the board and undo the idea of the board being **their** choice.

When preparing a personal choice board with a student, the adult will need to determine how many options their board will hold. The younger and more immature struggle when there are too many choices. They quickly become overwhelmed, therefore having 3 Velcro dots min. the bottom section will be good for them. As they are a bit older and are better able to manage more options, having 6 or more Velcro dots can be considered.

Feel free to make changes to these options periodically to keep this intervention 'alive and interesting' with your students.

Use a fidget tool

Read a book

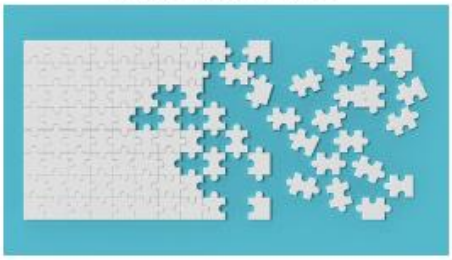
Picture a calm place

Stretch like a star

Build with Legos

Use a skipping rope

Colour a picture



Do a puzzle

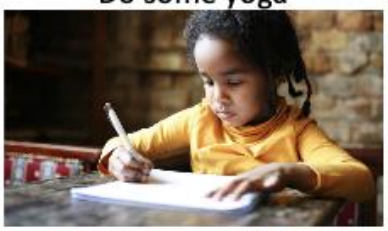
Listen to music

Go to your calm down space

Do some yoga

Punch a balloon

Do a small craft activity



Draw or write
what's not working

Colour a mandala

Play a 1-person card game

Play a 1-person game

Do a search-and-find page

Sing a song

Run in place for 30 seconds

Squish some putty

Shake a glitter jar

Pop bubble wrap

Crumple paper

Roll a ball under your feet

Play music

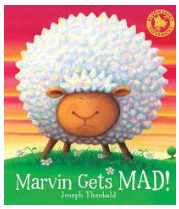
Make a bracelet

Kick a ball against a wall

Do jumping jacks

lie down in a quitter corner

THE FRUSTRATION MONSTER !



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INDOOR ACTIVITY

Materials needed

- *The Frustration Monster* instruction sheet by Hannah Beach
- Large sheets of paper, wax crayons, markers and/or pastels
- Emotion face cards

Tier 1 universal practices – for the whole group

- Emotional release activity from the Inside-Out Handbook by Hannah Beach. Giving each child a large sheet of paper (11"x17") or larger. Asking them to use pencil crayons, wax crayons or markers to draw their frustrations.
- Encouraging them to think of things that frustrate them that are not working the way they would like or upset them. Asking them to use big arm movements to help release any pent-up frustration.
- It is very interesting to see the range of response to this activity; some children approach it lightly, while others go boldly or softly, or quite intensely. Inviting the adults to join in with their own frustration monster and enjoy the opportunity for expression!

Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a group (2 or 3) of selected children at Tier 2 can be helpful when they are facing peaks of frustration following an incident (when needed). It provides an effective outlet for frustration, preventing children from getting into trouble or hurting anyone.
- Relaying the message that it's okay to get frustrated, but that we shouldn't take it out onto others. Children at Tier 2 often struggle with impulse control. This activity provides a venue for expression without repercussions.

Tier 3 individualized practices – for few children on a one-to-one basis

- Repeating this activity with a child at Tier 3 can be helpful when they are experiencing peaks of frustration following an incident (when needed). It offers a constructive outlet for frustration, allowing children to express their feelings without getting into trouble or hurting anyone.
- Relaying the message that it's okay to get frustrated, but that we shouldn't take it out onto others. Children at Tier 3 have great struggles with impulse control. This activity provides a venue for expression without repercussions.

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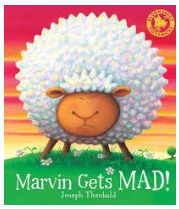
* *See instructions at the back of the card*

THE FRUSTRATION MONSTER !



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EHDAA

INDOOR ACTIVITY

Special attentions for K4:

- Young children are often filled with lots of big emotions, providing them with opportunities to get it out in ways that is not hurtful to them and others is key.
- Be creative with providing opportunities to express this energy when you see the beginning signs of frustration as this will help greater build up and overflow which is often more challenging to manage, particularly within a group setting.
- Inside, you could have a large piece of banner paper taped up on a section of a wall and call it a *'Scribble Station'* with wax crayons that are left close by for quick use! When you see a child with the beginning of intensity building, invite them to join you at the Scribble Station to scribble with large and intense movements to get some of this energy out.
- Modeling the activity is key to guide the child in getting it out on something and not someone. Finish the intervention with checking in to see if this helped to get some of the frustration out. Then proceed to help with what was the cause of the initial frustration. Encourage the children to use their words to name what is frustrating or not working for them.

Special attentions for Tier 3

- Children at Tier 3 are known to be filled with lots of frustration. They struggle with expressing it without hurting others as they have little impulse control.
- Helping children at Tier 3 release frustration in a preventative manner is key, as this will help reduce and maintain a lower level of frustration within them. Use different type of activities to release energy both indoors and outdoors.
- If the child struggles with the amount of stimulation within the classroom and you notice this has a link with frustration outbursts, plan scheduled breaks to help make the classroom time more manageable for them. Adjust the amount of time within the classroom and duration & frequency of breaks as the child makes progress.

Adaptations for special needs:

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- The *Frustration Monster* activity itself may not be suitable for some children with special needs. Could replace it with simple scribbling or bingo dotters. Could also suggest other ways to release frustration, such as physical movement activities.

S = *social development* E = *emotional development* EHDAA = *special needs*

This toolkit was developed by Martine Demers and Catherine Korah (CEBM), and Lucie Brisebois (RSB) with the collaboration of K4-K5 teachers

Inside Out Activity:
The Frustration Monster!

Written by Hannah Beach (April 7, 2020)
https://hannahbeach.ca/the-frustration-monster/

This is a great activity for kids ages four to eleven.
(These ages are approximate and are suggested guidelines only)

What's the benefit?

This activity can help a child think about frustration and what it feels like inside of them. It can also help children express their frustration, as it gives them the permission to draw a really ugly picture. Often children are expected to make "nice" drawings, and this activity gives them the space and room to do otherwise.

This activity can support children to:

- release their pent-up frustration, which can otherwise lead to outbursts of aggression.
- connect to, reflect on, and express their feelings of frustration in a safe way. This helps them to build consciousness around their feelings, which is essential for them to develop impulse control, emotional maturity, and resilience, as well as embark on a path of self-discovery.

What do you need to make it happen?

- A piece of paper per child
- Crayons/markers for each child (if none available, a pen or pencil will do)
- Background music (optional) Music suggestions below

How do you do it?

- Ask your students to remember a time when they felt really frustrated.
- Then ask them to imagine that their frustration was a MONSTER!
- Ask them to draw the monster. Give them some verbal prompts, like:
  "Can you draw what your frustration monster looks like? Make it as wild and ugly as you wish!"
  "She is a mad monster! Show me how frustrated she is!"
  "What colour(s) is your monster?"
  "How ugly can you make him?!"
- If a child cannot remember a time when they felt frustrated, then let them know that they can just make it up: "That's okay—just invent a frustration monster and make him as frustrated and ugly as you can!"

https://hannahbeach.ca/the-frustration-monster/

Let your students know that:

- everyone is going to have 10 minutes to draw their frustration monsters.
- you are going to play some music for them while they draw. (This really helps to keep kids engaged in the activity. It can also help them to tap into their feelings.)
- NOT to show anyone else in the class their drawings until you ask them to.
- that if they finish their drawing before you ask everyone to return, that they can just doodle or draw whatever they want to.
- that they can begin when the music starts. And that you will be drawing your monster too!

Note: You could also do this activity by explaining the activity to the children and then ask them to do it in their own time and return to the online class at a specific time/day to share their drawings. If you do it this way, make sure to remind them that when they return to the computer, to NOT show anyone else their drawing until you invite them to.

Helpful tips:

- If your students don't know what "frustration" means, tell them to think of a time that they really wanted something but couldn't get it, and it made them feel really mad. This explanation will resonate with most kids.
- It is best to not tell children that this kind of activity is "good" for them as it may make them feel self-conscious or even resistant to participating in the activity. Instead, just introduce it casually, as in:
  "I thought that before we did our math lesson today that we could all draw together for a bit. Today we are going to be drawing frustration monsters! Here is how it is going to work…" (And then go on to explain the next steps.)
- This activity works best if the music you select feels energetic: think big music, strong emotions.

Music suggestions: (To fill 10 minutes of time you would need both of these pieces.)

Title: "The Final Countdown" (Live version)
Artist: Melo-M
Album: Live at Riga Congress Centre

Title: "Moving Worlds"
Artist: Secession Studios
Album: Epoch

Ideas for how to share them with one another:

BEFORE the kids show them to one another, let them know that it's OK if their frustration monster looks completely different than everyone else's!

There are no rules about what it should look like:

- It's OK if they did just the head, or they drew the whole body.
- It's OK if they only had a pencil or not many colours as it is hard to go shopping right now, so not to worry if theirs isn't as colourful as other peoples.

Ask them to all turn their sound off so that they can hear you, but they can't hear one another. (I don't know about you, but I have been teaching online now for a few weeks and have found it much easier to teach when my students sound is off and then they each turn their sound on one at a time. Otherwise we can't hear one another for all the background noise.)

https://hannahbeach.ca/the-frustration-monster/

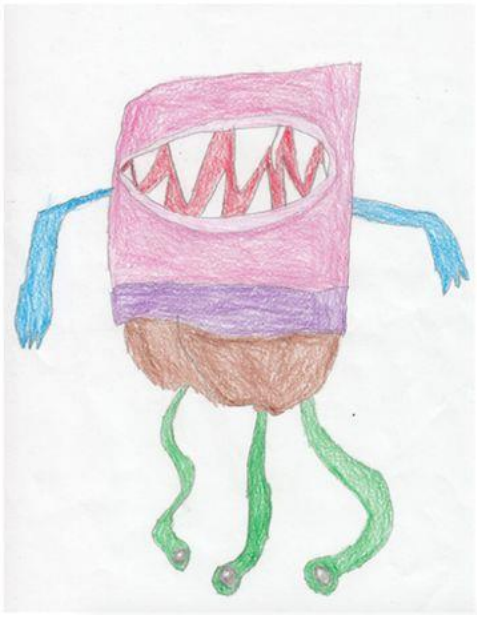
Depending on what you feel is best for the students you work with, you could:

- invite all the children (and you) to hold up their pictures at the same time to show one another. This can feel less vulnerable than everyone's eyes being on one picture at a time. You could then make global comments about the group's pictures: "Wow! Yikes! These are crazy monsters!"
- let them know that they can hang this up in their own home if they want to, or crumple it up in a ball and recycle it!

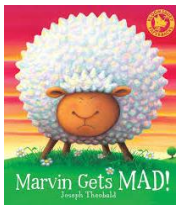
* This activity is from the **Inside-Out handbook**; the experiential companion guide to *Reclaiming Our Students: Why Children Are More Anxious, Aggressive, and Shut Down Than Ever—And What We Can Do About It*, co-authored by Hannah Beach & Tamara Neufeld Strijack.

Warmly,
Hannah Beach

https://hannahbeach.ca/the-frustration-monster/



MAKE A SHEEP CRAFT



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INDOOR ACTIVITY

Materials needed

- Will depend on the type of craft

Tier 1 universal practices – for the whole group

- Inviting the children to complete an arts and crafts activity which could also be used as a sensory tool to help prime emotional regulation. Creating a sheep with cotton balls that the children can hold and touch when they feel upset. The group discussion can then continue with a brainstorming session on the question, 'What can I squeeze to help me calm down when I'm upset?'

Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Linking to the Personal Tool Board.

Tier 3 individualized practices – for few children on a one-to-one basis

- Completing this activity with a child at Tier 3 in an **alternate location**, on a one-to-one basis, with the support of an adult.
- Linking to the Personal Tool Board and Individual Bin.

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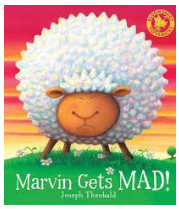
* *See instructions at the back of the card*

MAKE A SHEEP CRAFT



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INDOOR ACTIVITY

Special attentions for K4:

- With 4-year-olds, this activity may be best done in small groups in order for them to have the support they need. Some will need additional help from an adult to complete their craft. This activity may not be suitable for some 4-year-old children (doing a 2D craft may be easier – e.g. glueing cotton balls onto a sheet of paper in the shape of a sheep).
- May need to divide this activity into chunks for it not to feel too long.

Special attentions for Tier 3

- May want to look into creating a sturdier object to manipulate, as some Tier 3 children may accidently break the craft when too upset (perhaps using a plush or a squishy item instead).

Adaptations for special needs:

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- Adapting this activity given fine motor abilities.
- Using a plush or a squishy item instead.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

MAKE A TOILET PAPER ROLL SHEEP

https://www.easypeasyandfun.com/toilet-paper-roll-sheep/

Materials needed

- Toilet paper roll
- Cotton balls
- Coloured construction paper
- Glue, scissors, makers

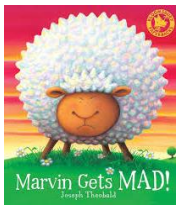
MAKE A POM POM SHEEP

one little project ...at a time

https://onelittleproject.com/pom-pom-sheep/

Materials needed

- White chunky yarn
- Black pom poms (1 inch)
- Black craft foam
- Googly eyes
- Glue gun, scissors



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Resources available:

- Infographic by Dr. Deborah MacNamara:
  Tantrum, tears and frustration
  https://macnamara.ca/infographics/

- Editorials written by Deborah MacNamara and Hannah Beach:

  1. *Three Things to Understand about Aggression in Kids*
     https://macnamara.ca/portfolio/what-our-kids-need-us-to-understand-about-aggression/

  2. *When Push Comes to Shove: What to do with Children's Aggression*
     https://macnamara.ca/portfolio/when-push-comes-to-shove-the-answer-to-childrens-aggression/

  3. *Ten Things Not To Do When a Child is Frustrated or Having a Tantrum*
     https://macnamara.ca/portfolio/ten-things-not-to-do-when-a-child-is-frustrated-or-having-a-tantrum/

  4. *Frustrating Play: what it is and how it supports development*
     https://hannahbeach.ca/frustrating-play/