

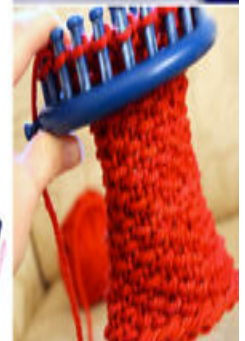


CENTRE OF EXCELLENCE FOR
BEHAVIOUR MANAGEMENT
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Nurturing Support Centres

Building & Creating Area

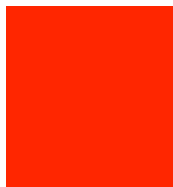




Building & Creating Area
Set-up



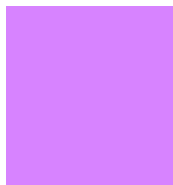
Construction Mazes



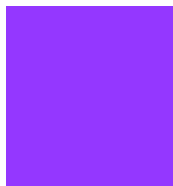
Fine-Motor Activities



Yarn Creations!
Playing with textures and colors



Individual Projects



Community Projects



Store bought games
Our recommendations for NSCs

Recommendations for setting up a successful *Building & Creating Area* in your NSC

Be prepared:

- Clean, clutter-free area with materials organized in labeled bins and baskets
- If you do not know HOW to do a specific activity, take the time to learn how to do it PRIOR to starting it with a student
 - You, as the adult, need to be ‘in the know’ for students to trust you and follow your lead. Whether this is in a learning activity or school related situation.
 - Showing them your samples, attempts in your learning process will encourage them to try something new. The key is not in a ‘perfect’ looking end product but to have tried something new, experienced and worked through the feeling of vulnerability and frustration when trying something new and/or different. One can even laugh at the end product and try to do this again or to opt out and try something different/new yet again. Making the learning process safe is key.
- Ensure that you have all the necessary materials & tools prior to beginning an activity
- Know how much time will be needed to show a student how to do a particular activity
- Have samples, project in progress or a finished product to show students of the activity that you are presenting to them

Be in the know:

- Assessing the length of an activity is based on;
 - The student’s capacity to sustain attention
 - The student’s capacity to manage frustration, especially when learning new tasks
 - Maintain a good level of pleasure, motivation and interest
- Individual activity vs. Collective Activity
 - Matching a student’s needs with the type of activity that will best meet their needs is a bit of a dance. The key is to offer a variety, to give them time to explore and encourage them to try something new.
 - It is best to introduce activities on an individual basis. This helps to preserve a student’s dignity in the face trying something new that may very well trigger vulnerable feelings.
 - Once a student has mastered the skills of their activity, one may chose to include other students and form a group. This is optional. However there are times that it is best to maintain the activity as an individual venue. It will be key to read the student’s cues (verbal and nonverbal) when this is proposed.
 - It is important to reassure student’s that not all activities will be easy, the key is trying, asking for help, the adult is there to support them in this learning and creating experience.
 - Sometimes projects don’t work out and we can even laugh about it!
 - For some students, bringing their individual project to class may be a good intervention support. This will need to be discussed with and approved by the homeroom teacher.

Recommendations for setting up a successful *Building & Creating Area* in your NSC

Setting up for Success:

- Organizing the physical space where the activities and materials are kept is key. If the space in your NSC allows you to have a 'Craft & Yarn Area' and a separate 'Building & Creating Area' this would be the best. If not, organizing the materials in separate areas will help keep things distinct.
- Children love to play and use these intervention materials, it will be very important to announce how much time will be allotted for play. They will need to be given advance warnings (10 min, 5 min, 2 min) of the time passing and when 'Clean-up' time will begin. Practicing this structure and routine will not only be key but essential to have smooth (or fairly smooth!) end of play time. This will also help students transition to what comes next for them.
- Nobody likes surprises, let's not set them up for additional frustration which we know they struggle to manage, this is why they are coming to the NSC. We need to be clear, explicit and consistent in the structures and routines. This will make managing emotions and behaviors much easier!

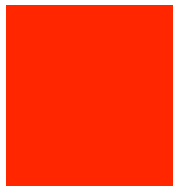
Being well equipped:



- **KEEP IT HANDY, KEEP IT FULL, KEEP IT SAFE!**
- Having a "Building & Creating Tools" Community Basket will be an asset to keep things running smoothly when you have little engineers, builders and creators in your NSC.
- Items can include the following, but this list is not exhaustive as you never know what creative minds may conjure up and will subsequently have interesting 'tool' requests for you!
 - Glue gun and hot glue sticks
 - Extension cord
 - Measuring tape
 - Glue sticks, liquid glue
 - Scissors
 - Scotch tape, masking tape
 - Rulers
 - Pencils
- Although it can be very helpful to have it out on display, depending on your challenging students, you may need to keep it at a safe height in order to prevent incidents.
- There may also be items that you only take out when needed with specific projects, in order to help keep everyone safe.



Construction Mazes



Fine-Motor Activities

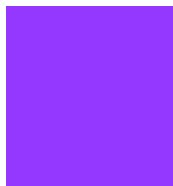


Yarn Creations!

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Our recommendations for NSCs

5 Engineering Challenges



For use in the Nurturing Support Centre's Building & Creating Area:

- Primes creativity
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Manipulating different materials helps students switch gears and refocus
- Provides an intervention context that is flexible in use of space, can be played with on the floor or on a table
- Use of this activity can vary in duration depending on the child's capacity to attempt different strategies for building, but also their capacity to tolerate and work through frustrations
- This can be an individual, dyad or small group activity – ensure that there are plenty of materials available if a small group of students are sharing the materials. Part of the objective is to have “plenty” of each item in the bin to make lots of space for creativity and a wide range of attempts.
- Offer to take pictures of creations for students to bring home the fruit of their creations or to show their teachers
- This activity can also be used within a classroom during inclement weather, a “challenge table” or during sheltered lunch.

Materials needed:

- Wood clothespins
- Craft sticks – natural
- Craft sticks – colored
- Binder clips
- Sheet with visual examples to help inspire creative building
- Bin to keep all the supplies gathered and organized together

Pegboard Marble Maze – Foam tunnels



Materials needed:

- Pegboard rack with a stand (to be pre-built by a handy adult with wood working tools)
- 4 pool noodles, preferably of different colors, cut into different lengths to make tunnels of different lengths, then halved lengthwise
- **Caution: this must be done by an adult, using an Exacto knife or electric knife**
- Pipe cleaners
- Marbles in a container
- Small containers of different sizes to 'capture' the marbles on their descent
- Bin or basket to keep all the supplies gathered and organized together

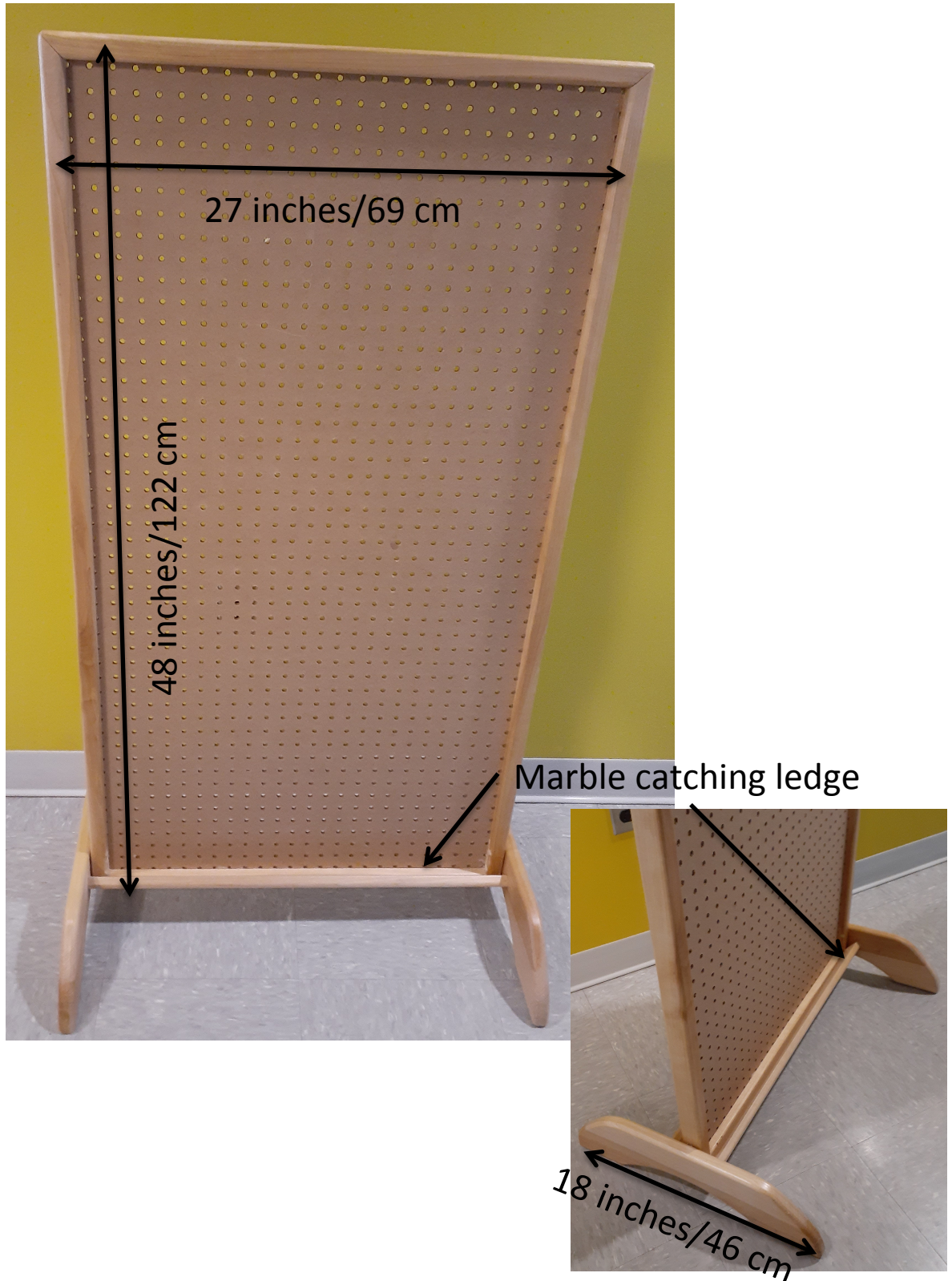


For use in the Nurturing Support Centre's Building & Creating Area:

- Primes creativity as students build their marble maze by tying the foam tunnels with pipe cleaners through the holes of the pegboard. Little engineers in action, every maze will be different.
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Many students appreciate this activity as they can stand and move around as they are building! Active students welcomed!
- Make marbles available once the creation segments are ready for rolling attempts, this helps marbles rolling all over the room!
- Duration of this activity will vary depending on the child's capacity to attempt different strategies and work through frustrations.
- This can be an individual or dyad activity. Having too many people will render the situation more frustrating than enjoyable.
- Part of the objective is to have "plenty" of each item in the bin to make lots of space for creativity and a wide range of attempts.
- Offer to take pictures of creations for students to bring home the fruit of their creations or to show their teachers.
- This activity can also be used during inclement weather or during sheltered lunch.



Wood pegboard rack



Pegboard Marble Maze– Plastic tube tunnels



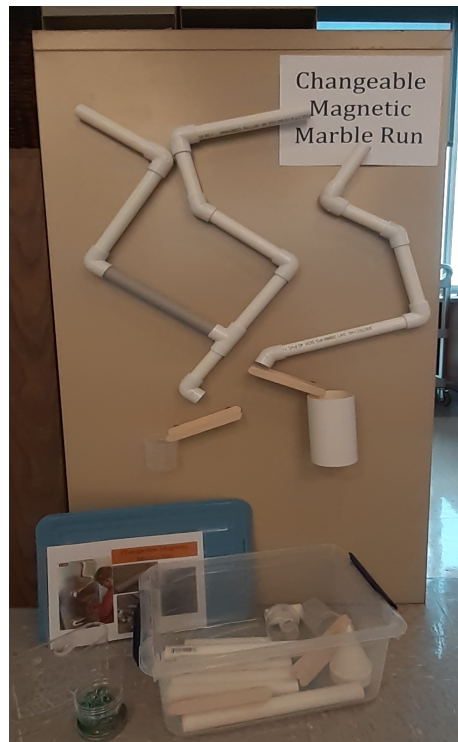
Materials needed:

- Pegboard rack with a stand (to be pre-built by a handy adult with wood working tools)
- PVC tunnel pieces of different lengths:
 - 4 in
 - 6 in
 - 8 in
 - 10 in
- PCV connecting pieces
 - 90 degree
 - 125 degree
 - T intersection
- Marbles in a container
- Hooks of different sizes to insert in pegboard to hold tunnel pieces in place
- Small containers of different sizes to 'capture' the marbles on their descent
- Bin or basket to keep all the supplies gathered and organized together

For use in the Nurturing Support Centre's Building & Creating Area:

- Primes creativity as students build their marble maze by using the various hooks (through the holes of the pegboard) to support the PVC tunnel pieces in angles that will create a successful marble maze. Little engineers in action, every maze will be different.
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Many students appreciate this activity as they can stand and move around as they are building! Active students welcomed!
- Make marbles available once the creation segments are ready for rolling attempts, this helps marbles rolling all over the room!
- Duration of this activity will vary depending on the child's capacity to attempt different strategies and work through frustrations.
- This can be an individual or dyad activity. Having too many people will render the situation more frustrating than enjoyable.
- Part of the objective is to have "plenty" of each item in the bin to make lots of space for creativity and a wide range of attempts.
- Offer to take pictures of creations for students to bring home the fruit of their creations or to show their teachers.
- This activity can also be used during inclement weather or during sheltered lunch.

Changeable Magnetic Marble Run



Materials needed:

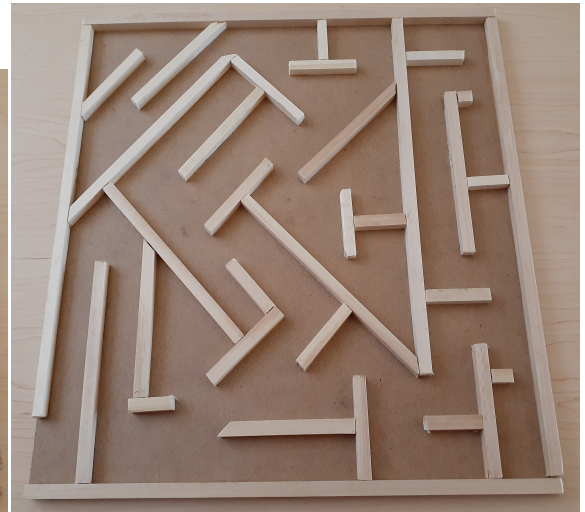
- Large magnetic surface on which to build the maze (ex. Filing cabinet, storage cabinet, magnetic board, refrigerator)
- Build your own tunnels with:
 - Craft sticks
 - Glue gun and glue sticks or wood glue
 - Magnets or suction cups – best glued with epoxy glue (adult)
 - Visual instruction sheet
- PVC tunnel pieces of different lengths:
 - 4 in
 - 6 in
 - 8 in
 - 10 in
- PCV connecting pieces with magnets or suction cups - best glued with epoxy glue (adult)
 - 90 degree
 - 125 degree
 - T intersection
- Marbles in a container
- Small containers of different sizes to 'capture' the marbles on their descent
- Bin or basket to keep all the supplies gathered and organized together

For use in the Nurturing Support Centre's *Building & Creating Area*:

- Primes creativity, offers choice and opportunity to work through attempts, some will work, others will fail. Little engineers in action, every maze will be different.
- Many students appreciate this activity as they can stand and move around as they are building! Active students welcomed!
- Make marbles available once the creation segments are ready for rolling attempts, this helps marbles rolling all over the room!
- Duration of this activity will vary depending on the child's capacity to attempt different strategies and work through frustrations.
- This can be an individual or dyad activity. Having too many people will render the situation more frustrating than enjoyable.
- Part of the objective is to have "plenty" of each item in the bin to make lots of space for creativity and a wide range of attempts.
- Offer to take pictures of creations for students to bring home the fruit of their creations or to show their teachers.
- This activity can also be used during inclement weather or during sheltered lunch.



Create your own marble maze!

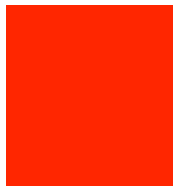


Materials needed:

- 16 x 16 inch pieces of Masonlite board, thick panel board, card board box
- Glue gun, glue sticks
- Wood glue
- Square dowel sticks, cork
- Other items that can simulate 'walls' for the maze: ex. Jumbo straws, craft sticks, round dowels, bottle lids, recycling items can be given a second life!
- Hand saw and angle box if working with wood items to create the walls of the maze
- Marbles
- Large bin to keep all the 'tools' being used in this Building & Creating activity

For use in the Nurturing Support Centre's *Building & Creating Area*:

- This is a good 1:1 activity or can be done in a small group – ensure that each student has their own board from which to create their maze. There should be a wide range of materials placed at the student's disposal from which they will make choices and decisions to try, to use or not use in their maze creation. Invite creativity, make space for *their* ideas and different attempts.
- Explicitly teach the students how to use the glue gun and hand saw in a safe manner. Only use these tools with students whom you deem capable of using them safely and independently. Otherwise, these tools can be used by the adult to support the 'student engineer' in their creation. It is key that the student be 'in the lead' and the adult be the 'helper' in this scenario.
- Use of this activity can vary in duration, depending on the child's capacity to attempt different strategies for creating, but also their capacity to tolerate and work through frustrations.
- Manipulating different tools and materials helps students, switch gears and refocus.
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Have a designated area where projects "*in the process of creation*" are kept in safe keeping.
- Set -up a routine for 'taking out materials' and 'clean-up' when the time is coming to a close.
- When completed, mazes can be put on display, and/or become part of a collection of games available for students to play with. At the end of the school year, students who built the mazes can take them home for their personal use and enjoyment.

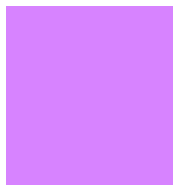


Fine-Motor Activities

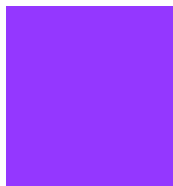


Yarn Creations!

Playing with textures and colors



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Our recommendations for NSCs

Bead Pets



Materials needed:

- Selection of beads, range of colors and textures
- Letter beads
- Beads of different shapes
- Rolls of gimp, colored string, Scoobidoo, leather string or lace
- Key rings and clasps
- Pipe cleaners
- Wide range of pattern cards
- Scissors
- Medium size Ziploc bags
- Trays, plates or bowls
- Bin to keep all the supplies gathered and organized together

For use in the Nurturing Support Centre's Building & Creating Area:

- *Bead Pets* can become a personalized fidget tool, made by the student with support from the adult (as needed)
- Primes creativity. Offer a range of patterns but also provide the space for 'their own creation!' Having patterns that range from simple to more complex is an asset.
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Manipulating different materials helps students, switch gears and refocus
- This activity is best used at a table. The use of a tray, a plate or a bowl can be helpful to keep the beads from rolling away...this can help prevent a lot of frustration!
- Use of this activity can vary in duration depending on the child's capacity to attempt different strategies for building, but also their capacity to tolerate and work through frustrations
- This is a good 1:1 activity when teaching students how to make *Bead Pets*. It can also be used within a small group when students are familiar with the process.
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Having a medium Ziploc bag (with the student's name) to store the "chosen beads, clasps or key ring" is often quite helpful in bringing a session time to a close as they are then reassured that their items will be kept in safe keeping.
- When completed, the student can keep the *Bead Pet*, as a fidget, as a zipper pull or tied to their lunch box.

Pipe cleaner figurines



Materials needed:

- Pipe cleaners – variety of colors, shapes and thickness
- Googly eyes
- Glue gun
- Hot glue gun sticks
- Scissors
- Instruction manual
- Medium size Ziploc bags
- Bin to keep all the supplies gathered and organized together

For use in the Nurturing Support Centre's Building & Creating Area:

- Primes creativity. Offer a range of patterns but also provide the space for ‘their own creation!’ Having patterns that range from simple to more complex is an asset.
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Use of this activity can vary in duration depending on the child’s capacity to attempt different strategies for building, but also their capacity to tolerate and work through frustrations
- This is a good 1:1 activity when teaching students how to make a pipe cleaner figurine. It can also be used within a small group when students are familiar with the process.
- Offer to take pictures of creations for students to bring home the fruit of their creations or to show their teachers
- The pipe cleaner figurine can become a personalized fidget tool, made by the student with support from the adult (as needed)
- Large Ziploc

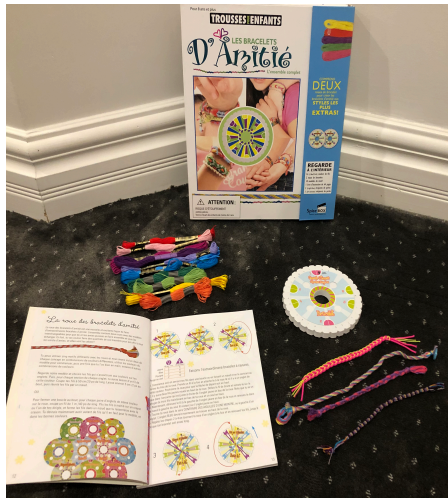
Worry dolls



- Originally from Guatemala
- Created and used by children to deal with worries
- Children whisper their worries to the dolls, then place them under their pillows when they sleep
- The dolls worry for the children
- Using Worry Dolls
- Can be helpful for a variety of concerns
- Can be used for worries or good news
- Can be used by either gender
- Can be people or animals



Friendship bracelets



Materials needed:

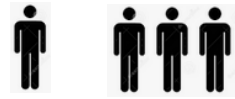
- Thread – variety of colors
- Gimp string
- Wheel
- Pattern sheets
- Key rings, clasps, safety pins
- Beads (optional)
- Scissors
- Instruction manual
- Medium size Ziploc bags
- Bin to keep all the supplies gathered and organized together



For use in the Nurturing Support Centre's Building & Creating Area:

- Primes creativity (can choose colors and patterns from simple to more complex). Students can choose to add beads into the design of their bracelets.
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Provides an intervention context that is flexible in use of space, can be played with on the floor, at a table
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations
- This is a good 1:1 activity when teaching students how to make a friendship bracelet. It can also be used within a small group when students are familiar with the process.
- This is an activity that will take time, it is best to name in advance. It will not be finished in one sitting.
- Having a medium Ziploc bag (with the student's name) to store their "wheel with thread, clasps or key ring" is often quite helpful in bringing a session time to a close as they are then reassured that their items will be kept in safe keeping.
- This activity can also be used within a classroom during inclement weather, a "challenge table" or during sheltered lunch.

Origami



Materials needed:

- **Origami paper – solid and print patterns or various colors**
- **Visual step by step instructions – from simple to more complicated designs**
- **Ipad or computer to look at YouTube videos for video step-by-step instructions (optional)**
- **Bin or basket to keep the instructions and paper together**
- **Area to put the origami creations on display and safe keeping**

For use in the Nurturing Support Centre's Building & Creating Area :

- **This is a great 1:1 activity**
- **It's important to start with simple models of origami to build capacity and to learn the basic fold and symbols in the visual instructions. *Adults should practice these models prior to doing them with students.***
- **Looking at origami instructional videos for an interactive learning process is also possible. Students who struggle with reading may appreciate this medium better.**



Yarn Creations!
Playing with textures and colors



Individual Projects



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Our recommendations for NSCs

Yarn Creations!

Playing with textures and colors



Provide a WIDE range of yarns – various colors, textures and thicknesses (thicker yarns work best)

We encourage you to reach out to your school community to invite ‘yarn donations’ for the various yarn projects that you will offer in your NSC. There are knitters, weavers, crafters who would be happy to contribute. Specify that you are looking for different thicknesses (mostly thick), textures and colors.



Pointers:

- Have a designated area for the yarn projects in your NSC, having a colorful area, with sample projects on display is very inviting and intriguing. You'll see that many students with gravitate to this area intuitively as playing, touching, feeling yarns of different textures is in itself very therapeutic
- Have projects that are 'in progress' so that students can try them out and see what they may decide to make. There's nothing better than trying it 'hands on.'
- The beauty of knitting, crocheting, weaving projects – if you don't like how it turns out, you can take it apart and start anew. There are no consequences for something not turning out as planned. Great exercise to practice life!

The Benefits of Knitting

What can we “see” and what is “felt” inside the body?

- “The rhythm of the movements facilitates a sense of deep calm and the meditative-like state so widely attributed to knitting. It is instantaneously familiar and comforting, which together with the portability, give you a powerful tool for managing stress, panic and anxiety anywhere.”
- “The position of your hands as you knit is also important – it increases your personal space to give the perception of increased safety.”
- *“I can actually feel all the tension just fade out of me. I become totally focused on the rhythm of my hands and I can just let go of everything I’ve been carrying around all day.”*
- Quotes taken from KNIT for HEALTH & WELLNESS by Betsan Corkhill, Physiotherapist
- **Testimonials** –
 - “Knitting requires me to think creatively, to plan, prepare, organize, co-ordinate and control just one small aspect of my life. Then any other changes are manageable.”
 - “I found that knitting helped calm my thoughts, and while I was knitting and putting stitches in order it was easier to put my own mind in order.”
 - “I liken knitting very much to meditation, my mind is empty while I knit, my breathing quiet, and everything apart from my hands very still.”



Not just for grannies!

Launching knitting clubs in schools:

- Introduce a craft 1:1, when the student is comfortable, gather a few other students who also know how to do a craft and bring them together.
- Find adults in your school who have a passion for knitting, crocheting, weaving and invite them to share this passion and its benefits with students
- Encourage teachers to welcome these projects in their classrooms as “tools” that are helpful for students when they navigate through different emotions during the school day.



“If you attend a knitting group you will know that loud laughter and easy banter are hallmarks of people who gather together to knit. The rhythmic, automatic movements encourage the feeling of relaxation, familiarity and comfort, which in turn encourages laughter, fun and conversation.”

Corking

Materials needed:

- Store bought or hand made corking tool
 - With a 4 inch piece of 2 ½ inch wide plumbing pipe, roll of toilet paper, or a can of tomato paste (or other) with both ends cut off
 - Popsicle sticks
 - Thick, wide transparent packing tape
- Yarn, multicolored, thick
- Scissors



Knitting with needles



Materials needed:

- Knitting needles, size 6.5mm, 7mm, 8mm
- Thick yarn is easiest to learn with. A yarn this is well twisted and does not slip.
- Fabric yarn (from recycled t-shirts) can also be used
- This is best taught 1:1 with an adult who knows the basics of knitting. Choosing a simple project is best (ex. scarf, square wash cloth, square to make a slipper – need to make 2 the same for a pair!)

Knitting with a loom - circle

Materials needed:

- Circular loom – these can be purchased at craft stores, they come in different sizes, depending on what you want to make (ex. scarf, neck warmer, hat, etc.
- Thick yarn that is well twisted and does not split
- A knitting hook
- Instruction booklet in loom package



Knitting with a loom - rectangle

Materials needed:

- Rectangular loom – these can be purchased at craft stores, they come in different sizes, depending on what you want to make (ex. scarf, lap blanket, hat, etc.
- Thick yarn that is well twisted and does not split
- A knitting hook
- Instruction booklet in loom package



Straw weaving



Materials needed:

- Package of drinking straws
- 1 roll of masking tape
- Yarn – solid and multicolored
- Beads, buttons (optional)
- Scissors
- Visual step by step instructions
- Medium size Ziploc bags
- Bin to keep all the supplies gathered and organized together



For use in the Nurturing Support Centre's Building & Creating Area:

- *Straw weaving* bracelets can become a personalized fidget tool, made by the student
- Having different colors and textures of yarn is an asset.
- For some students, the vulnerability of learning a new task is significant. It is best to teach, model and coach the steps to make the bracelet 1:1. When they are comfortable and confident, this activity can then be used in a small group context.
- The rhythmic motions of straw weaving can be comforting for students who are anxious and frustrated. They are in control of the rate, rhythm of the bracelet being created.
- This weaving can be done as a bracelet, but one could also use a greater number of straws to make a wider project.
- Buttons, beads and other items can be sewn on after the bracelet is completed to add items to fidget with. The use of different items, colors and textures can be very interesting. Invite your student's creativity!
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations if they find this task challenging. Be careful to stay within their capacity and energy level.
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Having a medium Ziploc bag (with the student's name) to store their bracelet is often quite helpful in bringing a session time to a close as they are then reassured that their items will be kept in safe keeping.
- This activity can also be used within a classroom during indoor recess/lunch or when a student needs a break in between work tasks. This needs to be vetted by the classroom teacher.

Lotta Loops Weaving



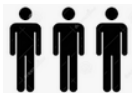
Materials needed:

- Metal or plastic weaving frame
- Hook
- LOTS of Jersey, stretchy loops for weaving
- Crochet for closing
- Visual step by step instructions
- Large size Ziploc bag
- Bin to keep all the supplies gathered and organized together

For use in the Nurturing Support Centre's *Building & Creating Area*:

- Offers choice and opportunity to work through attempts, some will work, others will fail
- Manipulating the fabric loops helps students switch gears and refocus. As they place them side by side on the loom, some will stay in place, others may pop up...please have a good laugh. The stretchy fabric can be quite funny! Help students navigate incidental mishaps to help them normalize frustrations and be ready to give it another try.
- The rhythmic motion of weaving strands with the hook, over, under, over, under, over,....is often very settling/soothing for students who are anxious or frustrated.
- Provides an intervention context that is flexible in use of space, can be created on the floor or at a table.
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Having a large Ziploc bag (with the student's name) to store their weaving loom is often quite helpful in bringing a session time to a close as they are then reassured that their items will be kept in safe keeping
- Having a finished product is fulfilling for students, they can proudly show the fruit of their efforts!
- This activity can also be used within a classroom during inclement weather, a "challenge table" or during sheltered lunch.

Circle Weaving



Materials needed:

- Large Circle Template with cut wedges
- Scissors
- WIDE range of yarns - various colors, textures and thicknesses (thicker yarns work best)
- Visual step by step instructions
- Yarn needle
- Large basket or box to keep "in the process of creation" projects in safe keeping
- Yarn basket to put the variety on display and render them available for use
- Round pillow shapes (optional)

For use in the Nurturing Support Centre's Building & Creating Area - Yarn Creations! Playing with textures and colors:

- This is a good 1:1 activity. It could be done in a small group, once the students have individually started their project as students will require different levels of support to get their project underway. Each student must have their own circle weaving project.
- It is recommended to have a WIDE range of yarns, textures, colors, thicknesses, ribbons, laces, etc at the student's disposal from which they will make choices and decisions to try, to use or not use in their weaving project.
- Invite creativity, make space for *their* ideas and different attempts. They can try it, see what it looks like, if they don't like it, NO problem, simply take that section apart and try something different. Trial and error will render the most amazing projects!
- The rhythmic motions of circle weaving can be comforting for students who are anxious and frustrated. They are in control of the rate, rhythm of the weaving being created.
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Have a large basket, box, bin in which "in the process of creation" projects will be kept in safe keeping.
- Buttons, beads and other items can be sewn on after the weaving is completed to add items to fidget with. The use of different items, colors and textures can be very interesting. Invite your student's creativity!
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations if they find this task challenging. Be careful to stay within their capacity and energy level.
- Once the weaving project is completed, it can be used as a mural to hang up on display, a fidget tool, or if a second piece is made and sewn together they could become the cover to a round pillow.

IKEA Weaving Loom - LUSTIGT



Materials needed:

- LUSTIGT loom from IKEA
- Set-up thread
- Scissors
- WIDE range of yarns – various colors, textures and thicknesses (thicker yarns work best)
- Visual step by step instructions
- Yarn needle
- Yarn basket to put the variety on display and render them available for use
- Square or rectangular pillow shapes (optional)

For use in the Nurturing Support Centre's Building & Creating Area – Yarn Creations! Playing with textures and colors:

- Student will need help to set-up their loom and to get started.
- This is a great 1:1 activity. However it could also be set-up as a *Community Project* within the NSC. This would provide a context for community building encouraging and supporting each other's efforts – similar to the use of a Community Puzzle where all who come to the NSC can add a few pieces here and there, it grows with everyone's contribution!
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- The rhythmic motions of weaving can be comforting for students who are anxious and frustrated. They are in control of the rate, rhythm of the weaving being created.
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- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations if they find this task challenging. Be careful to stay within their capacity and energy level.
- Once the weaving project is completed, it can be used as a mural to hang up on display, a fidget tool, or if a second piece is made and sewn together they could become the cover to a square or rectangular pillow.

Rug hooking



Materials needed:

- Rug hooking kit that includes canvas, pattern and yarn to do the particular design chosen
- Hook (1 per person)
- Visual step by step instructions
- Duct tape to protect edges of canvas

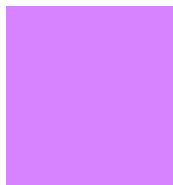
If not using a kit:

- Blank canvas
- Personally selected yarn colors (use thick yarn)
- Scissors
- Hook (1 per person)
- Duct tape to protect edges of canvas
- Bin or basket to keep all the supplies gathered and organized together

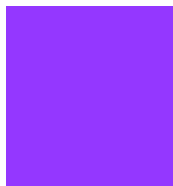


For use in the Nurturing Support Centre's Building & Creating Area – Yarn Creations! Playing with textures and colors:

- This is a great 1:1 activity. However it could also be set-up as a *Community Project* within the NSC. This would provide a context for community building encouraging and supporting each other's efforts – similar to the use of a Community Puzzle where all who come to the NSC can add a few pieces here and there, it grows with everyone's contribution!
- Kits can be purchased from craft stores, they provide a canvas, colored chart, precut yarn and instruction sheet. Take care to purchase a hook because it is not included in the kit. Or, you can choose to buy a blank canvas (often larger in size) and you can create your own design or let grow organically with the choice of yarn colors you select. Either option will provide the benefit of an handmade craft.
- If buying a blank canvas, you will need to cut the yarn into the desired lengths, additional task that may be appreciated by student helpers!
- The rhythmic and repetitive motion of rug hooking is quite therapeutic, especially the pulling the yarn through with the rook – much frustration can be channeled here, meanwhile providing a wonderful creation!
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Have a large basket, box, bin in which “in the process of creation” projects will be kept in safe keeping.
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations if they find this task challenging. Be careful to stay within their capacity and energy level.
- Once the rug hooking project is completed, it can be used as a mural to hang up on display, sewn (with additional fabric) into a pillow or if large enough a comfy, squishy carpet to sit on – could become an alternate place to sit.



Individual Projects



Community Projects



Store bought games
Our recommendations for NSCs

Aquabeads



Materials needed:

- *Aquabeads or Beados* – variety of colors
- Holder
- Pattern sheets
- Bead tool
- Water spray bottle
- Instruction manual
- Medium size Ziploc bags
- Trays, plates or bowls
- Bin to keep all the supplies gathered and organized together

For use in the Nurturing Support Centre's *Building & Creating Area:*

- Good 1:1 activity for students who need an individual project that will help them settle. This requires a fair amount of fine motor coordination and patience.
- It can also be used within a small group when students are familiar with the process.
- Primes creativity (can choose colors, shapes and patterns)
- Offers choice and opportunity to work through attempts, some will work, others will fail
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations
- This activity is best used at a table. The use of a tray, a plate or a bowl can be used to keep the beads from rolling away...this can help prevent a lot of frustration!
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Having a medium Ziploc bag (with the student's name) to store the "chosen beads, clasps or key ring" is often quite helpful in bringing a session time to a close as they are then reassured that their items will be kept in safe keeping.
- When completed, the student can keep the *Aquabead* item as a fidget or memento of their time spent in the NSC.



Fidget Bracelet

Materials needed:

- Fabric – different textures, different colors
- Sewing machine, thread
- Scissors
- Velcro
- Marbles
- Lace
- Number beads



To be created in the Nurturing Support Centre's Building & Creating Area, but can be used in the classroom, on the bus, at home, everywhere you go:

- For the *Fidget Bracelet* – these will most likely be made by adults and used by students, unless you have students that are able to operate a sewing machine safely.
- For the *Felt Marble Maze* – the edges of two felt contrasting sheets are to be sewn together, meanwhile taking care to insert a marble within the pouch prior to closing the last side. This creates the 'frame' for the Marble Maze to be created!
- Students can then design their own Marble Maze by creating line configurations that will become their personalized maze. **Caution** – there needs to be sufficient distance between the lines for the marble to roll through them. Otherwise the marble will not be able to travel the full distance of the designed maze.
- Create the maze design on paper, or directly on the felt with a pencil. You may also decide to darken the lines with a marker for easy viewing if this is needed. Ensure the spacing width, then you can begin to sew the lines by hand with a needle and thread.
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Having a large Ziploc bag (with the student's name) to store their maze, needle, and thread is often quite helpful in bringing a session time to a close as they are then reassured that their items will be kept in safe keeping.

Felt Marble Maze

Materials needed:

- Felt sheets 8 ½ x 11 inches – contrasting colors
- Sewing machine
- Marbles
- Thread
- Needles
- Scissors
- Marker, pencil
- Large Ziploc bags



Pattern 1



Pattern 2



Pattern 3



Pattern 4



Pattern 5



**Custom
Maze
Patterns**

KhadeCreativa.com

Plush Craft



Materials needed:

- *Plush Craft* pillow
- Pieces of fabric - variety of colors
- Craft stick to put fabric in place on the pillow
- Instruction manual
- Large Ziploc bag to hold the fabric pieces together



For use in the Nurturing Support Centre's Building & Creating Area:

- This is a good individual activity for a student to have in the NSC. Learning to do this craft is fairly simple. Students often find this quite calming as they need to focus on the pattern, the colors to replicate the design. It is also a good fine motor activity.
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations. If wrong colors are inserted, they can be removed and replaced.
- This is an activity that will take time, it is best to name in advance. It will not be finished in one sitting. Keeping all its contents in the original box will reassure a student that their project is being kept in safekeeping until they return to the NSC.



Community Projects



Store bought games
Our recommendations for NSCs

Knitting with a loom - circle

Materials needed:

- Circular loom – these can be purchased at craft stores, they come in different sizes, depending on what you want to make (ex. scarf, neck warmer, hat, etc.
- Thick yarn that is well twisted and does not split
- A knitting hook
- Instruction booklet in loom package



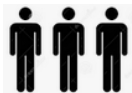
Knitting with a loom - rectangle

Materials needed:

- Rectangular loom – these can be purchased at craft stores, they come in different sizes, depending on what you want to make (ex. scarf, lap blanket, hat, etc.
- Thick yarn that is well twisted and does not split
- A knitting hook
- Instruction booklet in loom package



Circle Weaving



Materials needed:

- Large Circle Template with cut wedges
- Scissors
- WIDE range of yarns - various colors, textures and thicknesses (thicker yarns work best)
- Visual step by step instructions
- Yarn needle
- Large basket or box to keep "in the process of creation" projects in safe keeping
- Yarn basket to put the variety on display and render them available for use
- Round pillow shapes (optional)

For use in the Nurturing Support Centre's Building & Creating Area - Yarn Creations! Playing with textures and colors:

- This is a good 1:1 activity. It could be done in a small group, once the students have individually started their project as students will require different levels of support to get their project underway. Each student must have their own circle weaving project.
- It is recommended to have a WIDE range of yarns, textures, colors, thicknesses, ribbons, laces, etc at the student's disposal from which they will make choices and decisions to try, to use or not use in their weaving project.
- Invite creativity, make space for *their* ideas and different attempts. They can try it, see what it looks like, if they don't like it, NO problem, simply take that section apart and try something different. Trial and error will render the most amazing projects!
- The rhythmic motions of circle weaving can be comforting for students who are anxious and frustrated. They are in control of the rate, rhythm of the weaving being created.
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- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations if they find this task challenging. Be careful to stay within their capacity and energy level.
- Once the weaving project is completed, it can be used as a mural to hang up on display, a fidget tool, or if a second piece is made and sewn together they could become the cover to a round pillow.

IKEA Weaving Loom - LUSTIGT



Materials needed:

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- Set-up thread
- Scissors
- WIDE range of yarns – various colors, textures and thicknesses (thicker yarns work best)
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- Student will need help to set-up their loom and to get started.
- This is a great 1:1 activity. However it could also be set-up as a *Community Project* within the NSC. This would provide a context for community building encouraging and supporting each other's efforts – similar to the use of a Community Puzzle where all who come to the NSC can add a few pieces here and there, it grows with everyone's contribution!
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Rug hooking



Materials needed:

- Rug hooking kit that includes canvas, pattern and yarn to do the particular design chosen
- Hook (1 per person)
- Visual step by step instructions
- Duct tape to protect edges of canvas

If not using a kit:

- Blank canvas
- Personally selected yarn colors (use thick yarn)
- Scissors
- Hook (1 per person)
- Duct tape to protect edges of canvas
- Bin or basket to keep all the supplies gathered and organized together



For use in the Nurturing Support Centre's Building & Creating Area – Yarn Creations! Playing with textures and colors:

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- Kits can be purchased from craft stores, they provide a canvas, colored chart, precut yarn and instruction sheet. Take care to purchase a hook because it is not included in the kit. Or, you can choose to buy a blank canvas (often larger in size) and you can create your own design or let grow organically with the choice of yarn colors you select. Either option will provide the benefit of an handmade craft.
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- The rhythmic and repetitive motion of rug hooking is quite therapeutic, especially the pulling the yarn through with the rook – much frustration can be channeled here, meanwhile providing a wonderful creation!
- This is an activity that will take time, it is best to name this in advance. It will not be finished in one sitting. Have a large basket, box, bin in which “in the process of creation” projects will be kept in safe keeping.
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations if they find this task challenging. Be careful to stay within their capacity and energy level.
- Once the rug hooking project is completed, it can be used as a mural to hang up on display, sewn (with additional fabric) into a pillow or if large enough a comfy, squishy carpet to sit on – could become an alternate place to sit.

Knot-a-Quilt/Lap Blanket



Materials needed:

- Polar fleece fabric squares – variety of colors
- Scissors to cut fringes on squares (if using your own fabric)
- Instruction manual
- Bin or basket to gather the project and loose fabric pieces while the project is ‘in construction’
- To make a lap blanket you will need 2 pieces of polar fleece blanket, identical size 1 print, 1 solid matching color



For use in the Nurturing Support Centre's Building & Creating Area:

- Primes creativity (can choose colors and patterns)
- Provides an intervention context that is flexible in use of space, can be played with on the floor, on a table
- Use of this activity can vary in duration depending on the child's capacity to tolerate and work through frustrations.
- This activity could also be set-up as a *Community Project* within the NSC. This would provide a context for community building encouraging and supporting each other's efforts – similar to the use of a Community Puzzle or Rug Hooking where all who come to the NSC can be involved, it grows with everyone's contribution!
- This is an activity that will take time, it is best to name in advance. It will not be finished in one sitting.
- This activity can also be used within a classroom during inclement weather, a “challenge table” or during sheltered lunch.



Store bought games
Our recommendations for NSCs

Store bought games

Recommendations for Nurturing Support Centres



There are many good building & creating games on the market, in this section you will find our recommendations for your NSC. You may have others that your students enjoy to build and construct with.

Please share them with us!

Note: All of these recommendations can be played individually, in a dyad or a small group. The key is in *'reading'* the student before you and determining if he/she ***NEEDS*** to play alone or can manage playing in a dyad or small group. At times we need to decide that they will play alone because they are not capable of managing play with others, this may be due to high emotions, struggles with managing themselves or they simply need the quiet opportunity to explore the materials without interruption or potential upset with another student. Adults need to be comfortable to set boundaries to keep children safe. They may *'want'* to play with another student, however they may not be able to manage that successfully on a given day. Step in and play with them, you will be their best asset as you keep the emotionally safe and help them to navigate through their big emotions. ***PLAY is the best context to work through emotions without there being repercussions.***

Make-Do Sets (Building with cardboard)



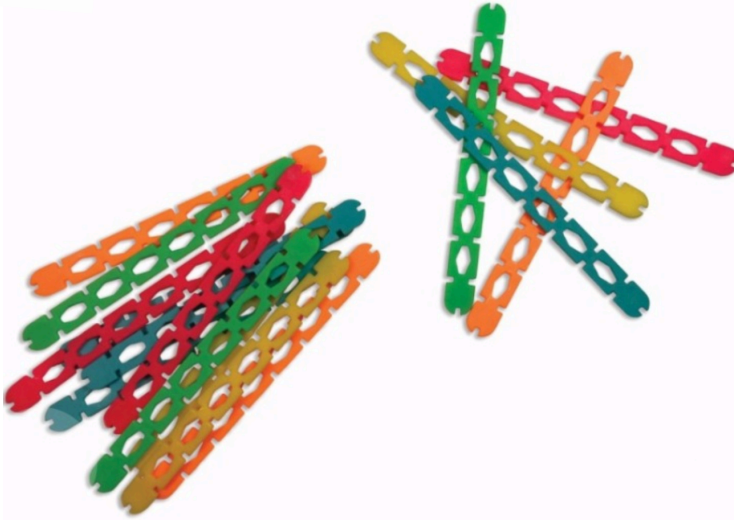
Octa-Clip (Building with cardboard)



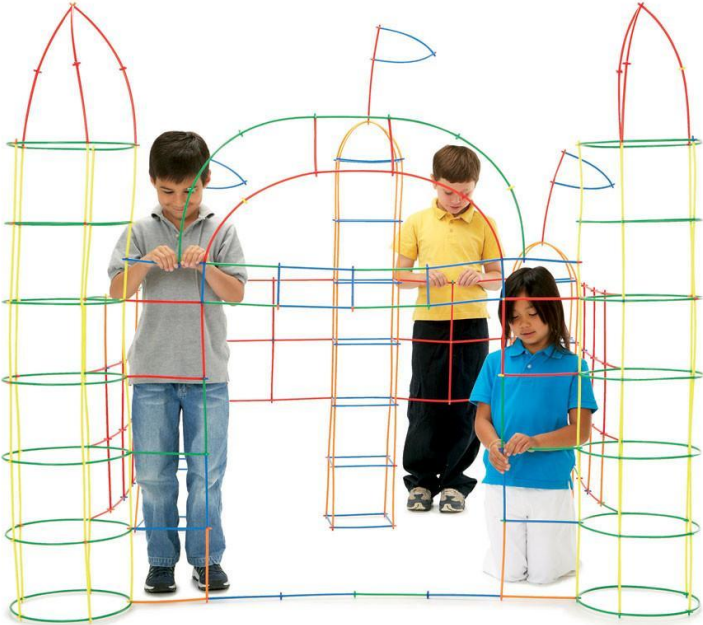
Georello Toolbox- Gears



Structure Sticks



Straws & Connectors



Marble Run



Legos



K'Nex



Plus Plus blocks



Connectagons



Squigz



Popoids

