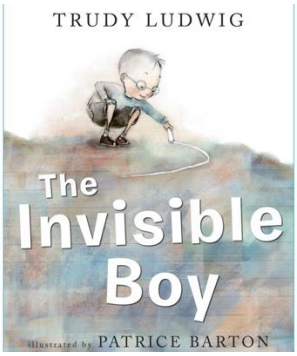
CEBM K4-K5 Teacher Toolkit on Emotional and Social Development

S

E

EN / FR



The Invisible Boy by Trudy Ludwig

Book synopsis: Nobody notices Brian, they don't think to include him. Until a new boy arrives, they team up on a class project together and Brian finds a way to shine.

Themes covered:

- Friendship, respecting differences, inclusion

Time of the year:

- March

Secondary books linked:

- *Giraffes Can't Dance*
- *Everybody!*

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. round framed glasses – with or without lenses, outdoor chalk, an easel with a large sheet of paper and a hand drawn picture on it) 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/9fl7dBpzDG8?si=nY-Kvl17By3zkmtl

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/9fl7dBpzDG8?si=nY-Kvl17By3zkmtl

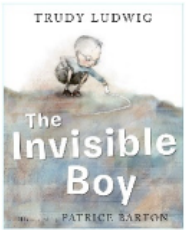
S = *social development* E = *emotional development* **EHDAA** = *special needs*

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

BOOKMARK

S

E

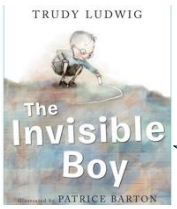


The Invisible Boy
Trudy Ludwig and Patrice Barton

1. When you look at the cover, what do you think this book is about?
2. What do you notice about the boy with the glasses?
3. What happens at recess when children choose players for the kickball teams?
4. How do you think Brian feels when all the children talk about Madison's birthday party, and he wasn't invited?
5. What does Brian like to do at Choosing Time?
6. How do the classmates respond to the new student, Justin, at lunchtime?
7. Why do you think Brian put a note in Justin's cubby?
8. How does Justin help Brian in their special project? Do you notice something changing with Brian? Look closely.
9. What happens with the special project?
10. Does Brian continue to eat alone at lunchtime? What changed?

ACTIVITY CARDS OVERVIEW

***The Invisible Boy* by Trudy Ludwig**



S

E

E

EMOTIONAL DEVELOPMENT

Indoors

- How do you feel when being left out or laughed at? (pages 4-5)

Outdoors

- *Make Your Emotions Move!* game (pages 20-23)

S

SOCIAL DEVELOPMENT

Indoors

- Cooking activity (pages 6-9)
- March Nutrition Month (pages 10-11)
- Acts of kindness (pages 12-13)
- Class community collage (pages 14-15)
- Black and white personal captions (pages 16-17)
- Masterpiece drawing-painting (pages 18-19)

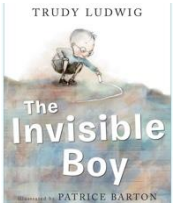
Outdoors

- Sidewalk chalk (pages 24-25)
- Duck, Duck, Goose (pages 26-27)

PARENT COMPONENT

- Cooking activity (page 28)
- Acts of kindness (page 28)
- ADULT RESOURCES: editorials (page 28)

HOW DO YOU FEEL WHEN BEING LEFT OUT OR LAUGHED AT?



E

INDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- With the whole group of children, using screenshots of various pages in the book to elicit some responses from them (e.g. when Brian was being left out, when Justin was being laughed out).
- Asking the children to share their own examples, how that made them feel, and whether someone was there to help them out.

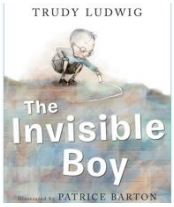
Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Using puppets or figurines to re-enact the same scenarios brought up in the larger group. The children could play out both sides of the scenario and see how they managed through. They may require the support of the adult to structure the activity.

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

- Repeating 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).
- Using puppets or figurines to re-enact the same scenarios brought up in the larger group. The children could play out both sides of the scenario and see how they managed through. They may require the support of the adult to structure the activity.

HOW DO YOU FEEL WHEN BEING LEFT OUT OR LAUGHED AT?



E

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.

Special attentions for Tier 3

- This activity may be triggering for some children at Tier 3. Focusing on the characters in the story or using puppets might help, by doing it 'one-step-removed'.

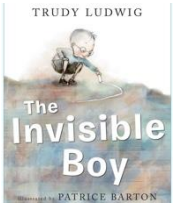
Adaptations for special needs: EHDAA

- Linking the different scenes in the book to their own scenarios with personalized pictures to help them better relate to what's happening in the story.

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

COOKING ACTIVITY



S

INDOOR ACTIVITY

Materials needed

- Different ingredients needed depending on the selected recipe

Tier 1 universal practices – for the whole group

- Having a discussion around what they like to eat, who they share food with, how we all have different preferences.
- Making a recipe with the group using a visual recipe, showing ingredients, cooking tools, and instructions.
- Ensuring there is support present from other adults to assist with the cooking activity.

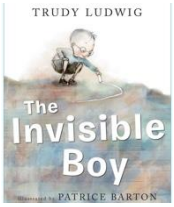
Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Selecting a recipe of their particular interest will make it even more fun. You can make enough to share with the class group!

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

- Repeating 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).
- Selecting a recipe that has a specific interest for them. The finished recipe could be shared with adults who support the child, which can help prime attachments.

COOKING ACTIVITY



S

INDOOR ACTIVITY

Special attentions for K4:

- Keeping in mind that some 4-year-olds have not received many opportunities to taste a variety of different foods. Making sure not to force them to eat something they are not comfortable with.

Special attentions for Tier 3

- Keeping in mind some children at Tier 3 have difficulty with certain foods, including their smell, taste, texture, allergies, etc.

Adaptations for special needs:

EHDAA

- Keeping in mind some children with special needs have difficulty with certain foods, including their smell, taste, texture, allergies, etc.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

COOKING ACTIVITY
Easy no-bake recipes for kids

FRUIT SNACK RECIPES

- Easy apple snacks recipe:
  https://www.busylittlechefs.com/easy-apple-snacks/
- Fruit skewers:
  https://www.tasteofhome.com/recipes/fruit-and-cheese-kabobs/
- Frozen banana cereal pops recipe:
  https://www.tasteofhome.com/recipes/frozen-banana-cereal-pops/
- Fruit rice paper rolls with coulis dip recipe:
  https://www.bbcgoodfood.com/recipes/fruit-rice-paper-rolls-with-coulis-dip

SWEET NO-BAKE SNACK RECIPES

- No-bake cereal cookie bars recipe:
  https://www.tasteofhome.com/recipes/no-bake-cereal-cookie-bars/
- Marshmallow Rice Krispie treats recipe
  https://www.allrecipes.com/recipe/9959/marshmallow-treats/
- No-bake power bites recipe:
  https://www.allrecipes.com/recipe/244800/no-bake-power-bites/
- No-bake cookies recipe:
  https://www.allrecipes.com/recipe/9832/no-bake-cookies-i/
- Cherry no-bake cookies recipe:
  https://www.tasteofhome.com/recipes/cherry-no-bake-cookies/
- Peanut butter granola pinwheels recipe (can use any non-nut spread):
  https://www.tasteofhome.com/recipes/peanut-butter-granola-pinwheels/
- Chocolate-hazelnut fruit pizza recipe:
  https://www.tasteofhome.com/recipes/chocolate-hazelnut-fruit-pizza/

COOKING ACTIVITY
Easy no-bake recipes for kids

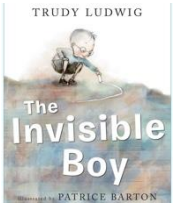
VEGETABLE SNACK RECIPES

- Veggies in hummus cup recipe: https://mykidslickthebowl.com/cucumber-hummus-cups/
- Rice paper rolls recipe: https://mykidslickthebowl.com/rice-paper-rolls/
- Ants on a log recipe (can use any non-nut or cheese spread): https://mykidslickthebowl.com/ants-on-a-log/
- Tomato or cucumber stacks: https://www.pure-flavor.com/recipe/cucumber-stacks/ http://www.vitaminbee.tv/recipe/tomato-cucumber-stacked-sandwiches/

SALTY NO-BAKE SNACK RECIPES

- Bagel Topping Ideas For Kids: https://www.mummycooks.com/en-ca/blogs/recipes/bagel-topping
- Easy to make cream cheese snacks recipe: https://www.busylittlechefs.com/cream-cheese-snacks/
- Easy pinwheel sandwiches recipe: https://www.yummytoddlerfood.com/pinwheel-sandwiches/
- Cheesy quesadillas recipe: https://www.tasteofhome.com/recipes/cheesy-quesadillas/
- Pizza wraps recipe: https://www.tasteofhome.com/recipes/pizza-wraps/

MARCH NUTRITION MONTH



S

INDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- Gathering photos of foods from different cultures. Speaking of the differences and the similarities with foods from various cultures.
- Possibly inviting parents to prepare and share traditional foods from their culture.
- Risk-taking with trying out different foods while being cautious with allergies within the group.
- Giving examples of what 'appropriately naming whether you like or don't like certain foods' looks like.

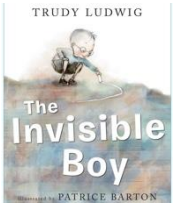
Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Bringing a few foods to sample. Although some children may be picky, they can be encouraged to try before saying they don't like something.
- Talking about their most and least favorite foods. Expecting that some may outright refuse to try – modeling how this can be handled.

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

- Repeating 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).
- Bringing a few foods to sample. Although some children may be picky, they can be encouraged to try before saying they don't like something.
- Talking about their most and least favorite foods. Expecting that some may outright refuse to try – modeling how this can be handled.

MARCH NUTRITION MONTH



S

INDOOR ACTIVITY

Special attentions for K4:

- Keeping in mind that some 4-year-olds have not received many opportunities to taste a variety of different foods. Making sure not to force them to eat something they are not comfortable with.

Special attentions for Tier 3

- Keeping in mind some children at Tier 3 have difficulty with certain foods, including their smell, taste, texture, allergies, etc.

Adaptations for special needs:

EHDAA

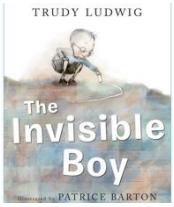
- Keeping in mind some children with special needs have difficulty with certain foods, including their smell, taste, texture, allergies, etc.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

ACTS OF KINDNESS



S

INDOOR ACTIVITY

Materials needed

- Props for the role-playing scenarios

Tier 1 universal practices – for the whole group

- Brainstorming with the children what kindness can look like.
- Inspiring them by naming acts of kindness which are already taking place within the group.
- This can lead to encouraging empathy and compassion towards one another – being patient with each other, respecting each other's rhythm and differences.

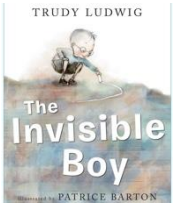
Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Brainstorming and choosing 1 or 2 acts of kindness they would like to try out with another child or adult.
- Helping them to get ready should they require to prepare something (e.g. props for the scenario).
- This activity can be completed at school or at home.

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

- Repeating 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).
- Brainstorming with them and inviting them to choose 1 or 2 acts of kindness they would like to try out with another child or adult.
- Helping them to get ready should they require to prepare something.
- This activity can be completed at school or at home.

ACTS OF KINDNESS



S

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.

Special attentions for Tier 3

- This activity may be triggering for some children at Tier 3. Focusing on the characters in the story or using puppets might help, by doing it 'one-step-removed'.

Adaptations for special needs:

EHDAA

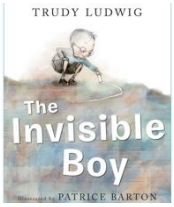
- Linking the different scenes in the book to their own scenarios with personalized pictures to help them better relate to what's happening in the story.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

CLASS COMMUNITY COLLAGE



S

INDOOR ACTIVITY

Materials needed

- Big white banner paper, markers/crayons, scissors, glue, other arts and crafts materials
- Could also use photographs and magazine cutouts

Tier 1 universal practices – for the whole group

- As a follow up to the activity 'Acts of Kindness', asking the children to create a class community collage that highlights different examples of acts of kindness, inclusion, and sharing. The children can use the ideas from the brainstorming activity done previously.

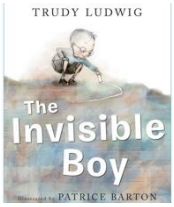
Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.
- Inviting the children bring in photos from home - have them share and talk about what they see in each other's photos.

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).
- Making direct links with specific examples seen within the classroom or playground. Being concreate will help them connect with the activity.
- Inviting the children bring in photos from home - have them share and talk about what they see in each other's photos.

CLASS COMMUNITY COLLAGE



S

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.
- May be trickier for some children to draw their own portrait. Could be easier to use photographs or magazine cutouts instead.
- May need to divide this activity into chunks for it not to feel too long.

Special attentions for Tier 3

- May need to divide this activity into chunks for it not to feel too long.

Adaptations for special needs:

EHDAA

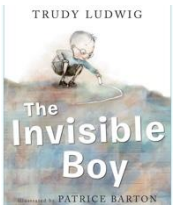
- Will be easier to use photographs instead of asking the children to draw themselves. Or, using a silhouette with pre-cut body parts and help the children place them at the right spot.
- May need to divide this activity into chunks for it not to feel too long.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

BLACK AND WHITE PERSONAL CAPTIONS



S

INDOOR ACTIVITY

Materials needed

- Black and white photographs, white sheets of paper or construction paper, markers/crayons, scissors, glue, other arts and crafts materials

Tier 1 universal practices – for the whole group

- Taking black and white photos of each child in the group.
- Printing them up and asking the children to draw, color and/or cut out colored clothes to dress themselves up.
- Having a discussion on how they feel about seeing each other in black and white, and how this may change for them when seeing themselves 'dressed' in color.

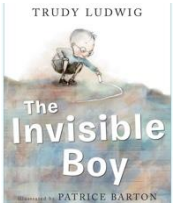
Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity as a follow-up with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Children at Tier 2 often need additional time and support to complete craft activities.
- Providing them with additional time to complete their personal caption and following-up with a discussion to see how they feel throughout this activity.

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

- Repeating this activity as a follow-up 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).
- Children at Tier 3 often need additional time and support to complete craft activities.
- Providing them with additional time to complete their personal caption and following-up with a discussion to see how they feel throughout this activity.

BLACK AND WHITE PERSONAL CAPTIONS



S

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.
- May need to divide this activity into chunks for it not to feel too long.

Special attentions for Tier 3

- Some children at Tier 3 may not want to be photographed. They can use a character instead if that helps them feel more comfortable.
- May need to divide this activity into chunks for it not to feel too long.

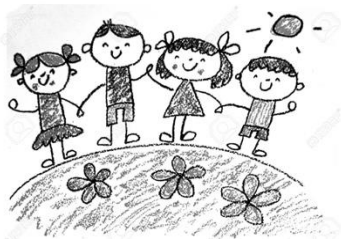
Adaptations for special needs:

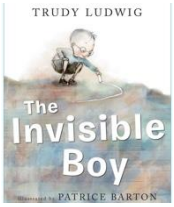
EHDAA

- Some children with special needs may find this activity difficult given their fine motor abilities. Making sure to adapt accordingly.
- A number of children may not understand the link between the activity at hand and the storyline in the book.

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

MASTERPIECE DRAWING-PAINTING





S

INDOOR ACTIVITY

Materials needed

- White sheets of paper, pencil crayons, markers/crayons

Tier 1 universal practices – for the whole group

- Providing a large sheet of paper to each child.
- On day 1, only provide pencils, black markers, black pencil crayons, black wax crayons. Letting them draw what inspires them.
- On day 2, inviting them to use as many colors as they like. Providing time for visual creations.
- Once everything is dry, having the children compare both drawings/paintings.
- Asking them: how do they feel? What do they prefer? Why? How would the world look like if it was all black and white or only in one color, any color?

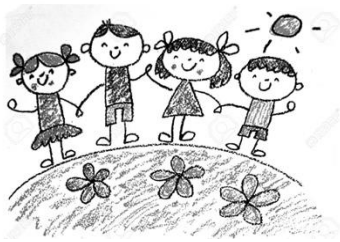
Tier 2 targeted practices – for some children in a small-group setting

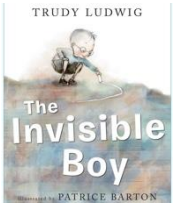
- Repeating this activity as a follow-up with a small-group (2 or 3) of selected children at Tier 2 in an **alternate location** with fewer distractions.
- Providing a set of black and white photos of foods, activities to do, places to visit, as well as the same photos in color.
- Showing the small group of children at Tier 2 the photos and asking them their preference as to which photos are more appealing to them, in terms of foods to eat or places to go visit.

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

- Repeating this activity as a follow-up 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).
- Providing a set of black and white photos of foods, activities to do, places to visit, as well as the same photos in color.
- Showing the child at Tier 3 the photos and asking them their preference as to which photos are more appealing to them, in terms of foods to eat or places to go visit.

MASTERPIECE DRAWING-PAINTING





S

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.
- May need to divide this activity into chunks for it not to feel too long.

Special attentions for Tier 3

- May need to divide this activity into chunks for it not to feel too long.

Adaptations for special needs:

EHDAA

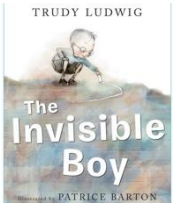
- Some children with special needs may find this activity difficult given their fine motor abilities. Making sure to adapt accordingly.
- A number of children may not understand the link between the activity at hand and the storyline in the book.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

MAKE YOUR EMOTIONS MOVE !



E

OUTDOOR ACTIVITY

Materials needed

- Make Your Emotions Move! game created by CEBM
- Emotion cards (printed in a large format and laminated) to bring outdoors
- Visuals for each movement station based on the activities selected by the children (e.g. skipping ropes, jumping jacks, burpees, hopping on one leg then the other, frog hopping, squats, hoola hoops, etc.)

Tier 1 universal practices – for the whole group

- Selecting 4 or 5 emotions each time the game is played – each card will become a high energy movement station. For every station, decide on a physical movement that the children will do when they select this emotion.
- Creating and placing a visual of the exercise found at each respective station. Setting-up the stations in the periphery of a designated area.
- Gathering all the children in the middle, reading a scenario card, and asking them to name which emotion this makes them feel.
- Then, inviting them to run to the matching emotion photo-movement station to complete the predetermined exercise.
- Calling the children back after a few minutes and repeating the exercise with additional scenario cards.
- This is a great game to help the children to identify emotions and to expend some energy before returning indoors.

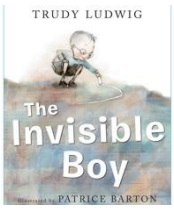
Tier 2 targeted practices – for some children in a small-group setting

- Repeating this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- When playing again after the class group, the physical activities can be changed according to the children's suggestions.
- Additional scenarios can be created based on events that have occurred with the children in this group so as to provide them with additional support in naming and working through their emotions.

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

- Repeating this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (could invite a friend to make the game more engaging).
- While using the emotion photos, inviting the children to share a time when they felt the emotion, and then pick a physical activity to expend some energy.
- Once an activity card is used, discarding it to encourage the children to use each of the physical activity cards.

MAKE YOUR EMOTIONS MOVE !



E

OUTDOOR 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.
- They may also need to do this activity in small blocks of time.

Special attentions for Tier 3

- Some high-level energy activity may be triggering for some children at Tier 3. Adapting the energy level of the activity according to their needs.

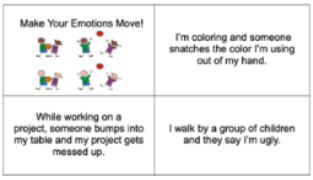
Adaptations for special needs: **EHDAA**

- Simplifying the scenarios (adapt to their realities)
- Part 1 in class: no stations, creating a classroom book with simplified the scenarios, associate to the emotion cards
- Part 2 in the gym or outside: 4 zones or animal movement poster
- Adapting this activity according to the children's gross motor abilities.
- Some high-level energy activity may be triggering for some children with special needs. Adapting the energy level of the activity according to their needs.

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

How to Play – *Make Your Emotions Move* Activity with The Rabbit Listened

Prepare materials to play the game:

1. Emotion Face Cards	2. Make Your Emotions Move! Scenario Cards	3. Make Your Emotions Move! Exercise Cards	4. Gather equipment needed to accompany the exercise stations
			 
• Print in color 8 ½ x11 • Laminate for durability • Select 3-5 emotions each time you play the game	• Print the cards • Laminate for durability • Cut and gather in a pouch or on a key ring • Review which scenario cards you will use, in relation to the emotions you have decided to showcase that day	• Print in color 8 ½ x11 • Laminate for durability • Be prepared to hang them up outside in different areas of the playground (with clothespins on the fence, string, etc.)	• Select 4-5 exercise stations each time you play • Gather the materials needed for these specific activities • Place the materials with the activity so it will be ready to use by the children

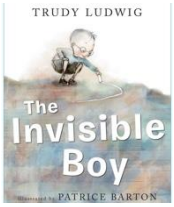
Click HERE to download the game cards

Playing the game:

1.	Begin by announcing which emotion cards are selected for today. Show the images, review and have the children give examples of when they have felt this emotion.
2.	Announce which Exercise Cards will be used today – do a demonstration of the exercise, have the children do the exercise with you and if equipment material is needed, they will know how to use it.
3.	Gather all the children in the center of your stations, read out your first Scenario Card – have the children name which emotion they feel with this situation. Then they can run to the station with that emotion and begin to do the Exercise activity that is attached to that emotion.

4.	When the children have finished doing the exercise at their station, they return to the central gathering area.
5.	Continue playing the game for the duration that you see the children are interested and are enjoying the different segments of the activity. Take care of keeping a good flow with the exercise time not being too long, otherwise the children with tire and no longer want to play.
6.	Take care of changing which emotions and exercise activities are chosen each time you play. Feel free to create and add new exercises. The children can be invited to provide suggestions and to model them for the group. Great incentive, enjoy!

SIDEWALK CHALK



S

OUTDOOR ACTIVITY

Materials needed

- A range of thick coloured chalk for outdoors

Tier 1 universal practices – for the whole group

- Inviting the whole group of children outside in the schoolyard to use sidewalk chalk.
- The children decide upon a theme for the collective drawing or they let their imagination lead them where it goes! Size and space are not limited.
- Explaining to them that when it rains, the chalk designs will wash away.

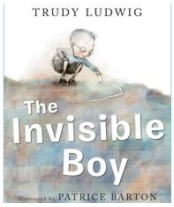
Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- The children decide upon a theme for the collective drawing or they let their imagination lead them where it goes! Size and space are not limited.
- Explaining to them that when it rains, the chalk designs will wash away.

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

- Completing this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, on a one-to-one basis, with the support of an adult (could perhaps invite a friend).
- The children decide upon a theme for the collective drawing or they let their imagination lead them where it goes! Size and space are not limited.
- Explaining to them that when it rains, the chalk designs will wash away.

SIDEWALK CHALK



S

OUTDOOR ACTIVITY

Special attentions for K4:

- Young children often think that they 'own' what they have created. However, at school it is not always the case, especially when the objective is to create collaboratively.
- Making sure they also understand that sidewalk chalk will wash away with rain.

Special attentions for Tier 3

- Children at Tier 3 often have a strong sense of ownership towards what they make and create at school. It is important to name, from the beginning, that this creation is meant to be collaborative.
- Making sure they also understand that sidewalk chalk will wash away with rain.

Adaptations for special needs:

EHDAA

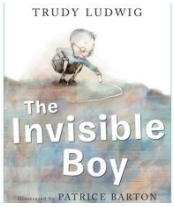
- A number of children may not understand the link between the activity at hand and the storyline in the book.

S = *social development*

E = *emotional development*

EHDAA = *special needs*

DUCK, DUCK, GOOSE



S

OUTDOOR ACTIVITY

Tier 1 universal practices – for the whole group

- Inviting the children to sit in a circle, where one person goes around gently touching on the other children's head while saying "Duck, duck".
- Then, when they decide to say "goose" instead, the child who got chosen must get up to catch the child who had touched them on their head.
- The runner then becomes the next child to go around the circle to tap and select another player.
- Since all children will want to have their turn, a new child must be chosen to be 'goose' at each game.

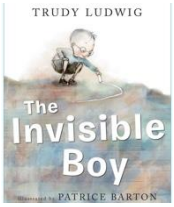
Tier 2 targeted practices – for some children in a small-group setting

- Completing this activity with a small-group (2 or 3) of selected children at Tier 2 at a **reserved spot in the schoolyard** with fewer distractions.
- The children will most likely enjoy it better in this setting, as they will not have to wait as for their turn in comparison with the whole group context (which may be frustrating for them).

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

- Completing this activity with a child at Tier 3 at a **reserved spot in the schoolyard**, with the support of an adult (inviting a few selected friends).
- The children will most likely enjoy it better in this setting, as they will not have to wait as for their turn in comparison with the whole group context (which may be frustrating for them).
- The adult may need to model and coach the child at Tier 3 throughout the game to help them experience more success (e.g. waiting their turn, handling being touched on their head, catching the player who selected them, etc.)

DUCK, DUCK, GOOSE



S

OUTDOOR ACTIVITY

Special attentions for K4:

- With some 4-year-olds, this activity may be best done in small groups in order for them to have the support and coaching they need.

Special attentions for Tier 3

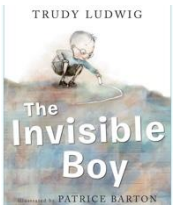
- Children at Tier 3 often struggle to respect other people's personal space.
- They require ongoing coaching using cues to help them slow down when approaching others, and to avoid taking offence when asked to back away because they are too close. Their strong desire to make friends, coupled with their impulsivity, presents a daily challenge that must be approached with consideration.

Adaptations for special needs:

EHDAA

- Completing this activity in a larger space, such as the gym or outside.
- Perhaps using a different game such as freeze dance.

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



S

INDOOR ACTIVITY

Tier 1 universal practices – for the whole group

COOKING ACTIVITY

- Inviting the parents to participate in and/or lead a cooking activity with their children.
- Using visual recipes enables the children to 'read' and follow along with the recipe.
- Eventually, each family could contribute a recipe to create a collective recipe book. The recipes could be sent home to inspire parents to cook with their children.

Tier 1 universal practices – for the whole group

ACTS OF KINDNESS

- Parents are invited to assist their child in demonstrating an act of kindness through:
- donating a toy or a book
- participating in a food drive
- volunteering for a cause
- etc.

PARENT COMPONENT – ADULT RESOURCES

Editorials written by Deborah MacNamara:

1. *Why Should I Care? How to raise caring kids*
   https://macnamara.ca/portfolio/why-should-i-care-how-to-raise-caring-kids/

2. *How to Grow Caring Kids*
   https://www.cebm.ca/post/how-to-grow-caring-kids