


**LEAD - PLAY - LEARN TOGETHER:  
SUPPORTING STUDENTS AND  
TEACHERS RETURNING TO SCHOOL IN  
A TIME OF PANDEMIC**

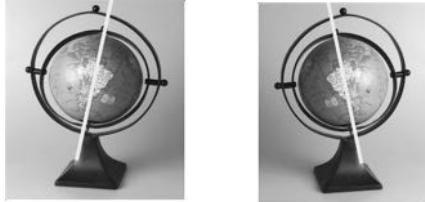
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**The world has shifted.**



**Covid-19 is  
stirring waves  
of emotions!**



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Votus Québec  
gouvernement

MEES August 11, 2020


Coronavirus (COVID-19)

- Preschool and elementary school students will return to class according to the set educator/teacher-student ratios and the principle of stable groups (students will remain in the same group at all times).
- All subjects will be taught (including Arts Education and Physical Education & Health).
- At all levels, students who are part of the same stable group **will not be required** to follow **physical distancing** guidelines.
- The 1-metre physical distancing rule will have to be maintained between students from different stable groups when they move around common areas, including hallways.
- Although face coverings will not be mandatory for students from **preschool up to and including Elementary 4**, students are allowed to wear them in school and on school transportation vehicles.
- **Elementary 5 and 6 students** will be required to wear a face covering when they are in common areas, in the presence of students from other stable groups and when they use school transportation.
- For students in **Secondary I, II & III**, the schedules for courses and special projects will be reorganized based on the principle of closed groups. **Each student will stay in their group no matter what courses they are taking**

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**“This is not the vision of the  
school we hold  
in our hearts.”**

**Valerie Caya, VP, St. Johns Elementary School, RSB**



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**Helping you to SEE in a  
world that has changed  
dramatically.**



**The way you SEE will help you  
to know what to do, even in  
uncertain times.**

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**LEAD - PLAY - LEARN TOGETHER**

**GUIDING PRINCIPLES**

These principles are meant to help the adults:

- maintain their ability to keep children and themselves safe
- convey to the children that they are there to take care of them
- create the conditions for learning

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**LEAD - PLAY - LEARN TOGETHER**

**GUIDING PRINCIPLES**

1. Set up the environment to guide and maximize acceptable behaviour
2. Use play and playful activities to guide and change behaviour
3. Establish and practice routines
4. Put academics into perspective
5. Get into the LEAD
6. Have a plan for challenging behaviours
7. Have a plan for difficult situations

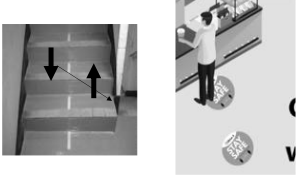
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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**


**Lining up:**

- Masking tape/ floor signs
- At arm's length
- Hula hoops



**Walking in line:**

- At arm's length
- Hula hoops



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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

**SETTING UP YOUR CLASSROOM**

- Set-up your "Teacher Area" in a corner of the room – delineate the space with tape on the floor.
- Set-up a table or counter area that will serve as a "handing out and picking up" of materials.
  - Include baskets that are labelled for each purpose.






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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

- Desks or tables with students sitting side-by-side instead of face-to-face
- Create distancing
  - Individual desks when possible
  - Offer the use of alternate work stations whenever possible
- Ensure that students have a space to keep their personal belongings in close physical proximity





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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

- **Store away** any items that students will not be permitted to touch.
  - *"Out of sight, out of mind."*
- **Cover areas** that children will not be permitted to touch and use with a light colored plastic table cloth or fabric. Ex. cover shelves with toys/games
  - Use a light blue or green as these colours help to provide a sense of calmness. Try to avoid bright and primary colors, and loud prints if using fabric.
- **Remove** any desks, tables and chairs that will not be used.
  - This will increase physical space in the room.
  - It will also remove 'restrictions' which are frustrating




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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

**SETTING UP YOUR CLASSROOM**

Provide alternate work stations



Provide alternate seating options

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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

**SETTING UP YOUR CLASSROOM**



Community Basket with school supplies



used items



Sensory materials for students who need them



Quiet Time activities



Community Building & Creating Project

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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

**Reducing movement in the hallways:**

- School bags and lunch boxes kept within the classroom




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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

**It is possible to minimize frustration:**


- Have visible what students can use
- Make information and materials easy to find
- Keep wall decorations simple and meaningful
- Label areas, items, and containers where things are stored
- Reduce visual stimulation and clutter



Supply trolley



used items



Chair pockets

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**I. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR**

**SETTING UP YOUR CLASSROOM DURING A PANDEMIC**

**A CHECKLIST FOR SETTING UP A CLASSROOM DURING A PANDEMIC**

SETTING UP YOUR CLASSROOM DURING A PANDEMIC	
<i>NOTE! These suggestions are made taking into consideration the parameters outlined by the Ministry of Education and Child Health Services</i>	
<b>Before the beginning of the school year</b>	
1. Make contact with your new group of students:	
a. Telephone contact with each student	
b. "Welcome call" sent to each parent's email address	
c. Remind parents that each student needs to come to school with a mask (if as required for their age group)	
2. Invite challenging or highly anxious students to come and visit you at school, during a Fall Day. These 2-3 visits help you to get to know each other, reduce anxiety and for the student to know where their classroom will be. This gives a long way to seeing into the new school year!	
<b>Preparing the classroom</b>	
1. Determining the physical layout of the room and desk/table configuration	
a. Set-up your "Teacher Area" in a corner of the room - delineate the space with tape on the ground	
b. Set-up a hand sanitization station at the entrance of your classroom - have a sign that will prompt students to use it each time they enter and leave your room	
c. Create a desk/table configuration that will have students sitting side-by-side instead of face-to-face	
d. Set-up a table that will serve as a "handing out/picking up" of materials. Include baskets that are labelled for each purpose	
e. Ensure that students have a space to keep their personal belongings (i.e. school bag, lunch box, etc.) in their physical proximity to help reduce traffic in hallways	
2. Color-code and/or label materials that can be accessed by students (i.e. <i>Classroom Furniture</i> )	
a. <i>Classroom Furniture</i> - Keep things clear, simple and organized	
b. <i>Classroom Furniture</i> - Resist to organized even though students are expected to have their own materials	
c. <i>Prayer</i> - Have, avoid reading headphones and disconnect cushions (for those who need them)	
d. <i>Alternative work station options</i> - clipboard, standing station, etc. - where possible	
e. <i>Alternative seating options</i> - chairs (ergonomic, rocks), etc. & surf. from floor	
f. <i>Quiet time activities</i>	
g. <i>Building &amp; Drawing community activity</i>	
3. <i>Cover up any area that will not be accessible to students:</i>	
a. We recommend using light, solid color (grey, white, black) or fabric(s) as these will provide the most protection from "light colors and busy patterns"	
4. Remove as much clutter as possible - think of it as removing the edge of your room from the inside. Everyone will benefit from more floor and air space!	
5. Have a "Welcome" sign on your classroom door with each child's name on it. We recommend having your picture, in the middle, as a great way to welcome them into this new year with you!	


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**I. SET UP THE ENVIRONMENT TO GUIDE AND MAXIMIZE ACCEPTABLE BEHAVIOUR**

**Help students recognize YOU:**

- Send a welcome video or photo via email explaining that you will be wearing a mask at different times of the day
  - Have them 'see' you 'with' and 'without' a mask
  - Show that you will also have a photo of yourself at the door of your classroom (inside and outside)




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**I. SET UP THE ENVIRONMENT TO GUIDE AND MAXIMIZE ACCEPTABLE BEHAVIOUR**

**MASKS:**

- Find ways for each student to keep track of his/her mask
- Identify clear times when mask must be worn
- Develop routines around mask wearing
- Keeping track of masks
  - String attached to mask so it can be worn around the neck
- Extra masks for lost or damaged masks



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1. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR

**MAKING MASKS MORE ENGAGING:**

- Make it fun!
  - Super hero

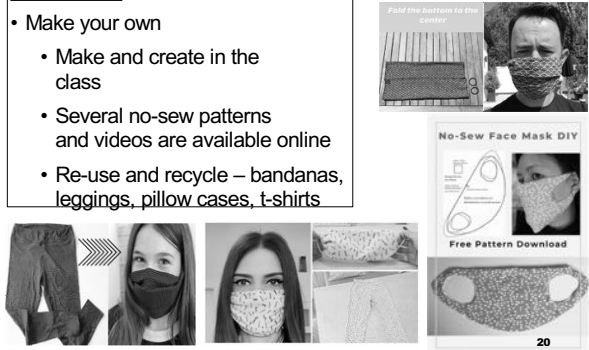


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1. SET UP THE ENVIRONMENT TO GUIDE & MAXIMIZE ACCEPTABLE BEHAVIOUR

**MAKING MASKS MORE ENGAGING:**

- Make your own
  - Make and create in the class
  - Several no-sew patterns and videos are available online
  - Re-use and recycle – bandanas, leggings, pillow cases, t-shirts




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1. SET UP THE ENVIRONMENT TO GUIDE AND MAXIMIZE ACCEPTABLE BEHAVIOUR

**Suggestions for School Teams**

**Help students recognize the staff who will take care of them:**

1. Have a **photo wall**, of your whole school team, near the front entrance of the school
  - Have them 'see' each adult 'with' and 'without' a mask




2. Set-up photos of the adults at the **entrance of each room**.

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2. USE PLAY AND PLAYFUL ACTIVITIES TO GUIDE AND CHANGE BEHAVIOUR


**DISTANCING:**

- Become airplanes
- Do the arm waving dance
- Simon says
- Jumping jacks
- Yoga poses



**WALKING IN LINE**

- Take giant steps
- Animal steps
- Walking on the squares




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2. USE PLAY AND PLAYFUL ACTIVITIES TO GUIDE AND CHANGE BEHAVIOUR

**WASHING HANDS:**

Find as many songs as you can to help with hand washing for 20 seconds

- Choose songs that you and the children like.
- Rotate through these songs.
- Or use popsicle sticks to "choose" the song at random




**Eating and cleaning up:**

- Play music while eating – reserve a song for 'clean-up' time – aim to finish before this song ends
- Switch to a movement game they enjoy to encourage quick clean-up

**End of day wrap up:**

- 'Chant & raise up' the items they need to put in their school bag
- Create a rhythm....continue playing as the bags are getting packed
- He/she who finishes can choose the next rhythm to do









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**3. ESTABLISH AND PRACTICE ROUTINES**

**ROUTINES**

- Decide the new routines that you will need to teach
  - Start with the 'top priority' then add in others
  - Keep things simple
- Practice practice and more practice
  - When learning new behaviors we need repetition
- Provide visual reminders
  - Signs on wall
  - Morning Message etc.

**Morning Procedures**


	1. Turn your homework folder into the basket
	2. Put your backpack in the cabinet
	3. Copy down the homework in your planner
	4. Look to see if today is your turn on SMS Math
	5. Complete morning workbook page
	6. Read to Self

**ROUTINES PROVIDE SECURITY AND HELP TO CALM THE BRAIN**

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**3. ESTABLISH AND PRACTICE ROUTINES**

**ROUTINES PROVIDE SECURITY AND HELP TO CALM THE BRAIN**



**Classroom routines:**

- Pod supplies
- Materials that can be shared by this group of students
- Labelled and kept in a specific location

**Individual Bins or Baskets for specific students**

- SENSORY and TOY bins – younger children
- Individual WORK bins – older children
- Individual PROJECT bins – older children

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**4. PUT ACADEMICS INTO PERSPECTIVE**

- Don't be too distressed about what students have "missed".
- While they may have missed out on academic skills, brain development and learning continued to happen even when at home.
- Skills will need to be taught and practiced, but comprehension and problem-solving ability has likely improved because of brain maturation.
- Use September to assess where each student is at using observation and work samples.
- A student Portfolio will be very useful this year to track progress.
- Assessment this year will likely be about improvement and progress and not about "test performance".
- Consider using a "Learning Continuum":
  - ❖ This makes it easier to know where each student is at, what they have mastered and what they need without a formal assessment.

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**4. PUT ACADEMICS INTO PERSPECTIVE**



**Use September to review and assess.**

- Provide work that is "easy".
- Plan shorter work periods and easily completed tasks.

- Provide a variety of activities and levels of "work" available to each student.
- Be prepared for much "trial and error" around lesson plans and types of work that can be assigned.
- Each day, allow for individual projects of building and creating – the focus is on the process, working through options, trying things out


★ For students with special needs make sure you are aware of how to access extra help for them from Technicians, Attendants, and/or Resource Teachers.

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**4. PUT ACADEMICS INTO PERSPECTIVE**

"READING TO" even for older students.



Hearing the teacher's voice can be calming and it might be easier for some students to pay attention.

- Read stories and novels of interest
- Read content information as well – science and social studies
- Read continuously, if students are attentive and you need a break OR
- Stop to interact with students by asking questions, getting their responses and answering their questions

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**5. GET INTO THE LEAD**

**When the world feels unsafe what do our children need?**

*"The most important message our kids need to hear right now is not about what co-vid19 is but about WHO THEIR ADULTS ARE – the people who will care for them and carry them through this storm."* Dr. Deborah MacNamara

**INFORMATION DOESN'T MAKE A CHILD FEEL SECURE – RELATIONSHIPS DO**



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**5. GET INTO THE LEAD**

**CONVEY A STRONG ALPHA PRESENCE**

It is very important that children, especially at a time like this, see adults as being able to handle their world:

- present yourself as the ANSWER to what the children truly need
- continually give children the message that you can and will take care of them
- take charge of situations and circumstances that affect the children

**ANTICIPATE & PREVENT**

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**5. GET INTO THE LEAD**

**CONVEY A STRONG ALPHA PRESENCE**

When you DON'T KNOW WHAT TO DO

- Act CONFIDENT
- Use phrases that reassure the students:
  - "I'll figure this out."
  - "I'll find someone to help us."


If you have concerns or worries,  
avoid expressing them in front of the students

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**5. GET INTO THE LEAD**

**ENGAGING the ATTACHMENT INSTINCTS**

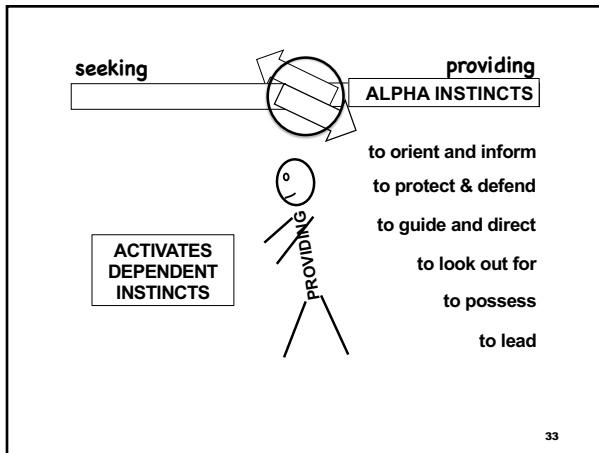


**Act as the student's compass point –**

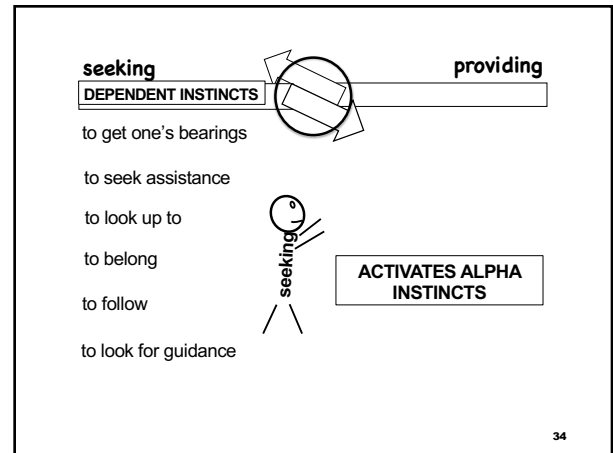
- orient the student, especially in times of change and when new behaviours need to be learned
- stay in the "orientation" mode as long as possible – think Cruise Ship Host

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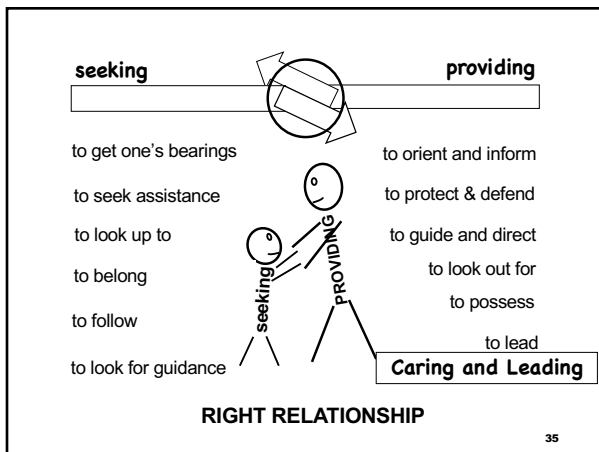
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**5. GET INTO THE LEAD**

**ENGAGING the ATTACHMENT INSTINCTS**

**CREATING AND MAINTAINING ATTACHMENT FROM A DISTANCE**

Connection can still be made despite physical distancing rules or even if you have to wear a mask:

- Warmth in your eyes
- Warmth in your voice
- Having fun - a wink, giving air hugs, thumbs up
- Laughing
- Letting the students know that you ENJOY being with them



"Children learn best when they like their teacher and they think their teacher likes them."  
-Gordon Neufeld

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**5. GET INTO THE LEAD**

**ENGAGING the ATTACHMENT INSTINCTS**

**Greeting students at the Door  
(without touching due to Covid-19)**

Provide a point of contact – a smile, a wink, signing 'hello', 'I see you with a heart hand symbol'




**The simple act of “greeting at the door” has shown to have significant improvement in academic engaged time and reductions in disruptive behaviour. 37**

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**5. GET INTO THE LEAD**

**GET TO KNOW YOUR STUDENTS**

- Take time to get to know your students by doing “getting to know you” exercises and ice breaker activities.
- Let students get to know you.
- Take the time each day to do a daily check-in – writing or drawing:
  - Something new
  - Something you want to share with me



**The more you know about your students the more you will be able to find ways to take care of them. 38**


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**5. GET INTO THE LEAD**


**ENGAGING the ATTACHMENT INSTINCTS**

**COLLECT BEFORE YOU DIRECT**

- Remember that in this time of alarm the brain is easily distracted and overwhelmed.
- Children will struggle to remain engaged and in tuned



**Collect the EYES, NOD and a SMILE before giving your directions**



**A raised voice will add to the alarm in the child's system and more alarm can actually make it harder for us to get through to the child. 39**

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**5. GET INTO THE LEAD**

**GETTING THE STUDENTS' ATTENTION**

**Aim to engage the Senses – Sight, Sound, Touch**

**Eyes:**

- “What’s different with me today?”
- Glasses, scarf, hat, etc.

**Ears:**

- Tone of voice – playfulness
- Singing
- Rain stick
- Chants
- Simon says

**Touch:**

- Drumming
- Movement – “stepping” “dancing”
- Clapping rhythms

**Playfulness can be contagious!**


**All eyes on you**

↓

**SILENCE - SMILE**

↓

**Now give your directions**



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**5. GET INTO THE LEAD**

**TRANSITIONS:**

**1. Getting the children's attention without raising your voice**

Have the children do something that is incompatible with other behaviours like talking to their friends.

The alternate behaviour should be fun:

- Songs
- Chants
- Silly gestures

**2. This action should put the attention on to the teacher – and allow for silence – SMILE – a time to provide directions.**

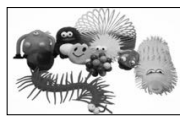
<b>Attention Please!</b>	
<i>Teacher</i>	<i>Student</i>
1. Scooby Dooby Doo	1. Where are you?
2. Oh me!	2. Oh my!
3. Ready set	3. You bet!
4. Hocus pocus	4. Everybody focus!
5. Holy moly	5. Guacamole!
6. Macaroni and Cheese	6. Everybody freeze!
7. 1, 2, 3 eyes on me	7. 1, 2, 3 eyes on you!
8. To infinity	8. And beyond!
9. Zip, zip, zap	9. We're all that!
10. Ready to rock	10. Ready to roll!
11. All set	11. You bet!
12. Peanut butter	12. Jelly!
13. Flat tire	13. Shhh!
14. Hot fudge	14. Sundae!
15. Eeny Meeny	15. Miny mo!
16. Zip it, lock it	16. Put it in your pocket!
17. Are you focused?	17. Yes, I am!
18. Hands on top	18. That means stop!
19. Chicka, chicka	19. Boom, boom!
20. Ding-dong	20. Hello!
21. Red Robin	21. Yuummm!
22. Tootsie roll, lollipop	22. We've been talking now let's stop!

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**5. GET INTO THE LEAD**

**PROVIDE OUTLETS FOR REDUCING ANXIETY**


**Fidget items**



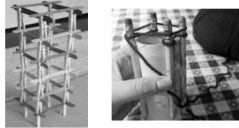
**Alternate seating to rock**



**Mandalas and coloring pages**



**Building and creating activity**



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**5. GET INTO THE LEAD**

What do I do if the students are getting restless?

**READ THE NEED AND TAKE THE LEAD**


**STAY IN CHARGE EVEN IF YOU CAN'T BE IN CONTROL**

"Let's all ...."

- Change the task for all and start something fun and engaging.

Take frequent brain breaks – have fun – laugh – smile - lead

**PROVIDE OUTLETS FOR REDUCING EMOTIONAL ENERGY**




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**5. GET INTO THE LEAD**

**PROVIDE LOTS OF OUTDOOR PLAY and EXERCISE**

Obstacle courses
Hula-hoops
Tag games



Outdoor target throwing and kicking

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**6. HAVE A PLAN FOR CHALLENGING BEHAVIOURS**

WORK WITH YOUR SCHOOL TEAM TO CHANGE THE CIRCUMSTANCES RATHER THAN JUST TRYING TO CONTROL THE STUDENT

**ANTICIPATE & PREVENT**

- **Recess / Breaks**
  - ✓ With extra supervision
- **Hallways**
  - ✓ Away from other students
- **Bathrooms**
  - ✓ Under supervision
- **Lunch time**
  - ✓ In a quieter space
- **Substitute teacher**
  - ✓ Make introductions or have an alternate "person" the child can be with



**BE a TRAFFIC DIRECTOR (who directs away from trouble) rather than the POLICE (who gives a consequence for troubling behaviour)**

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**6. HAVE A PLAN FOR CHALLENGING BEHAVIOURS**

**USE TIME-AWAY instead of TIME-OUT**

If you are starting to "reach your limit" with a child  
OR  
if a child needs to be away from the other children

1. Send the child to a safe place
  - The "quiet zone" in the class
  - Nurturing Support Centre
2. Send the child **TO SOMEONE** with a "task"
  - a book
  - an envelope
  - "You've got mail"
3. Always go to the student and let them know that the relationship is still intact.

**QUIET ZONE**



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**6. HAVE A PLAN FOR CHALLENGING BEHAVIOURS**

**A DOCUMENT FOR ANALYSING PRECURSORS AND PLANNING PREVENTATIVE INTERVENTIONS FOR AN EXPLOSIVE AND CHALLENGING STUDENT**

PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND


Name of student:			
Age:	Grade:	Teacher:	Date:
ANALYSIS			
1. WHEN			
2. WHERE			
3. WITH WHOM			
4. PRECURSORS (WHAT HAPPENED BEFORE)			
5. WARNING SIGNS			
6. TRIGGERS (WHAT SETS THE CHILD OFF)			
7. THE MAIN SOURCES OF FRUSTRATION			
a. Attachment Frustration at home			
b. Things that don't work			
8. POTENTIAL SOURCES OF FRUSTRATION			
a. Substitution quest			
b. Major changes in schedule such as "no choice"			
INTERVENTION			
1. IDENTIFY SAFE ATTACHMENT FIGURES FOR INTERVENTION			
2. PLAN "I" FOR A SPECIFIC DAY			

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**6. HAVE A PLAN FOR CHALLENGING BEHAVIOURS**

With young children



**EXPECT MORE TANTRUMS**

- Normalize and accept their presence as an expression of the **frustration** being experienced by the child
- Help the child to find a safe place for the tantrum – then help them to find their tears

**EXPECT MORE TEARS**

- Normalize and accept their presence as they are needed so that adaptation can happen

***In a young child, TEARS are the best indicator of an emotional system that is functioning well.***

Dr. Deborah MacNamara

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**7. HAVE A PLAN FOR DIFFICULT SITUATIONS**

When a student or adult has **symptoms**:

- Follow the school emergency protocol for isolating the student or adult.
- Process the situation with the staff and students



Don't be afraid to talk about what is happening –

- Remember, the students will talk with each other – better that they process their reactions and their emotions with an adult.
- Reflect back the emotions they are most likely to be feeling:
  - ALARM (fear) "It's scary when someone gets sick."
  - FRUSTRATION "It's really frustrating that Covid won't go away!"
- When EMOTIONS are shared, they move.
- When emotions move, **emotional well-being** improves

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**7. HAVE A PLAN FOR DIFFICULT SITUATIONS**

If a student or adult **dies**:

- Follow your School Board protocol for a "critical incident"
- Process the situation with the staff and students

Don't be afraid to talk about what is happening –

- Remember, the students will talk with each other – better that they process their reactions and their emotions with an adult.
- It is appropriate to talk about death and the need to grieve
- Normalize tears and sadness
- Provide extra time and support for individual students affected by this situation
- Encourage students to create tokens with messages of support for those experiencing the loss.**

When EMOTIONS are shared, they move. When emotions move, **emotional well-being** improves

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**WHAT ABOUT ME?**

- Identify your own **support system**, your "village"
  - at the school
  - your friends
  - at home
- Give yourself permission to **vent**
- Find your own **tears**
- Nurture your **passions** – have some "play time"





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**LEAD - PLAY - LEARN TOGETHER**  
SUPPORTING STUDENTS AND TEACHERS IN THE TIME OF PANDEMIC

You are not alone.



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<p><b>RESOURCE GUIDE</b></p> <p><b>LEAD - PLAY - LEARN TOGETHER: SUPPORTING STUDENTS AND TEACHERS RETURNING TO SCHOOL IN A TIME OF PANDEMIC</b></p> <p>Eva de Gosztanyi, Psychologist Martine Demers, Behaviour Consultant Catherine Korah, Behaviour Consultant</p>  <p>Centre of Excellence for Behaviour Management</p> <p><a href="http://www.cebm.ca">www.cebm.ca</a>    <a href="mailto:evagosztanyi@rab.qc.ca">evagosztanyi@rab.qc.ca</a></p>	<p><b>GUIDE DE RESSOURCES</b></p> <p><b>DIRIGER - JOUER - APPRENDRE ENSEMBLE: Accompagner les élèves et les enseignants pour le retour à l'école en temps de pandémie</b></p> <p>Eva de Gosztanyi, Psychologue Martine Demers, Consultante Catherine Korah, Consultante</p>  <p>Centre d'excellence en gestion du comportement</p> <p><a href="http://www.cebm.ca">www.cebm.ca</a>    <a href="mailto:evagosztanyi@rab.qc.ca">evagosztanyi@rab.qc.ca</a></p>
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**UNDERSTANDING THE EMOTIONAL WORLD OF OUR CHILDREN IN COVID TIMES: HOW IT AFFECTS THEIR BEHAVIOUR AND WHAT WE CAN DO TO HELP THEM**

In changing times emotions come to the fore. Children and adults alike will experience many emotions as this new school year unfolds. There will be repeated waves of emotions, we need to expect them and be prepared to support the students through them. This presentation will help the adults to understand some of the key emotions that children will be living and the effect these will have on their behaviour and their learning. These conditions will make groups of children more challenging to manage. We will share a wide range of activities and interventions that will help set the stage for emotional expression in order to clear the way for learning to take place, within the parameters of physical distancing. **ALL**

**AUGUST 25 1-3 pm**  
**AUGUST 26 9-11 am**  
**AUGUST 27 1-3 pm**

[www.cebm.ca/news-events](http://www.cebm.ca/news-events)

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