

Building & Creating Area



[Video capsule](#)

Rationale:

Having a designated area for building and creating with a wide range of materials to spark every interest, is a rich venue for intervention. This opportunity will allow students to express their creativity and attempt to work through different emotional experiences. It provides an invitation to create and work on cognitive, physical, emotional, and social skills.

Benefits:

Building and creating offers a wonderful terrain for trial & error, readjusting, and making new and different attempts to solve challenges. Being ‘one step removed’ these interventions are then less vulnerable for students. The rhythm of repetitive movements creates a sense of deep calm. These activities help students reset and be more available for learning.

Tier 1 & 2 Universal & targeted practices:

Community Projects, Clubs, Games and
Bain Breaks

These are projects, clubs or games that are worked on or played as a community. This group meets regularly for several sessions to do the same activity until completed or satisfied with the outcome. This is time for team building and to work on collaborating with others.

Note that building and creating can also be part of the wide range of activities within the umbrella of Brain Breaks.

*Projects and materials can be stored with a sign, letting others know not to touch or use.

Resource links:

[Games:](#) Cards, board games, blocks,
[Construction & De-construction:](#) Boxes, foam blocks, cups, straws

[Poster](#)

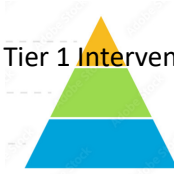
[Lego resource package](#)

[Brain-break-activities](#)

*Link to the CEBM ‘s Building and Creating guide with ideas and considerations.

[Binder of activities](#)





Tier 3 Individual practices:
Individual Projects

These are projects that require a number of sessions before they are completed. This is a great opportunity for 1:1 time with a student. Time to talk, to listen, to guide, and teach. It is also an opportunity to have time alone to process and reorient oneself.

*Students can store their projects or games in a reserved area, having it ready for them and kept away from others. [Personal bin](#)

Resource links:

[Construction mazes](#): marbles, labyrinths, cardboard

[Fine motor activities](#): mandalas, looming, stringing, bracelet making, origami.

[Yarn activities](#): weaving. Knitting, corking, crocheting



Caution Elements:

Activities will run smoothly in a clean, clutter-free, and organized area. We recommend that you label bins and baskets and have materials readily accessible. The adult leading the activity must know how to do it before introducing it to the student(s). Verify that you have all the materials, pieces, and tools needed before starting. Being unprepared, unequipped, or disorganized can lead to further frustration for the students. Having models can help students visualize an end product, however, we explain that all results will be different and unique. Be sure to match the student's needs with an activity that will best meet their needs. (Nothing over their capabilities).