

BAKER DRAMATIC PLAY



CALM IN PRACTICE: GUIDED BY THE ELF

Exploration and Creativity
Communication and Literacies

Well-Being and Belonging
Personal Identity, Social Responsibility and Diversity

This activity supports children's funds of knowledge and the theoretical constructs of Vygotsky in providing children dramatic play opportunities to help make meaning of their world around them and supporting skills such as social skills, self-regulation and communication through play.

BEGINNER

- Discuss favourite meals (e.g., bannock, roti, sushi)
- Create food using arts & craft materials, playdough
- Develop menus and signs for a classroom restaurant
- Brainstorm what else the restaurant will need

INTERMEDIATE

- Reflect on materials and ideas
- Encourage curiosity: What worked well? What else do we need?
- Encourage children to implement ideas into their art and play

ADVANCED

- Explore family food traditions and invite families to contribute ideas or food items
- Create invitations for child's important people to join event
- Host a classroom restaurant experience

WHY

The Bakery Dramatic Play activity helps children...

- Develop creative thinking skills
- Develop an understanding of diverse world views
- Strengthen the child's literacy and communication skills
- Support children's ability to self-regulate, when they are involved in role play.



CULTURAL RED LIGHT, GREEN LIGHT



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Well-Being and Belonging
Communication and Literacies

This activity allows students to develop inhibition and cognitive flexibility skills through a popular children's game. Children would learn the simple rules of Red Light, Green Light and then expand the game to include children's contributions of art and culture.

BEGINNER

- Use two rulers with Velcro signs: one red circle (Stop) and one green circle (Go).
- Educator holds up green light → children move around the space.
- Educator holds up red light → children freeze.
- Continue until children indicate they are finished.

INTERMEDIATE

- Children create their own stop/go signs using different shapes and colours.
- Decorate signs as an art activity.
- Leave space to add the words "Stop" and "Go" in home languages (written by children or families).
- Play the same Stop/Go movement game using the children's signs.

ADVANCED

- Continue the game using multiple languages.
- Remove the visual signs.
- Play using spoken stop/go words in different languages only.

WHY

By playing Cultural Red Light, Green Light, children will:

- Learn words from different cultures
- Develop the skill of inhibition and cognitive flexibility
- Increase a sense of belonging for children from diverse populations



CULTURAL FREEZE DANCE



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This activity allows students to explore music and dance from other cultures, and through play, develop their inhibition skills. Similar to the game of Freeze Dance, children are introduced to songs and rhythms of different cultures, and when the music is turned off children need to freeze their body in their last dance position.

BEGINNER

- Children bring music or songs from home (with permission).
- Child demonstrates a dance from their home or culture, if applicable.
- Class practices the dance together.
- Play Freeze Dance: when music stops, children freeze in their final pose.

INTERMEDIATE

- Child shares how the music is used in their home or community.
- Discuss questions such as:
 - Where do you hear this song?
 - What does the song mean?
 - How does the song make you feel?
- Play Freeze Dance.

ADVANCED

- Invite an important adult/family member to share about music and dance in their culture.
- Adult demonstrates or explains the role of the music.
- Children and the adult play Freeze Dance together, replicating the cultural experience shared.

WHY

By playing Cultural Freeze Dance, children will:

- Learn songs and dances of cultures other than their own
- Develop the skill of inhibition – Having to take control of their bodies to stop dancing once the music has stopped playing
- Increase their communication and musical literacy skills.



FAMILY, FAMILY, WHO DO YOU SEE?



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Well-Being and Belonging
Communication and Literacies

This activity builds a sense of belonging by helping children learn the names of their classroom family. Children create a classroom family album with individual and class photos to build belonging. Using the rhyme pattern from Brown Bear, Brown Bear, What Do You See?, children chant classmates' names, ending with: "I see my whole classroom family looking at me."

BEGINNER

- Chant the story together.
- Practice learning classmates' names.
- Celebrate the joy of hearing one's own name.

INTERMEDIATE

- Children chant: "[Name], [Name], who do you see?"
- The named child responds: "I see [Name] looking at me."
- Continue the chant with each child.

ADVANCED

- Create a personal family album using photos and paper.
- Decorate and arrange photos in a meaningful order.
- Practice the chant with friends and share the chant and album with family at home.

WHY

By doing the "Family, Family, Who do you see" activity, children will be learning to:

- Develop a sense of belonging in their classroom family
- Practicing songs and rhymes through lots of fun repetition
- Foster their identity within the context of the classroom and home environments.



THE DAILY DILEMMA



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Communication and Literacies

Social Responsibility

This activity allows students to begin to understand others perspectives when given a dilemma that they need to discuss and resolve with other students. Educators introduce characters and a common social dilemma but leave the ending open. Children discuss how the characters might feel and work together to suggest solutions or compromises to resolve the situation.

BEGINNER

- Children share their responses with the whole group.
- Group discusses and works toward a shared agreement.

INTERMEDIATE

- Children reflect on characters' feelings and possible solutions.
- Share ideas with a partner.
- Work together to agree on a shared response.

ADVANCED

- Children reflect on feelings and solutions, with a partner, then a group of four.
- Share responses with the class to find a collective compromise.
- Begin creating their own Daily Dilemmas.

WHY

By doing the "Daily Dilemma" activity, children will be learning to:

- Develop a sense of understanding differences in worldviews
- Enhance language and working memory to articulate compromises
- Foster their identity by advocating for what they see as the truth

