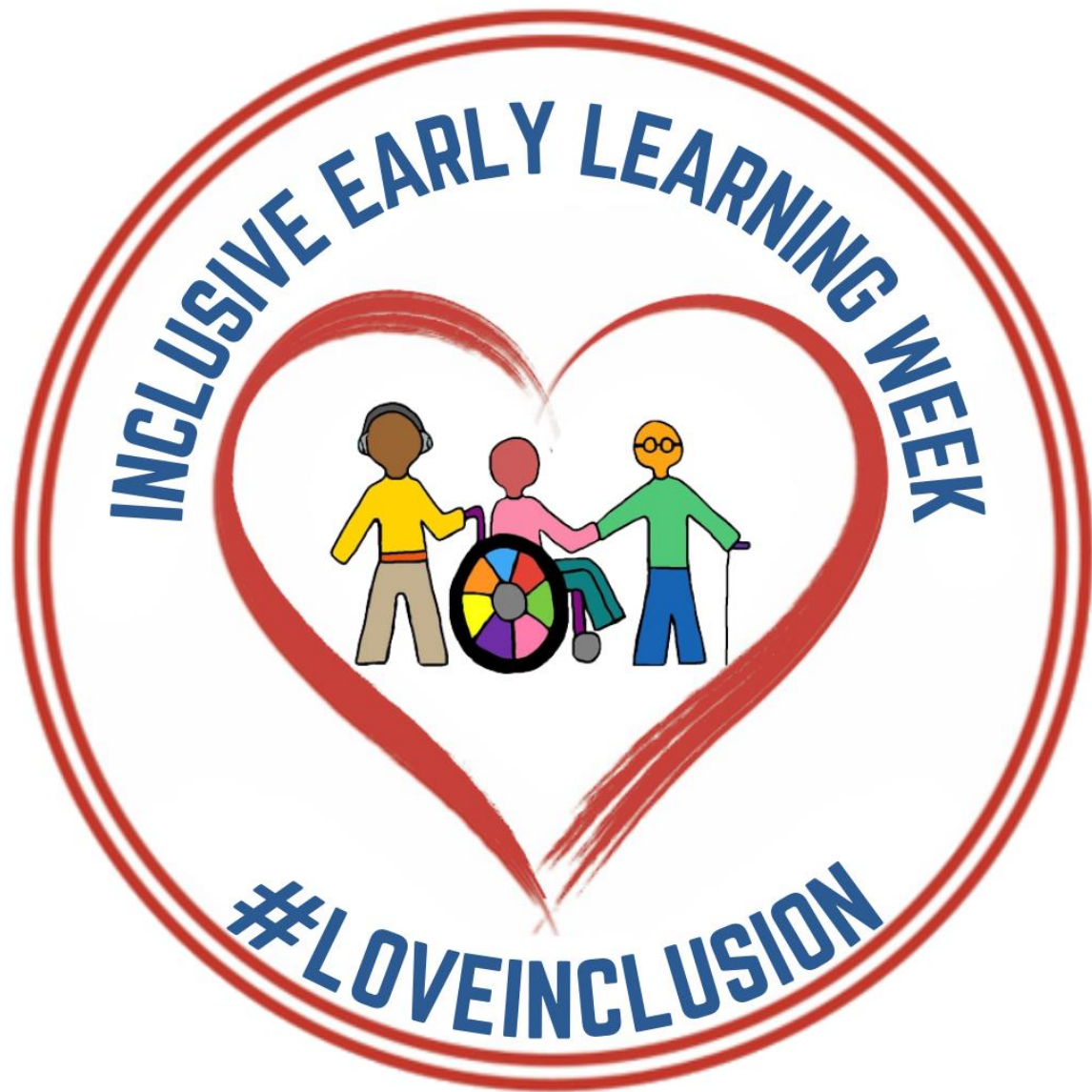


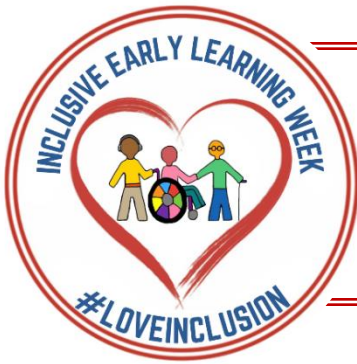
Celebration Toolkit

Inclusive Early Learning Week



February 11-16, 2024

A guide for classroom, staff, and family activities that promote inclusive practices.



The **mission** of DECAL's Inclusive Early Learning Week (IELW) is to promote inclusive practices within early learning environments across Georgia.

#LoveInclusion

Goals of Inclusive Early Learning Week

Increase Awareness: Bring awareness to what inclusion is and how it benefits children, families, early childhood professionals, and the community.

Celebrate Success: Celebrate inclusive practices within early care and learning programs.

Strengthen Supports: Connect providers with resources and materials that promote inclusive practices.

Using the Celebration Toolkit

We encourage programs to use this toolkit as a guide to celebrate DECAL'S Inclusive Early Learning Week!

Inside you will find daily themed activities designed to:

- ✓ Promote inclusive practices in the classroom,
- ✓ Engage staff members, and
- ✓ Encourage family collaboration during the week.

Choose the activities that best fit your program each day or create or add your own activities. Most importantly, inclusive learning shouldn't stop when Inclusive Early Learning week ends!

Past Celebration Toolkits

For more ideas, see the previous versions of toolkits also available!

- [2023 Provider Toolkit](#)
- [2022 Provider Toolkit](#)
- [2021 Provider Toolkit](#)
- [2020 Provider Toolkit](#)

Social Media

Post pictures of your program celebrating Inclusive Early Learning Week onto our social media pages ([Facebook](#), [Instagram](#), [X](#), etc.) using the hashtag **#LoveInclusion**



CONTEST ALERT

#LoveInclusion

Inclusion Contest



CALLING ALL EARLY
CHILDHOOD EDUCATORS!


Family child care, child care centers, and Georgia's Pre-K are ALL eligible to participate! It's easy to enter to **WIN!** Just follow these steps:

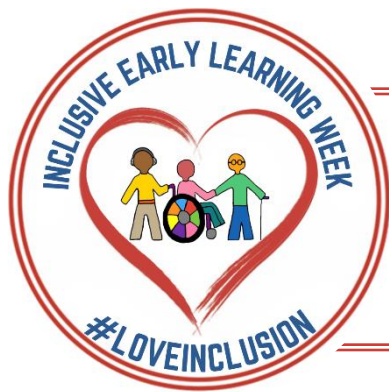
1. Use the Inclusive Early Learning Week toolkit to plan activities within your program and with families at home to celebrate inclusion. Take photos of children, families, and staff participating in classroom activities or program events that celebrate differences and inclusion. You can also showcase materials created for lessons or any other evidence showing how you are celebrating each day's theme.
2. Submit the photo via email to inclusion@dec.al.ga.gov to be entered into the drawing. Each **program** that submits photos is considered one entry into the contest. Winners will be randomly drawn on Monday, Tuesday, Wednesday, and Thursday - the more entries you have at your program, the better your odds of winning! A total of four prizes will be given! Spread the word!
3. Along with photo submissions, include your program name and contact information so we can deliver prizes to winners.
4. Although each program can only win once, you can enter to win multiple times!
5. Entries must be submitted by 3pm each day. Winners will be announced on Facebook each evening at 5pm!



****DISCLAIMER: Entries may be shared on DECAL's Social Media to highlight the week.****

Example Entry:

Send	From	Inclusion@dec.al.ga.gov
	To	<input type="text" value="Inclusion"/>
	Cc	
	Subject	IELW Contest
		
<p>Here is our contest entry for Tremendous Teamwork Tuesday! I planned an activity for children to paint a picture together with a classmate.</p> <p>My name is John Doe and I work at Example Child Care Learning Center in Example City. My phone number is 555-555-5555.</p> <p>We would love for you to share on DECAL's Social Media Pages! #LoveInclusion</p> <p>Thanks and "see" you this afternoon for the Facebook Live Winner Announcement!</p>		



Self-Care Sunday

Promoting Self-Care

#LoveInclusion



Infant: Incorporating music into any routine can reduce stress and help improve a baby's mood, alertness, and memory. Playing music every morning can help set a positive tone for a baby's day. Choose a simple song with a repetitive chorus, while acting out any prompts with your infant, allowing them to be a part of the process. **CD-CR1.0a Responds to music.**



Toddler: Mindfulness walks are about being present in the moment, while enjoying the benefits of light exercise. Allowing toddlers to lead the way during a walk and letting them explore the environment helps foster a child's curiosity, gives them a sense of control, and independence (given the environment is safe for choices). **APL3.1b Demonstrates focus on a specific task or activity.**



Bright Idea: Playing a game like, "I Spy", helps promote and maintain a toddler's engagement during a mindfulness walk.



Preschool/Pre-K: Give children a feather, or if you do not have a feather, instruct children to stick up their thumbs. Tell your child to pretend that each feather (or thumb) is a birthday candle that they must blow out. Have them breathe deeply, and then exhale slowly and powerfully to blow out the candle. Repeat a few times, and discuss with children how they feel, using words like calm or relaxed. **SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.**



Bright Idea: Use pictures of candles or real birthday candles (without a flame) to pretend!



Staff: Sharing healthy meals with others is a fun and engaging method to engage in self-care and improve your diet. Encourage staff to pick a healthy dish to share with each other, for example, a staff bake-off in which everyone brings baked goods to share while enjoying the benefits of healthy eating, while enjoying a meal together. This is a wonderful activity, especially for afterhours staff meetings!

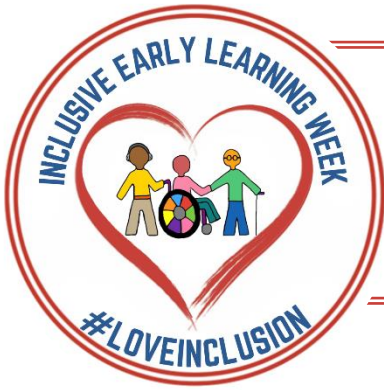
Extra Tip: Spending time with a good friend, family member, or even a pet can relieve stress. Your loved ones are there to support you and offer a safe place for you to express your feelings and frustrations. Remember that you are not alone!



Families: Board games, puzzles, and simple games like charades are all great for family members of all ages. Consider having simple prizes for the winner, like choosing what to have for dessert or a fun weekend activity is a great incentive. You can play games focused on emotions like charades and act out different feelings like brave, cranky, joyful, angry, and hopeful. Talking about feelings helps us all learn to process them better, which is a big part of self-care.



Book Suggestion: "Who I Am" by Susan Verde



Marvelous ME Monday

Recognizing Individuality

#LoveInclusion



Infant: Have some flashlight fun by dimming the lights and pointing out the shadow and body parts of the infants. Use a small flashlight when pointing to their body parts and avoid shining light into their eyes. Get creative with their shadow and pointing to different body parts that make them unique! **CD-SC3.0B Discovers body parts.**



Bright Idea: Encourage the families to do this activity at home with their babies too.



Resource: [Link to All About Me Infant Board](#)



Toddler: Place large pieces of butcher paper on the floor (enough for the children to lay flat on their back) or take this activity outside for chalk drawings. Have each child lay flat and outline their bodies with either markers or chalk if outdoors. Have the children stand up and talk with them about the parts of their body, their height, shapes that they see, etc. Have chalk, markers, and crayons available for children to decorate their life-size drawings. **CD-SS1.2b Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.**



Preschool/Pre-K: Begin by reading the book, “What I Like About Me! A Book Celebrating Differences”. Engage in conversation with your students about things that make them unique like their families, facial features, hair color, things that they like, their favorite colors, etc. After discussion, provide various art materials for each child to create their own “All About Me” book. Once the books are complete, display them in an area in the classroom where children and families can view them. **CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.**



Staff: Have your staff submit fun facts about themselves to you (places visited, met a celebrity, number of siblings, play an instrument, etc.). Create bingo cards with this information and do not include their names. You can search for “create your own bingo” in your web browser if you’d like a bingo template. Pass the bingo cards out to staff and have them find the coworkers that the bingo space relates to. Whoever gets bingo first wins!



Families: Create an empty space along a wall within your program. Invite families to add photos, messages, or items to the wall that represents them and makes them unique. If needed, provide a table for families to place items on.



Book Suggestion: “What If We Were All the Same!” by C.M. Harris



Tremendous TEAMwork Tuesday

Working together to accomplish a goal

#LoveInclusion



Infant: Create a class painting. Fold a clear shower curtain in half, tape one half to the floor, pour some paint onto the curtain and fold the other half over the top and tape it down. Have the babies roll or crawl on the shower curtain to create a classroom mural. Hang the mural in the classroom or the hallway for everyone to admire. **CD-CR2.0a Explores simple art materials.**



Toddler: Tape off a large square on the floor of your classroom and throw handfuls of pom poms or cotton balls on the floor. Give each child a small broom and encourage them to work together to sweep the pom poms into the square. **PDM5.1a Gains control and coordination of body movements.**



Preschool/Pre-K: Play a game of musical chairs with your class. Before you begin, explain that in this game of “musical chairs” the players are more important than the chairs, so the only rule change is that after each round you take away a chair, but you keep all the people. It’s up to the group’s imagination to figure out how to make a place for everyone. **SED 5.3b Engages in mutual, cooperative play AND/OR SED 5.4b Plays cooperatively with a few peers for a sustained period of time.**



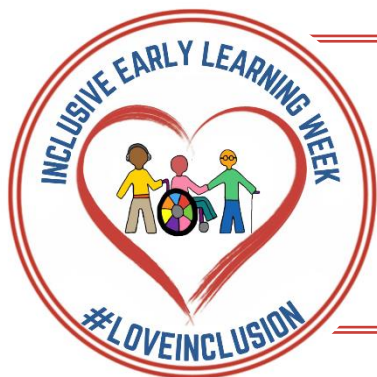
Staff: Spaghetti Tower: Divide your staff into groups of 2-8 people. Give each team a box of uncooked spaghetti noodles and a bag of mini marshmallows. The teams have a set amount of time (10-15 minutes) during which they attempt to build the largest tower with the supplies given. When the time runs out, measure each tower. The group with the tallest tower wins a prize!



Families: Tell a story about going on a trip together using the alphabet! Pretend you are packing your suitcase, and you need to pack items that start with every letter of the alphabet. Someone starts the game by saying, “We’re going on a trip, and we are packing our “_____” (item that starts with an “A”. The next person adds an item that starts with “B” and so on. There is nothing competitive about the game, it’s just fun and gets everyone thinking about words and letter sounds. It also encourages teamwork to help when someone is stuck and can’t think of an item!



Book Suggestion: “The Gigantic Turnip” by Aleksei Tolstoy



WIND DOWN Wednesday

Creating a Calm Classroom and Community

#LoveInclusion



Infant: Create sensory bags for infants to explore using laminating pouches, a hot iron, hair gel, and small items such as buttons, googly eyes, foam numbers, sequins, or wooden hearts. Cut your laminating pouch, using the iron on medium heat, seal 3 sides of the pouch closed; leaving the 4th edge open so you can fill the sensory bag. Spoon a small amount of the hair gel into the sensory bag then add your objects to the bag for the babies to discover. Wipe away any hair gel from the edge of the pouch then seal the final edge of the pouch. Once the edges are cool, you are ready to explore! Talk about the bags with infants as they squeeze. These are great sensory toys that allow babies to explore objects that are normally too small or unsafe for them to handle. **PDM4.0b Manipulates objects to see what will happen.**



Toddler: Sleeping, Sleeping, All the Children are Sleeping Game: Children pretend to sleep and the teacher sings, “sleeping, sleeping, all the children are sleeping.” Once children are pretending to sleep, the teacher says, “and when they woke up, they were (name any animal)!” Children wake up and pretend to act like the animal named. The teacher repeats the song and suggests other animals. Repeat for a few rounds. **CLL1.1b Listens to and follows simple directions**



Preschool/Pre-K: Give each child a cutout of a butterfly or a similar shape. Have the child sit quietly and try to balance the butterfly on his/her nose, holding it there for several seconds. After having the opportunity to practice in a group several times, give all the children butterflies to keep in their cubbies. Encourage the children to use this technique when they feel the need to calm down. **SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed**



Bright Idea: Provide a variety of soft materials, calming books, headphones, hats, bean bags chairs, and calm-down strategies to put in your calming areas.



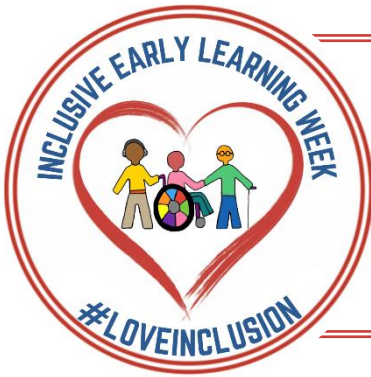
Staff: Provide a small notebook/journal for your staff members and encourage them to start keeping a “Gratitude Journal” by writing down 3 things they are grateful for every day. This will help shift to a more positive mindset.



Families: Take a family walk through the neighborhood or in the park. Pay special attention to the sounds you hear and the different things you can see. Count the number of cars you see or listen for different types of bird calls. This is a great way to get exercise while practicing calming breaths at the same time.



Book Suggestion: I'm Just a Kid: A Social-Emotional Book about Self-Regulation (Social Emotional Books) by [Chande Morris](#) (Author), [Jeric Tan](#) (Illustrator)



Totally TALENTED Thursday

Celebrating talents and interests

#LoveInclusion



Infant: Let's get moving! Choose songs to sing and move to that allow infants to show off their fine and gross motor skills. Fingerplays such as "The Itsy-Bitsy Spider", "If You're Happy and You Know It", and "The Wheels on the Bus" are just a few to engage infants in music and movement. **CD-CR4.0a Shows interest in rhymes, finger plays and stories with props.**



Toddler: Dance party time! Encourage toddlers to show off their dance moves by playing their favorite songs. "Freeze Dance", "Tooty Ta", and "The Penguin Dance" can be used along with your classroom go-to. **CD-CR1.2a Dances to and becomes engaged in music and movement.**



Bright Idea: Consider the abilities of all children and make sure the activities are movements all can attempt. For example, if all children are not able to walk, consider bear crawls, snake slithers, and dog rollovers.



Preschool/Pre-K: Let each child's talent shine by putting on a talent show! Spend time during the week helping children identify their special talents. Take your talents on the road by holding a talent show for the center, infant, and/or toddler classes. **SED1.3c Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments.**



Staff: Each staff member brings something unique to their classroom and the center! Highlight the special talents/abilities that all staff members have. Create stars for staff to write on and have them name the staff member and their special talent/ability. Decorate areas around your program with their stars to showcase their abilities!



Resource: Example of a staff shout-out bulletin board:

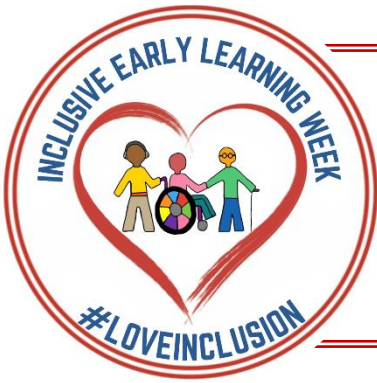
<https://cdn.teachstarter.com/filesserver/2018/11/staff-shoutout.jpg>



Families: What is one thing that you enjoy doing together as a family? It could be a favorite place you visit together, a favorite song that you sing... you name it! Take or draw pictures of your favorite family activity together and bring it to your child's school. Programs are invited to share the drawings and photos around the classrooms and program hallways.



Book Suggestion: "Shy Sofia" by CB Crew



Super FRIEND Friday

Being a great friend to everyone

#LoveInclusion



Infant: As friends enter the room, generate excitement with a smile on your face and saying, "Look who just arrived! It's Jacob! Let's all wave and smile at Jacob." **SED5.0a Demonstrates interest/excitement when other students enter the room.**



Toddler: Use a puppet to play a gentle hugging game. Use the puppet to explain to children that a hug can make you feel better when you are sad or mad. You can encourage children to hug the puppet or to offer a hug to a friend. Talk about how we can be good friends to one another by comforting each other with a hug or an embrace. **SED5.1d Shows awareness of feelings displayed by peers.**



Bright idea: If a child feels uncomfortable giving a hug, ask them to give their friend a high-five, or a wink, instead!



Resource: View this puppet shows with a story about feelings and friendship here: https://www.youtube.com/watch?v=EKXZO_g3kZI



Preschool/Pre-K: Teach children the friendship rhyme below. During outdoor time, encourage children to recite the rhyme while playing rhythmic activities, such as jump rope or hopscotch. "1, 2, 3, you are friends with me. 4, 5, 6, we make a perfect mix. 7, 8, 9, we have fun all the time. Shake my hand, shake my hand that's 10!" **PDM5.4a Coordinates movements to perform more complex tasks.**



Staff: Snowball: This is a great activity to get people out of their seats to move around while also breaking the ice. Start by asking a question relevant to your group and ask each participant to write an answer on a piece of paper. Once that's done, invite everyone to crumple their paper and come to the center of the room to have a snowball fight! After a few minutes, ask everyone to keep a snowball and find the person who wrote the answer. Not only does this team building exercise invite energy into the room, but it encourages people to get to know each other too.



Families: Make a home video as a family using a cell phone camera. Record a clip of each family member explaining what it means to be a good friend. Watch the video together as a family, once editing is complete. Bonding may occur as a side effect of this activity!



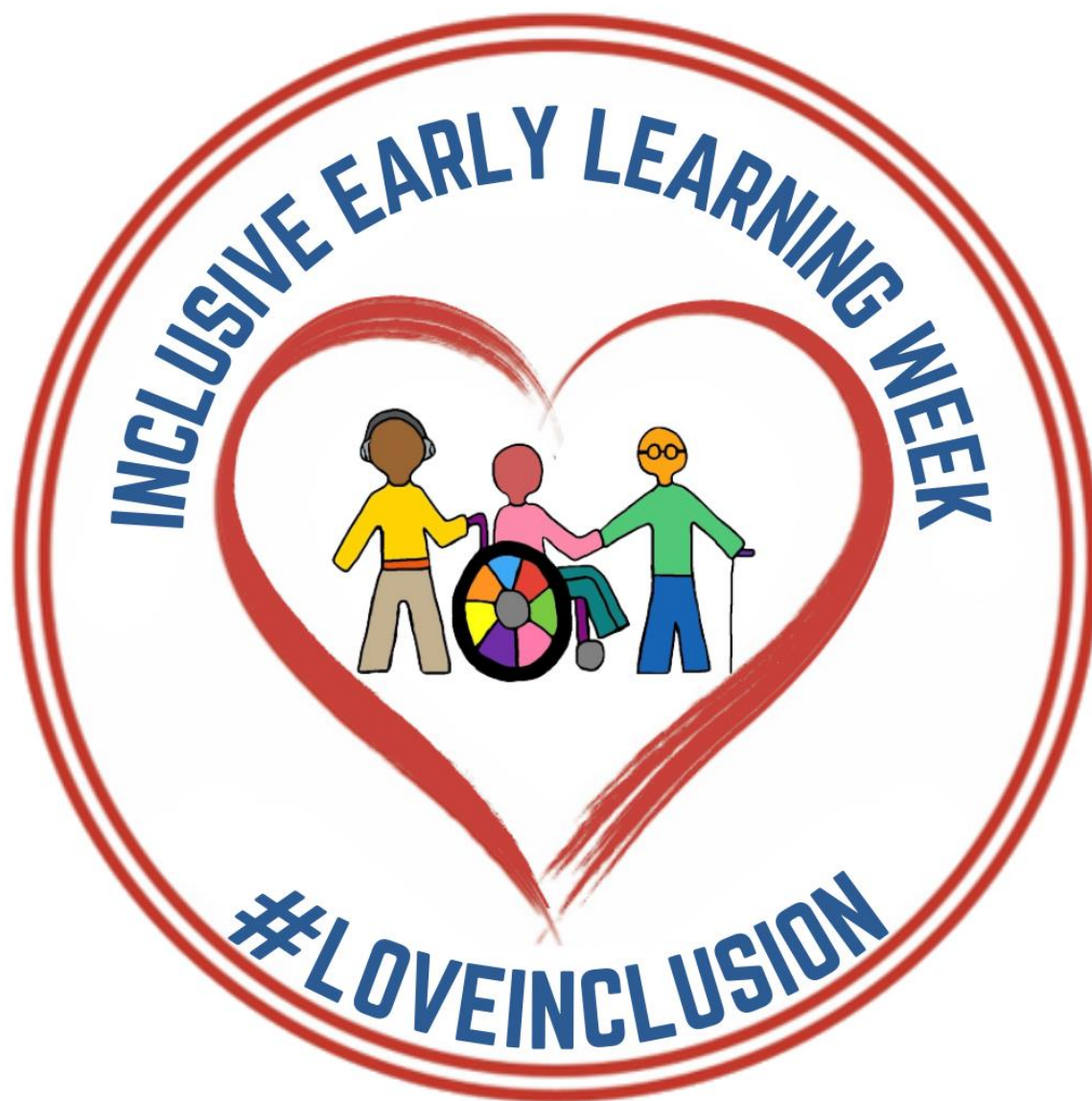
Bright Idea: Ask your families if they would like to share their videos at school and show them on the screen as families arrive in the morning.



Book Suggestion: "Our Diversity Makes Us Stronger" by Elizabeth Cole

Celebration Toolkit

Inclusive Early Learning Week



February 12-17, 2023

A guide for classroom, staff, and family activities that promote inclusive practices.



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#LoveInclusion

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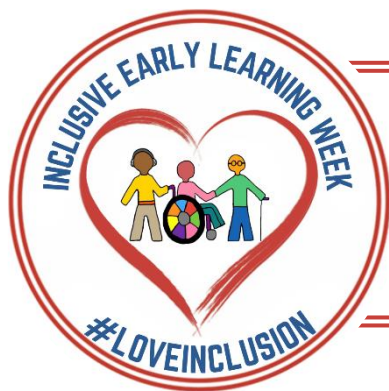
Past Celebration Toolkits

For more ideas, see the previous versions of toolkits also available!

- [2022 Provider Toolkit](#)
- [2021 Provider Toolkit](#)
- [2020 Provider Toolkit](#)
- [2019 Provider Toolkit](#)
- [2018 Provider Toolkit](#)
- [2016 Provider Toolkit](#)

Social Media

Post pictures of your program celebrating Inclusive Early Learning Week onto our social media pages ([Facebook](#), [Instagram](#), [Twitter](#), etc.) using the hashtag **#LoveInclusion**



CONTEST ALERT

#LoveInclusion

Better Together Contest



CALLING ALL PROVIDERS!

FCCLH, CCLC, LSS

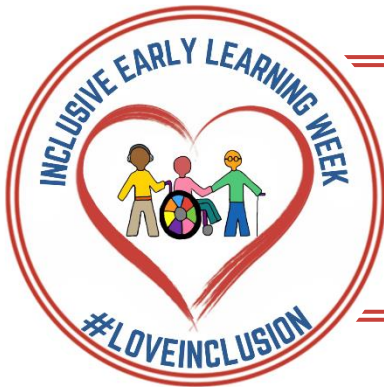
Promote inclusion and have an opportunity to win by participating in the Better Together Contest. Teachers, providers, or programs will be selected as winners depending on who submits entries. Family Child Care Learning Homes, Child Care Learning Centers, Local School System with GA Pre-K, and individuals committed to furthering their knowledge of inclusion . . . ALL can enter to win!

It's easy to enter to **WIN!** Just follow these steps:

1. Pick one or both of the following activities:
 - a. **Celebrate with Children and Families!** Plan IELW activities with families and children and take photos! Photos can be of your written plans, newsletters, children participating in activities, materials created for lessons, as well as any other evidence showing how you are celebrating each day's theme.
 - b. **Include Flat CALi!** Download and print a picture of Flat CALi to include in your activities. Make sure you take pictures! Instructions and ideas for including CALi are available on the next page.
2. To enter the drawing, submit a photo from one of the activities above via email to inclusion@dec.al.ga.gov or post on social media using #loveinclusion. Each photo is considered as one contest entry. Along with photo submissions, include your program name and contact information.
3. DECAL will randomly draw winners throughout the week. The more entries you have, the better your odds of winning! We will select a total of four winners.



****DISCLAIMER: Entries may be shared on DECAL's Social Media to highlight the week.****



Include Flat CALi

Help CALi Develop a Sense of Belonging

#LoveInclusion

How Everyone Can Include Flat CALi

1. Simply print flat CALi linked below or from the bottom of the IELW Webpage. There are several versions of CALi to choose from, so choose the one that goes along with the message you are teaching.
2. Think of ways you can include CALi in your daily routines. Make sure you accommodate her needs.
3. Have meaningful conversations with children about CALi. Answer any questions they may have. If you don't know the answer, let them know you will do your research and find out. Feel free to reach out to inclusion@dec.al.ga.gov for help answering any tough questions.
4. Need help brainstorming ideas for activities? Keep reading this toolkit for some examples.
5. Snap a photo of CALi being included.

Links to Flat CALi:

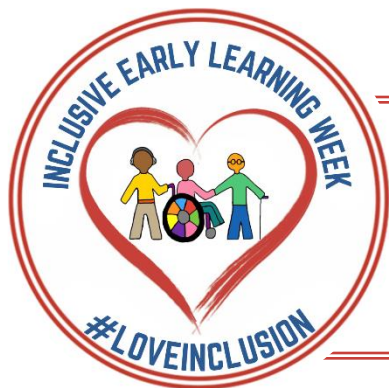
[Flat CALi 1 Color](#)
[No Color](#)

[Flat CALi 1 No Color](#)

[Flat CALi 2 Color](#)

[Flat CALi 2](#)





Self-Care Sunday

Promoting Self-Care

#LoveInclusion



Infant - Baby Massage: Place your baby on their back and begin slowly rubbing each body part. Name body parts as you massage gently. Starting with the head and moving gradually down to the feet. Typically, massages last less than 15 minutes, but should only be continued as the baby is enjoying it. You can also try placing the baby on their belly for a short massage. Talk softly with the baby during the massage. **PDM3.0b**



Resource: Check out [Pathways.org](https://www.pathways.org) for benefits and guidance on infant massage.



Bright Idea: Talk softly with the baby during the massage and add prompts to what you are doing and what you will do next during the massage!



Toddler - Self-Care Station: “I do it!” If you hear this phrase often, think about setting up a toddler-friendly self-care station. When a child learns how to do a new task, such as putting on a shirt or shoes, it is important to make time for a child to complete the task independently. Giving a toddler this time helps reduce control battles and boosts their self-confidence! To set up a self-care station, keep items that a child can begin to use independently with supervision from a trusted adult within reach. Items could include clothes for the day, shoes, and even a hairbrush! **PDM1.4e**



Preschool/Pre-K - Fashion Show: Picking out outfits in the morning can sometimes lead to frustration for the child and parent, especially as children are gaining more independence and their own sense of style. Try picking out outfits the night before school. Without the weekday morning crunch time, parents and caregivers can talk more about outfit choices and lessen the next morning’s stress. Make it fun by having a mini fashion show and use this time to talk about the parts of the outfits that make them feel the best! **PDM1.3e**



Bright Idea: Use dolls and doll clothes to show the children how to put clothes on. Use dressing boards to teach how to button, zip, or VELCRO.



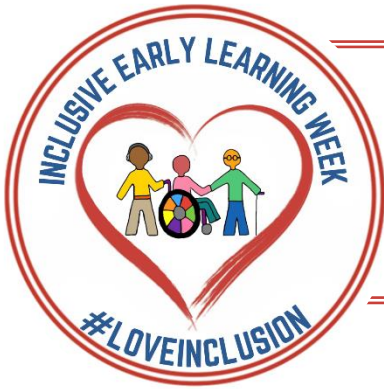
Staff - Filling Your Cup: A Quick Guide for Educators: Are you filling up your own cup? This free webinar gives you our best tips to help you maintain your energy and renew each day. [Filling Your Cup: A Quick Guide for Educators](#) (34 minutes)



Families - Obstacle Course: Spend some time with your family today and get active! Work together to build your own obstacle course using things around the house. Crawl through couch cushions, roll along the carpet, and hop down the hallway. Getting active is a great way to practice self-care, and children will love to watch their caregivers get silly and play along!



Book Suggestion - [You Tube: I Take Care of Myself, by Gladys Rosa-Mendoza](#)



Marvelous ME Monday

Recognizing Individuality

#LoveInclusion



Infant - My Favorite Things: Place a variety of objects, such as blocks, soft books, rattles, and stuffed animals, within reach of the infant. Provide time and support as the infant chooses the toy they want to pick up and play with. Say, "You chose the rattle, Jacob." **CLL1.0b**



Bright Idea: Ask the family to bring a familiar item from home.



Resource: [Link to All About Me Infant Board](#)



Toddler-Interview Me: Make a pretend microphone by stuffing a ball of aluminum foil into one end of a cardboard tube. You can also use a store-bought microphone. Give one child the microphone and ask two or three of the other children to "interview" him. Before you begin, talk about the kinds of questions to ask, focusing on those that cannot be answered with just yes or no. Start with "what" questions: "What did you play with in centers today?" or "What kind of ice cream do you like?" Do this activity once every two weeks or so to give lots of practice. When the children are fluent with "what" questions, move to "why" questions such as, "Why do you like dog books?" or "Why do you like soccer?" This activity can be done in large group. **CLL1.4c**



Preschool/Pre-K- Boots Everyday: Read [Gossie](#) by Olivier Dunrea about a duckling that loves to wear red boots all the time, until one day she can't find them. Encourage the children to turn the pages in the book so they can help Gossie find her beloved boots. Have the children draw a picture of something they love to wear every day. Create a class book for them to read. **CLL8.3c**



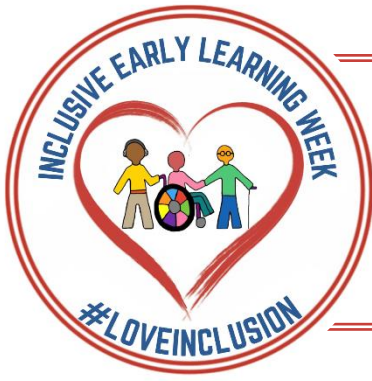
Staff- Decorate Cookies Together: It's so much fun to decorate cookies with icing and other fun toppings. Ask each person to decorate their cookie as a showcase of their personality. After everyone finishes, they can explain what each color or symbol represents.



Families- Pass the Mic: At the end of the day, play a quick game of "Pass the Mic" where each member of the family can tell their favorite part of the day and why. When each member is talking, the others stay quiet and listen. Pass the Mic teaches children the value of turn-taking.



Book Suggestion: [You Tube – I Like Me, by Nancy Carlson](#)



Tremendous TEAMwork Tuesday

Working together to accomplish a goal

#LoveInclusion



Infant- Mimic Me: Hold the infant face-to-face with you. Use deliberate movements such as opening your mouth, raising your eyebrows, or smiling. Watch for the infant to mimic you. When the infant mimics your movement, respond with a smile and narrate what the baby is doing. **APL2.0a**



Toddler -Let's Pull: Sit on the floor, facing the child. Take one end of a long scarf and give the other end to the child. Start by pulling gently on the scarf and show the child how to pull back. When he/she begins to pull hard, pretend to fall over. This activity reinforces turn taking. You can also add labeling such as, "You get a turn. Now I get a turn." **PDM5.1a**



Preschool/Pre-K- Teamwork is My Thing: Read the book *Teamwork Isn't My Thing, and I Don't Like to Share!* By Julia Cook. Have the children talk about how they can work together during class activities. They can draw pictures and use them to make a class book. This activity can be done in small groups. **APL3.4c**



Staff - Families and Teachers Make a Great Team: Today's families are increasingly complex and diverse. As a professional working with young children, you'll need to gather a solid foundation of information as you partner with families. Check out this [helpful list](#) of 25 important questions to ask when you meet with a young child's family. Excerpted and adapted from [Understanding Families, Second Edition](#), by Marci J. Hanson, & Eleanor W. Lynch, these questions are a great starting point for learning about children and families and preparing yourself to meet their needs.



Families: Cross the Creek: Create lines parallel to each other on the floor using tape, jump ropes, or the edge of carpets to create a "creek" bed. Have your family jump from one side to the other. The trick is that they must make room for the other people jumping because you will all be jumping on the count of 3! This activity teaches teamwork and cooperative play.



Book Suggestion - You Tube: [Teamwork Isn't My Thing and I Don't Like to Share by Julia Cook](#)



Awesome FRIENDS Day Wednesday

Creating classroom community

#LoveInclusion



Infant - Look Who's Here: Place photos of the infants on magnetic board under one of two columns: "I'm Here" or "I'm Not Here." As the infants arrive, invite a classmate to help you move the child's photo to the "I'm Here" column. **SED5.0a**



Toddler - Follow the Leader: Walk around the room with the children behind you. Encourage the children to imitate your actions as you walk. For example, wave your arms over your head or do marching steps. Use clear, simple words to label each action. Encourage older toddlers to label their actions. Older children may want to take turns being the leader as well. **PDM5.1b**



Preschool/Pre-K- Note Writers: Supply notepaper and envelopes in the writing center. Encourage children to write notes that can be folded and placed in envelopes. They may deliver these notes to classroom friends or take them home to their families. **CLL9.3c**



Bright Idea: Provide a variety of writing tools and adapt when needed. Add playdough or even sponge hair rollers around a pencil for improved grip.



Staff - Zoning to Maximize Learning: With your classroom team, fill out this [form](#) by entering the activities and transitions of one day in the lefthand column and the responsibilities of each teacher during each activity or transition in the rest of the chart. Think about who should lead the activity, who should support the activity or transition to the next activity, and who should clean up from the previous activity or perform other tasks. During transitions assign one adult to clean up the previous activity and support children who are still finishing. Assign another adult to begin the next activity, welcoming children and supporting their interactions.



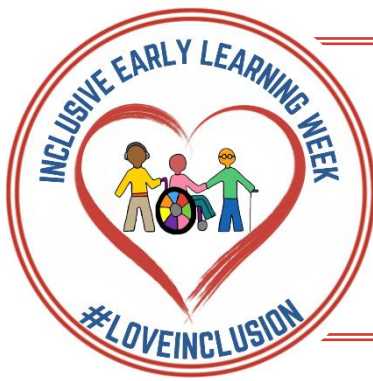
Families: - I'm Good At: Sing this song to the tune of "For He's a Jolly Good Fellow". Allow everyone in the family to have a turn to tell what they are good at.

*Tell us what you are good at, Tell us what you are good at,
Tell us what you are good at, Let's tell all our friends.*

Be sure to include comments when everyone responds such as, "Yes Arya, I have watched you and you are good at kicking the ball."



Book Suggestion - You Tube: *A Friend Like You* by Charnaie Gordon and Frank Murphy



Totally TALENTED Thursday

Celebrating talents and interests

#LoveInclusion



Infant - Bang, Bang Go the Pots: Place the infants near each other. Give them Tupperware bowls or pots turned upside down with spoons for banging. Use this opportunity to become a guided commentator, for example say, “Keora raises her hand and bangs the pot!” **SED5.0b; APL1.0b**



Toddler- Activity Cube: Create an activity cube with a different movement on each side. During group play, have a child roll the cube and have all the children perform the movement. Include movements, such as bunny hops, froggy jumps, or jumping jacks. Be sure to label each movement and verbally scaffold the steps with demonstration based on abilities. **PDM1.1b**



Bright Idea: Consider the abilities of all children and make sure the activities are movements all can attempt. For example, if all children are not able to walk, consider bear crawls, snake slithers, and dog rollovers.



Preschool/Pre-K - Make Some Music: Show the children a variety of objects such as empty coffee containers, cardboard tubes from dry cleaner pants hangers, or empty bottles with a few beans inside. Ask them to brainstorm how these items could be used as instruments. Encourage them to add other classroom items to the selection. Play lively music and enjoy your homemade instruments. Take dictation for a class language experience chart, “If you don’t have a _____, you can use a _____ instead.” This activity could be done during a large group time. **CDCP2.4a**



Staff: KEY: Keep Educating Yourself: One of the “keys” to success for providing a truly inclusive environment is to consistently strive to know more and become more “talented” each day. Look for a book about inclusion that interests you such as [Preschool Inclusion Toolbox](#) or look up a podcast such as [The Inclusion Podcast](#). DECAL also has an inclusion training on OLLI. Go to [GAPDS](#) to search “SEEDS Count Me In” and register. This training is also available in Spanish.



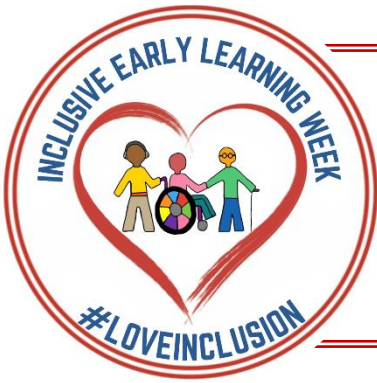
Resource: [The Sherlock Center creates adapted versions of popular literature for use by students, teachers, and families.](#)



Families - Dance party: Host a family dance party where everyone gets time to show off their own special moves! Not a dancing family? Maybe draw, sing, write, cook, or play your favorite game together! During this time talk about all the things your family members do that are special.



Book Suggestion- You Tube: [Incredible You by Rhys Brisenden](#)



Super FRIEND Friday

Being a great friend to everyone

#LoveInclusion



Infant- Hello, Goodbye: When parents or friends arrive in or leave the classroom, encourage the infants to wave to them. Wave your hand and repeat, "Bye-bye Mommy," several times. You could also gently hold the infant's hand and make waving motions. **CD-CP2.0b**



Toddler- Tube Talking: Give each child a paper towel roll to talk through. Model quiet, loud, squeaky, and laughing sounds. Select a leader to make a sound for the other children to imitate. Take turns leading. Add description and peak children's interest by using visuals like quiet mouse, talking turtles, and loud lions. **APL3.1d**



Resource: [The Head Start Center for Inclusion offers a library of visual supports for teachers to use with children in the classroom. Look for the voice volume visual supports linked here.](#)



Preschool/Pre-K - Making Faces: Add flannel faces, eyes, ears, noses, mouths, and hair to the reading center so children can create representations of themselves or their friends on the flannel board. Use paper instead of flannel if you do not have a flannel board. Students can create collage art of themselves and their friends' using features cut out of paper! **CD-SS1.4b**



Bright Idea: For children who have difficulty squeezing glue bottles, place glue in a cup and encourage them to paint the glue with a brush.



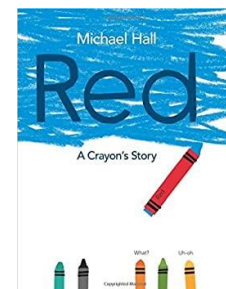
Staff - Team Trivia: Most trivia games revolve around static subjects like pop culture, math, or literature. However, you can also create a personalized trivia game that uses tidbits about co-workers as prompts. First gather information. Select a facilitator to interview staff or send out a survey. You could even create multiple-choice style quiz in a free online platform such as [Kahoot](#) and play virtually or face to face.



Families: Make a video: Encourage families to work together with their children to create a video explaining what being a super friend means to them and send it to the teachers to share with the class.

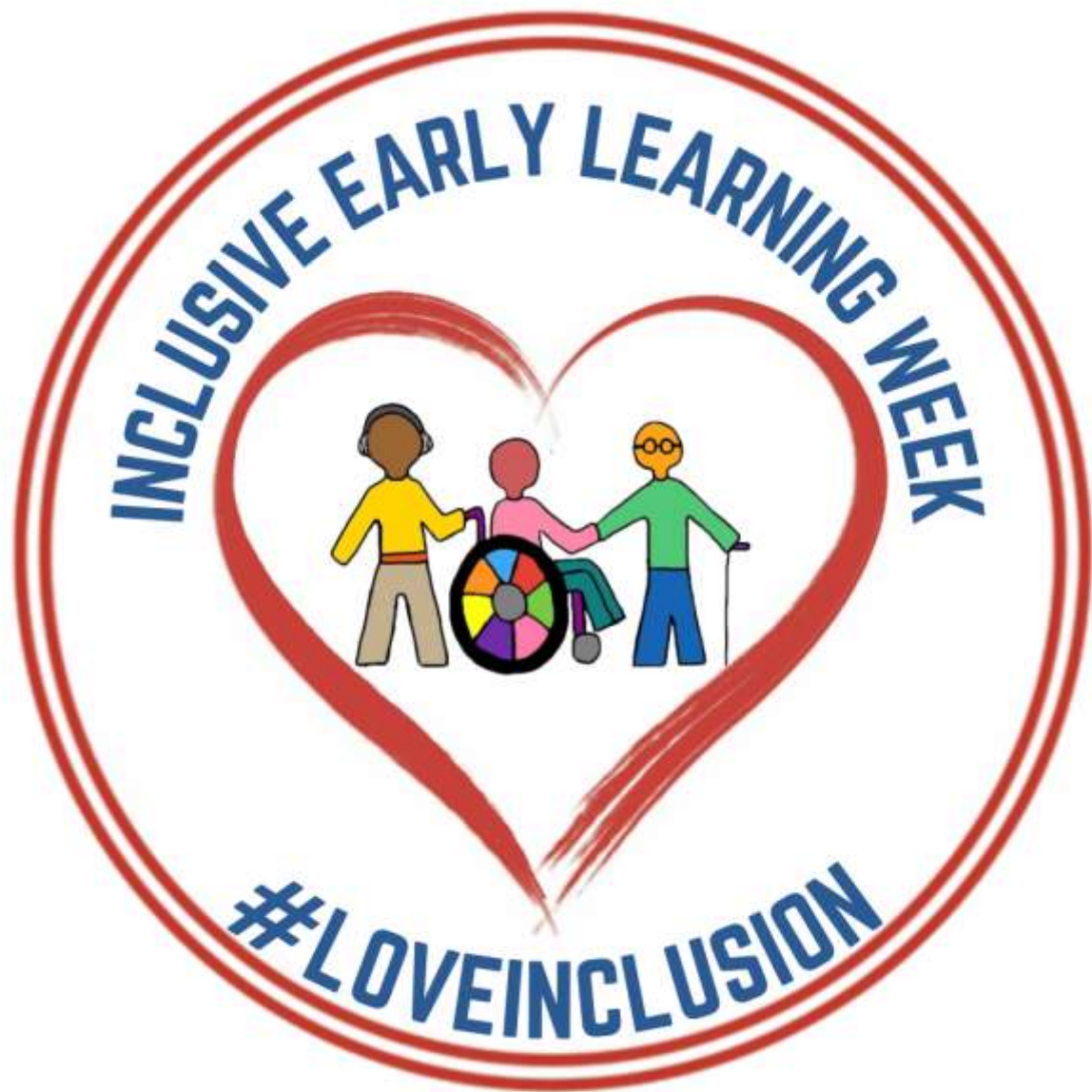


Book Suggestion - You Tube: [Red: A Crayon's Story by Michael Hall](#)



Celebration Toolkit

Inclusive Early Learning Week



February 13 - 19, 2022

A guide for classroom, staff, and family activities that promote inclusive practices.



The mission of DECAL's Inclusive Early Learning Week is to promote inclusive practices within early learning environments across Georgia.

#LoveInclusion

Goals of Inclusive Early Learning Week

Increase Awareness: Bring awareness to what inclusion is and how it benefits children, families, early childhood professionals, and the community.

Celebrate Success: Celebrate inclusive practices within early care and learning programs.

Strengthen Supports: Connect providers with resources and materials that promote inclusive practices.

Using the Celebration Toolkit

We encourage programs to use this toolkit as a guide to celebrate DECAL'S Inclusive Early Learning Week!

Inside you will find daily themed activities designed to:

- ✓ Promote inclusive practices in the classroom,
- ✓ Engage staff members, and
- ✓ Encourage family collaboration during the week.

Choose the activities that best fit your program each day or create or add your own activities. Most importantly, inclusive learning shouldn't stop when Inclusive Early Learning week ends!

Social Media

Post pictures of your program celebrating Inclusive Early Learning Week onto our social media pages ([Facebook](#), [Instagram](#), [Twitter](#), etc.) using the hashtag **#LoveInclusion**.

Inclusion Contest



It's easy to enter to **WIN!** Just follow these steps:

1. Simply print flat CALi from the IELW Webpage. There are several versions of CALi to choose from, so choose the one you like the best!

2. Think of ways you can include CALi in your classroom daily routines, accommodating for any needs she may have. Need help brainstorming ideas for activities? Keep reading this toolkit for some examples of activities.
3. Snap a photo of CALi being included in the activity with the children in your class.
4. Submit the photo via email to inclusion@dec.al.ga.gov to be entered into the drawing. Each photo sent in is considered as one entry into the contest. Winners will be randomly drawn, so the more entries you have, the better your odds of winning!



Self-Care Sunday

Promoting Self-Care

#LoveInclusion

- **Infant: Bend and Stretch:** Lay the infant on a blanket or other soft surface. Take the infant's legs and bend them gently so the knees come close to the stomach. Stretch the legs out again and repeat. *SED3.0b*
- **Toddler: Breathe In... Breathe Out:** Practice breathing activities with the toddlers in your classroom. You can do this by modeling how to take deep breaths and asking children to mimic your movements. *SED3.1b*


 Drain Ground arms flat, pretending your arms are faucets. Tighten arms, shoulders, and face muscles. Breathe slowly making a "ssssss" sound and release all your muscles, draining out the stress.	 S.T.A.R. Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to whisper when they inhale.
 Pretzel Standing up, cross your ankles. Now cross your right knee over left. Turn your hands so your thumbs are facing the floor, put palms together and interlock fingers. Bend your knees out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.	 Balloon Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pfffttttttt" sound.

- ♥ **Preschool/Pre-K: Calm Down with Cali:** For children in Preschool/Pre-K, it can be hard to regulate feelings. Read Calm Down with Cali and learn different ways to calm down! Practice this skill by talking about what your child should do if different scenarios happen during the day. *SED3.1b SED3.3b SED3.4b*

Resource: [Calm Down with CALI](#)



- ◆ **Staff: We All Need Some (Head)space:** Sometimes, it's hard for teachers to find time for self-care. Today, take time to prioritize yourself and your needs. Self-care can look like taking a walk, a bath, or anything that brings calm to your day. You can build this time into your workday or try to make time in the morning or evening. Even if it's just a 10-minute conversation with a close friend or a quiet cup of tea, give yourself the gift of respite this week! Also, check out Headspace for Educators! They offer a free version of the app for teachers focused on bringing mindfulness to the classroom. Follow the link [here](#) to get some Headspace!

 **Families: We Wish You Well:** Life can be complicated with families and friends who might be separated by vast distance and personal struggles. Yet, there is always something we can do to demonstrate our love and support for the ones we care about: We can wish them well. It helps adults remember to take a quiet moment to reflect, also! A family wish well ritual helps to keep these connections strong while nurturing a sense of empathy and inner calm. You can use a visual aid for children when wishing others well by drawing a heart and writing the person's name in the middle. To complete the wishing well ritual, families can:



1. Take three deep breaths.
2. Think about the person you love.
3. Send that love to the person from afar.

The wishing well boosts positive feelings and can be easily incorporated into your morning routine as part of a “brain smart” way to start the day.

 **Book Suggestion:** [YouTube: Whimsy's Heavy Things by Julie Kraulis](#)



Marvelous ME Monday

Recognizing Individuality

#LoveInclusion

- **Infant/Toddler: I am Special:** Sing the “I Am Special” song and talk about the things that make each child special. Write each special characteristic on a piece of chart paper.
SED1.0c SED1.1c

(Sing to the tune of ‘Are You Sleeping’)

I am special, I am special, look at me! You will see!

Someone very special, someone very special.

Yes, it’s me! Yes, it’s me!


☀ **Bright Idea: Ask each child to choose the next person the class will sing to.**

- ♥ **Preschool/Pre-K: All About ME!** Have each child draw a self-portrait to include in an *All About Me* book. Have the children describe their picture, label their traits, and write down what each child says on their individual page. Each child’s individual page will be combined to create a class book. Staple the pages together or hole punch them and tie them together with string. This activity could be done in small group. **SED1.4a**

☀ **Bright Idea: Allow children to use pre-cut shapes to compose their self-portrait.**

- ✚ **Staff: My New Friend:** Have each person pair up with someone they do not know well. Set a time limit (two minutes is usually plenty, but feel free to change it to fit your needs) and have one person tell the other about themselves. When time is up, switch and repeat so that both parties know a bit about the other. Once both partners have gone, go around the room and have each person briefly introduce their partner to the group. The speaker should highlight interesting information, rather than repeat what their partner said. By the end of the activity, everyone in the group should know a bit more about each other.

☀ **Bright Idea: Have a list of questions available for groups to use, if needed.**

 **Families: I Like...** Work together to create a “Things I Like” poster. Each member of the family can create a poster or page. Use magazines or print pictures of things you like and glue them to your board. Talk about your likes and dislikes. Do you have any that are the same or different?

 **Book Suggestion:** [YouTube: I Like Myself! By Karen Beaumont](#)



Tremendous TEAMwork Tuesday

Working together to accomplish a goal

#LoveInclusion

- 🕒 **Infant/Toddler: Together We Make Beautiful Music!** Create a classroom drum circle and play instruments together. Prompt children to take turns using different instruments. You can use simple, everyday objects as drums, such as an upside-down bucket or box. **CD-CR4.0c CD-CR3.1a CD-CR3.2a**

☀️ **Bright Idea: Use hand-over-hand guidance for fine motor assistance as needed.**

- ♥️ **Preschool/Pre-K: Peer Partners Maze** Create a simple maze in a few large boxes using cut up disposable straws of various lengths, glue and a small ball. You may want to draw the outline of your maze with pencil first. Pair children up in partners and tell them the goal is to get the ball from the start of the maze to the finish by holding their box together and moving it up and down or side to side. After each pair has taken their turn exploring the maze, return to large group to talk about how communication and working together helped the teams during the activity. You can also try to make connections with the teamwork they have done or will do throughout the school year. **CD-CR3.4a**

Resource: [Helpful friend poster](#)

☀️ **Bright Idea: Think about altering the location of the activity so students with adaptive equipment can participate fully.**



- Staff: Bob Ross Who?** Divide staff into pairs of two, identify one person to be a “viewer” and another an “artist.” One staff person will need to be the judge for this activity. The viewer will look at an original picture of something, let’s say a scruffy black dog on a couch, and verbally describe it to the artist. The artist will have to draw the picture as accurately as possible without seeing it. The artist has only the viewer’s explanation to go from, so teamwork is essential here! All the teams will have the same original picture to work with. After five minutes, the judge will stop all the teams and inspect their artwork. The judge can choose the best one or let all the teams vote and give the judge two votes to break ties. Following the activity, ask each team member to share what skills each speaker or listener demonstrated, and what was most difficult.



Bright Idea: This activity can even be done during a virtual meeting!



Families: Helping Hands: What are some ways that your children help around the house? Discuss what teamwork looks like in the home and create helpful home jobs such as putting away laundry, drying dishes, or dusting the shelves. Consider using a [job chart](#) as a visual reminder of your family's to-do list. Remind your child(ren) often that they are important part of the family team and celebrate the jobs that they are really great at!



Book Suggestion: [YouTube: Our Class Is a Family by Shannon Olsen](#)



Awesome FRIENDS Day

Wednesday

Creating classroom community

#LoveInclusion

- **Infant: Everyone's a Star:** As children enter the room each morning, generate excitement by saying, "Look who just arrived! It's Jacob! Let's all wave to Jacob."
SED5.0a
- **Toddler: Friendship Mural:** Provide paper plates, poster sized paper and paint in the art center. Red, yellow, and blue are great alone but when you mix them with a friend, you can do so much more. Place the paper on a table for the friendship mural. Have the children pick a friend to work with and give them red, yellow, and blue paint. The children place one hand in one of the primary colors and make handprints on the paper. Ask questions like: "What does the paint feel like on your hands?" and, "What do you think will happen if you hold hands and mix your colors?" Encourage the children to hold their painted hands together and discover what new colors they can make. Ask more questions: "Can you create that color again?" "How many different colors can you make?" and "How can you make that color brighter?" *SED5.1b SED5.2b*

☀ **Bright Idea: If some children do not like the feeling of pain on their hands, provide sponges or paint rollers as an alternative.**

- ♥ **Preschool/Pre-K: How to Be a Friend Friendship Chain:** Use a sheet of paper to make paper cutout people for each child. Ask children to brainstorm ways that they can be a good friend to their peers and write that on their cutouts. Children can decorate their paper cutouts, and once completed the cutouts can be connected using tape or using a hole puncher and string. Hang it up on the walls of your classroom to display your friendship chain! This activity can also be paired with your favorite children's book about friendship. *SED 5.4a*

☀ **Bright Idea: Let children brainstorm ways to include each member of the classroom community!**



Staff: Get Connected! The facilitator begins with a ball of yarn. Holding on to one end, the facilitator passes the ball to one of the participants and says something they appreciate about that person. Then, that participant gives the ball of yarn to another participant, saying something they appreciate and pinching a piece of yarn to keep. Continue passing the yarn until all people have given and received a compliment. When done, there will be a big web of positive characteristics for your team!



Families: Take Note: Write or draw a love note to your child telling them something you admire about them. Read it aloud while snuggling up!



Book Suggestion: [YouTube: Stick and Stone by Beth Ferry](#)



Totally TALENTED

Thursday

Celebrating talents and interests

#LoveInclusion

- **Infant: You Did It:** Sit or lie on the floor with the infant and imitate his/her movements. For example, if the infant is learning to roll over, you roll over. If the infant is up on all fours rocking back and forth, then you do the same. As you imitate his/her movements, describe what you are doing. **SED1.0c**
- **Toddler: High Five!** Show the children how to “high five”. Explain that is what to do if you want to congratulate someone or let someone know he/she has done a good job. High five the children when they have accomplished a task. Encourage them to high five each other throughout the day. **SED4.2c**



Bright Idea: Remember to communicate in verbal and non-verbal ways.

Bright Idea: Remember to recognize and praise adults in the classroom, also.



Preschool/Pre-K: Outdoor Talent Show: Prior to your outdoor time, invite children to think about a talent they’d like to share with their peers, and encourage them to bring props from dramatic play or other areas in the classroom out on the playground. You can bring additional props to choose from, like costumes, microphones, musical instruments, or stuffed animals. In this “freestyle” talent show, children can come show off their talent, or watch from afar while they enjoy their favorite playground activity if they choose not to participate. Encourage the children to give each other praise and positive feedback for participating. Ask leading questions like: “What did you all love most about what [name]’s performance?” Or model encouraging statements like “Johnny, you made us laugh when you told us that joke!” **CDCR2.4C**



Bright Idea: Before you begin, show the children a short YouTube clip of a child performing in front of their class as an [example](#).



Staff: Shout, Let It All Out! Create a bulletin-type board for staff members to give each other shout outs. Place the board in an area where all staff will be able to see it. Leave out a stack of sticky notes or notecards so that staff can easily post positive feedback for others. Get the team motivated to share their own ideas by asking them to add a compliment or “thank you” for each staff member.



Bright Idea: Administrators/Directors - consider adding pictures of positive interactions or helpful moments observed throughout the day.



Families: Family Charades: Play a game of charades. Take turns acting out familiar animals or objects and get family members to guess what you’re pretending. Have a list of ideas ready. Remember to have a good time and praise each person as they complete their turn!



Book Suggestion: [YouTube: The Dot by Peter Reynolds](#)



Super FRIEND Friday

Being a great friend to everyone

#LoveInclusion

- **Infant: Where is Thumbkin?** Gather infants for a small circle time and take turns acknowledging each child in the classroom by singing this welcome song. Acknowledge teachers present also! **SED1.0b**

(Sing to the tune of Where is Thumbkin)
Where is Henry? Where is Henry?
He's our friend! He's our friend! (point at child)
How are you today? How are you today?
Welcome him! Welcome him! (wave at child)

☀️ **Assist younger infants with waving at their peers.**

- **Toddler: Sharing Hot Potato:** This toddler-friendly, hot potato-style game is a great way to teach kids how to share. As you sing the words to the [song](#), kids pass the ball from one to the next. In this game, if you have the ball in your hands once the music stops, you're "it!" **PDM5.2b**

☀️ **Bright Idea: Practice this activity with different types of balls that may be easier to grip.**

- ♥️ **Preschool/Pre-K: The Doc Is In!** Create a prop box in dramatic play that has materials you might use to comfort or care for someone. Include a soft toy, a blanket, a book, and toy doctor supplies. The children can practice empathy by role-playing with each other. **SED5.3d**

☀️ **Bright Idea: You can encourage their role play by inserting yourself in the play story and modeling how they might care for others in a doctor's office.**



Staff: Minute to Win It: Allow time at the beginning of your team meetings for friendship time. It's important to put time on the agenda for people to talk about things like their weekend plans, how their families are, or about the new movie they went to see. It gives everyone a chance to recognize one another as human beings with lives outside of work and could be the spark that ignites a new friendship or two. Or play [Minute to Win It!](#) As a fun warm-up before a staff meeting wind-down at the end of the day!



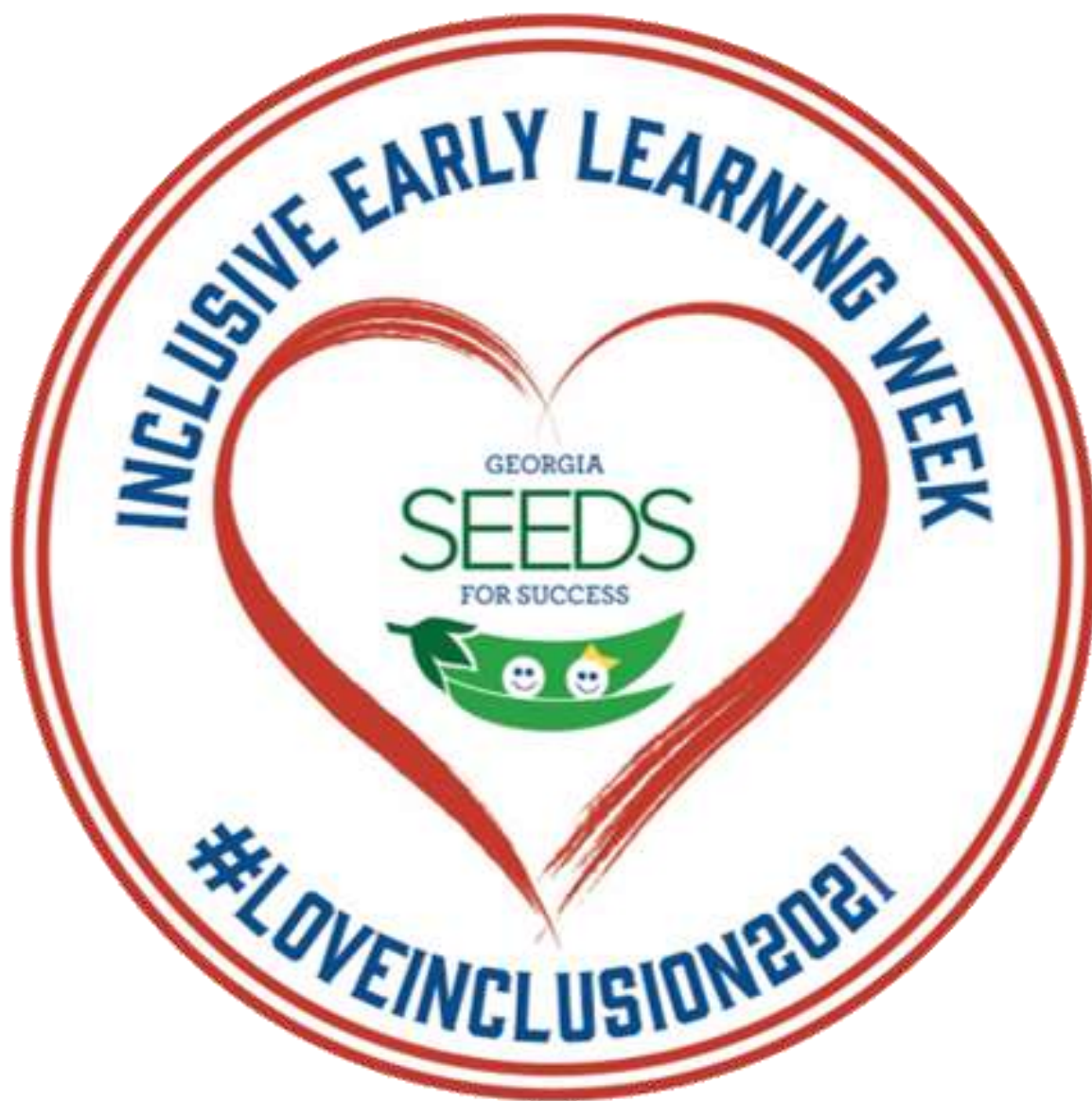
Families: Play a Game of “That’s Me!”: Everyone sits together in a circle. One person is chosen to get the game started by standing and stating a fact about themselves such as their favorite animal, color, etc. Everyone in the group who shares the same likes should stand and say, “That’s me!” The person who was the first to state their like should choose someone who shares that same “like” to lead the next round. This helps everyone share what they like and learn a little more about others!



Book Suggestion: [YouTube: Stone Soup by John J. Muth](#)

Celebration Toolkit

Inclusive Early Learning Week



February 7 - 13, 2021

A guide to classroom, staff, and family activities that promote inclusive practices.



The mission of DECAL's Inclusive Early Learning week is to promote inclusive practices within early learning environments across Georgia

Inclusive Early Learning Week

#LoveInclusion2021

Increase Awareness: Bring awareness to what inclusion is and how it benefits children, families, early childhood professionals and the community.

Celebrate Success: Celebrate inclusive practices within early care and learning programs.

Strengthen Supports: Connect providers with resources and materials that promote inclusive practices.

Using the Celebration Toolkit

This toolkit is designed for programs to use as a guide as they plan to celebrate DECAL'S Inclusive Early Learning Week. Inside you will find daily themed activities to promote inclusive practices in the classroom, activities designed to engage staff members, as well as activities that encourage family collaboration during the week. These activities serve as a guide allowing you to choose the ones that best fit your program each day. We encourage you to use them as a springboard for adding and creating your own activities in celebration of Inclusive Early Learning Week as well.

Social Media

Post pictures of your program celebrating Inclusive Early Learning Week onto our social media pages ([Facebook](#), [Instagram](#), [Twitter](#), etc.) using the hashtag **#LoveInclusion2021** to show others how you are celebrating.

Friendship Skills in Action Contest



It's easy to enter to **WIN!** Post ([Facebook](#), [Instagram](#), [Twitter](#), etc.) or email (inclusion@decalfga.gov) pictures of children working together on an art project or a picture of the finished art project. Choose an art project that helps teach about friendship skills and community. Each post is a separate entry, so post away! Winners will be randomly drawn, so the more entries you have the better your odds of winning! Make sure to use the hashtag **#LoveInclusion2021** on social media to be entered. There are several examples of art activities in the celebration toolkit or you can create your own activity.



Marvelous ME Monday

Promoting Individuality

#LoveInclusion2021

Classroom Activities

Infants and Toddlers:

Happy Me: Sing and use facial expressions with the students. Use the tune of “If You Are Happy and You Know It.” The teacher, facing the students, sings “If you’re happy and you know it, give a smile!” He or she then gives a big smile to the students and points to his or her smile making it very noticeable and prompts the students to smile back. If adapting for COVID, you can ask the children to give thumbs up.

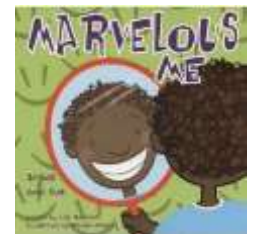


After doing this a few times the teacher can add in other emotions such as sad, excited, or surprised. **GELDS: SED2.1a**

Preschool and Pre-K:

Marvelous Me: I am “Marvelous” because...

Read the book *Marvelous Me* by Lisa Bullard (you can view the book on many online sites, such as YouTube for free). While discussing the book, teach the vocabulary word *marvelous* to the students by using examples and synonyms they can relate to. Make a chart story to display in the classroom by allowing each child to give an example of what makes him or her marvelous. **GELDS SED1.4b, CLL2.4b**



Uniquely Me: My fingerprints are “Unique” just like me!

Discuss how only you have your “unique” fingerprints. Teach the vocabulary word *unique* and talk with the children about how unique their fingerprints are. No one else on this whole Earth has our fingerprints! Then use a hand template or trace the student’s hand and use paint or a stamp pad to add each student’s fingerprints onto their own paper hand. Display the handprints in the room at eye level. Give the students magnifying glasses during center/free choice time and allow them to examine each other’s fingerprints. Ask if they can see the similarities and differences between everyone’s fingerprints. **GELDS CD-SS1.4b, SED1.4a**



Program and Staff Activity

Strings of Affirmation: Divide into groups of six to 10 and have teams sit in a circle. Give each team a ball of yarn. Have everyone in the group take turns tossing the ball of yarn to someone while sharing a positive thought or compliment about that person. The person with the yarn then pinches a piece of yarn in his hand and throws the ball to someone else. Continue until there is a large web. When everyone has been affirmed, go around with scissors, and snip the connections, having the teacher keep their piece as a symbol of staff unity and connectedness. You can even have them write the affirmation they heard about themselves on a piece of masking tape and wrap it around their piece of yarn. If someone is new, teachers can say something encouraging or offer a helpful piece of information, like the best piece of teaching advice they ever received.



Candy Confessions: Have each teacher choose three pieces of candy from a variety of candies that are available. Once they have chosen their favorites, put up the following chart:

Candy Confession Chart

Hershey's Kisses = What is your favorite thing about working with children and families?

M&M's = What is your favorite way to spend a day off?

Gum = What is your favorite meal to eat/make?

Skittles = What's one thing that can instantly make your day better?

Kit Kat = Who do you admire most in the world?



Ask each person to take turns using the chart to share their responses with the rest of their colleagues. This activity is a fun way to team build while enjoying a sweet treat!

Family Engagement Activity

What Makes Me Special: Send each child home with a Ziploc bag. Ask families to help their child choose an item that is special or important to their family and talk about why it is special. Ask families to send the bag back to school with their child. Be sure to check the bags returning to school to ensure all items are school appropriate. During large group, hold up each bag and ask the other children to guess which classmate's object is inside. Take turns making guesses and predictions. This can also be used as a center activity. Place the bags on a table with the objects face up and the child's name on the back of bag. Have the students guess whose item it is before turning it over to see if they are correct. **GELDS: SC-SS5.4b**





Tremendous TEAMwork Tuesday

Working together to accomplish a goal

#LoveInclusion2021

Classroom Activities

Infants and Toddlers:

Teamwork: When it is time to clean up play a cleanup song. This can be any song that you choose, so make it fun and upbeat! Work with the students and make it a game by having them work together to clean up all the toys before the music stops. **GELDS: SED5.1b**



Preschool and Pre-K:

Scavenger Hunt: Print out a page of pictures of 8-10 objects located in your classroom (e.g., a toy, book, crayon). Make sure that all items pictured are located in the classroom and within student reach. Divide students into groups of 2-3. Give each group a crayon and a copy of the printed page of pictures. When the search begins, a teacher should model the process of choosing a picture, looking for the item, then crossing that item off of the page. Groups will then work together to find the objects located on their picture page, crossing each item off as it is found. **GELDS: SED5.4b**



Program and Staff Activity

Teacher Tidal Wave: Give your staff this scenario: The school is about to be destroyed by a huge wave and you are the only one left in the building. You have plenty of time to escape unharmed and take with you only the necessary items for "teacher survival." The group will brainstorm a list of things teachers cannot survive without in the classroom. Have everyone draft their own list independently at first. Next, have teachers join in small groups. Then have the groups narrow the list to the top 10 items needed for teacher survival! This can be helpful for the beginning teachers in your group who may like to hear from your seasoned veterans about how to prioritize what is needed for the year ahead.



Link Up: Have a teacher stand and share one thing about their professional life (inspirations, education, favorite teaching moment) and ask other team members to stand up as soon as they hear something that they have in common with the teacher. Ask participants to remain standing. Next, ask a second team member to share, repeating the cycle. Other teachers stand up to share when they hear something they share with the teacher. The activity continues until everyone is standing. This can be done



with personal information as well, such as favorite TV show, hobby, favorite childhood memory, favorite subject in school, etc.

Family Engagement Activity

Home Helpers: Talk to your child about the different jobs that each person in the home does to keep your home functioning and in order. Discuss jobs such as cooking, cleaning, laundry, or yardwork. Have your child help with different household jobs that different members of the family usually do. Let your child decide if the job is easy or hard, was it a job they enjoyed? Then talk about teamwork and how teamwork in the household can make home chores easier for everyone if we all work together!



Optional: If possible, you can also ask families to send in or email a photo of their child accomplishing a job at home to share with the class. **GELDS: SD-SS1.4a**



Awesome FRIENDS Day

Wednesday

Creating classroom community

#LoveInclusion2021

Classroom Activities

Infants and Toddlers:

Morning Greetings: As a morning greeting, have children start a ritual of giving each other an elbow bump or an air five to greet each other as they arrive to class. You could also greet with a “wiggle and a wave”. This may look different for different classroom setups but would be a good way make quick interactions between each child every day! One resource can be found here: [Greeting Poster](#) **GELDS: SED2.1a**



Preschool and Pre-K:

Creating Classroom Community: Have students sit in a circle. Using a beach ball have each student toss the ball to another student while giving a friendship compliment to the student they toss the ball to. Teachers will need to demonstrate first. For example, one teacher tosses the ball to their co-teacher and says, “I like how you are always smiling.” Then, the co-teacher can toss the ball to a student and give another example such as “I like the way you always say please and thank you!” The students will then continue passing the ball to one another until everyone has received at least one friendship compliment. **GELDS: SED 2.4b**



Program and Staff Activity

It's a Small World After All: In this activity, have teachers find a partner and list five things they have in common with each other. For round two, have them find another partner with whom they share at least one commonality from their list. These new partners must then make a new list of five things they have in common. Rounds continue until all the teachers have at least one thing in common with everyone else in the room.



We Are All in This Together: Draw the outline of a large rectangle with painter's tape in your meeting room and have everyone stand around the outside. This shape represents your "Struggle Bus". When you name a specific classroom-related challenge, those who can relate should hop on the struggle bus. Ask questions like: "Who has difficulty with lesson planning?" and "Who finds mornings to be more challenging than afternoons?" Include some funny questions like, "Who has hidden chocolate in their classroom for emergencies?" For Administrators, this would be a great opportunity to empathize and paraphrase teacher responses. follow up with some problem-solving prompts such as, "What are some ways you have overcome your classroom struggles?" Have those who are not on the bus share how they cope with and conquer the challenge that has been shared. This is a great team-building activity so that staff can share their struggles while feeling supported with helpful tips from the team.



Family Engagement Activity

Celebrate Friendships: Talk with your child about what makes a good friend. Ask them to share things that good friends say and do that make them so wonderful. Then work together to make a list of all of the people that your child calls a friend. Ask your child to share stories of why he or she calls each person on the list a friend. **GELDS: SED 5.4a**





Totally TALENTED

Thursday

Celebrating talents and interests

#LoveInclusion2021

Classroom Activities

Infants and Toddlers:

Freeze Dance: Play music for the class and dance together. When the music stops, everyone should freeze. Encourage children to show off their best dance moves! Teachers may need to model the activity a few times for the children. When the music starts again, everyone continues to dance. Repeat this start and stop pattern with shorter and longer time spans as the children dance. Ask children if there were ways that they danced the same. Notice and acknowledge unique dance moves that the children are making.

GELDS: PMD5.2b



Preschool and Pre-K:

Celebrating Talents and Interests: Place students in pairs, give each pair of students a sheet of white construction paper, various colors of paint, and brushes. Have the pairs of students sit across from each other at the table and paint a portrait of each other. Once the painting dries, have the student autograph their painting then place the art show on display. The teachers can join in by painting each other as well! **GELDS: CD-CD2.4a**



Program and Staff Activity

Talent Show with a Twist: For this team-builder, have everyone write down a secret talent or skill they have or would like to learn. Place the papers in a hat to mix them up and take turns guessing all of your colleague's talents and skills. Those who are comfortable can demonstrate their secret talent. Those who don't want to demonstrate can describe the talent or skill they have or would like to learn. Not only is this a way to get to know co-workers a little better, but this could also be a great motivator to set and accomplish new personal goals.



Have You Ever: This is an interactive team-building game that gets your group up and moving around. To play this game, arrange the chairs in a circle. Then choose one person to start the game by standing in the middle of the circle. The person standing in the middle of the circle will say, “Have you ever ...” and then describe a personal or professional accomplishment. For example, “Have you ever participated in a 5k run?” All of the teachers who have also achieved that accomplishment then stand up and find a new seat to sit in. Have one of the teachers who did not stand up be the next to ask a question.



Family Engagement Activity

Celebrating talents and interests: Ask families if they have a special talent or unique skill, they would like to share with the class such as being a professional storyteller, performing a magic trick, playing a musical instrument, or maybe creating a unique craft. Invite parents who would like to showcase their skills to visit the classrooms virtually or face-to-face depending on your school or center’s current COVID guidelines.

GELDS: SED5.4d





Super FRIEND Friday

Being a great friend to everyone

#LoveInclusion2021

Classroom Activities

Infants and Toddlers:

Friendship Tree: Draw a tree on a large sheet of paper. Then with teacher assistance, let each student paint their hand and make a handprint to form the leaves of a Friendship Tree. Display the Friendship Tree in the classroom. Talk to the children about how we are all different, but we all come together to make the “class” tree complete by being super friends to each other. **GELDS: SED5.1a**



Preschool and Pre-K:

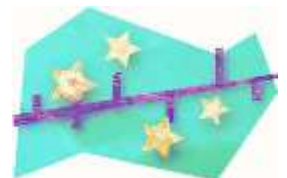
Cotton or Sandpaper: Gather some cotton balls and sandpaper. Show the students the cotton balls, letting each student touch them. Then talk about how they feel. Are they soft, fluffy, and light? Then show the students a piece of sandpaper and let them feel that also. Discuss how it feels different. Is it rough, scratchy, and pokey? Now refer to the conversation about friends. Explain that when we speak to our friends nicely, we are using cotton words. All these cotton words make us feel better, they make us smile and let us know that our friends care. Then explain how the sandpaper words hurt, they are mean words, like name calling, or yelling and they hurt our feelings just like the sandpaper does.



Next, share examples like “What if Billy and Annie both wanted to play with this toy? How can you use cotton words to ask for a toy? How might they ask using sandpaper words?” Then stop and ask the class if sandpaper words or cotton words would work better. You can also give examples with scenarios that are relevant to your classroom. Practice incorporating “cotton” words into friendship conversations on a daily basis. **GELDS: SED5.4d**

Program and Staff Activity

Chronology Countdown: This is a great way to visualize the history of your school. Create a large timeline with your school’s “history” and then add in important dates, such as, when staff members arrived, when they switched positions and other significant moments in the school’s history. Make sure to include fun things like when younger teachers were born compared to when some of your older staff started their careers! You can leave it up in your break room as a reminder of all you have accomplished as a team.



Memory Match Up: Before the exercise, make cards with pairs of objects commonly found at school: pencil/paper, desk/chair, slide/swing, basketball/hoop, etc. Write each item on separate index cards and tape them on participants' backs as they come into the room. Have everyone try to find their other half, asking only yes/no questions. When they find their match, have them sit down and find out three new things (something new they tried over the summer, a favorite Netflix show, etc.) about the other person. At the end, ask participants to share something new that they learned about their partner with the rest of the group.

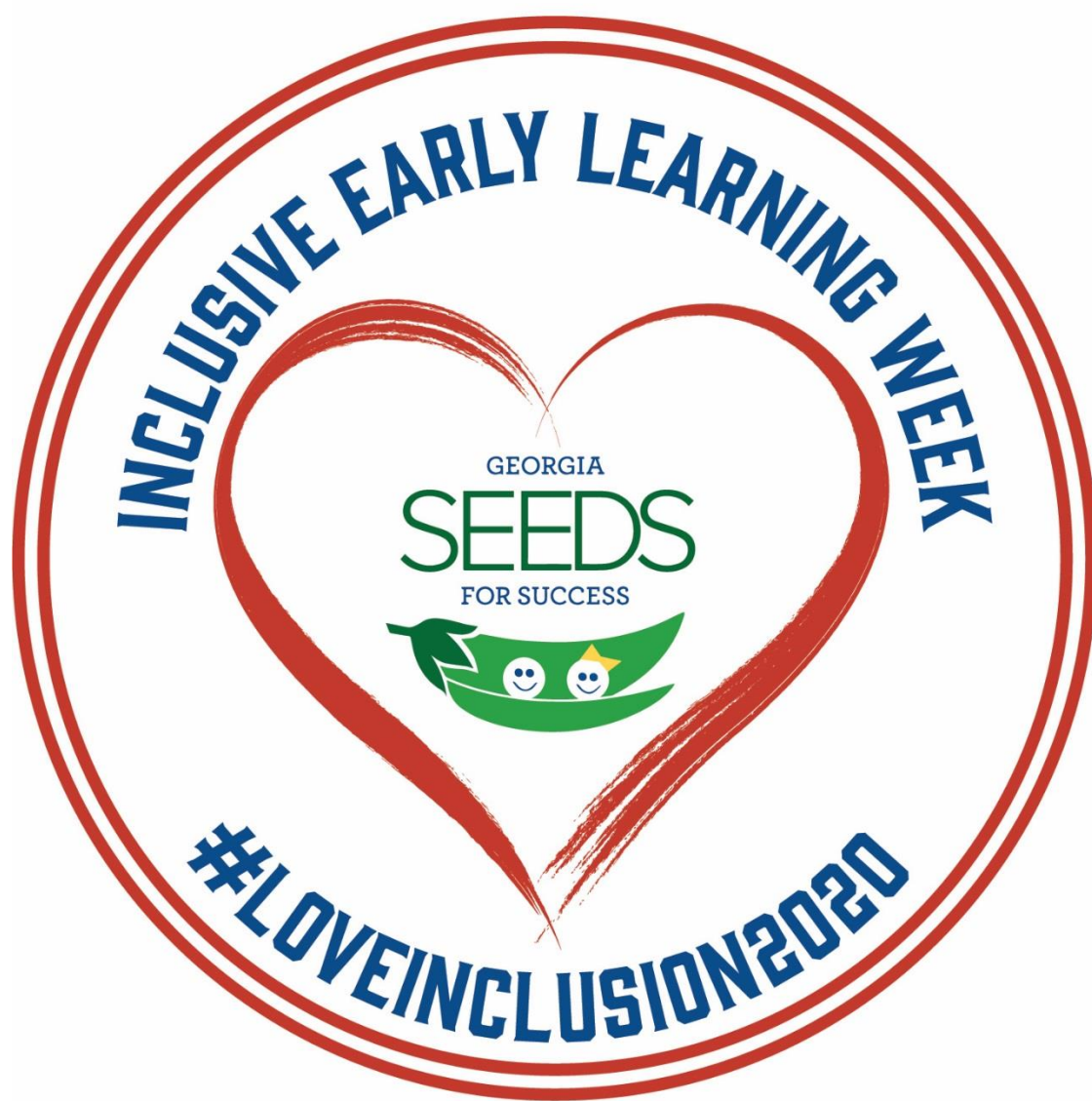


Family Engagement Activity

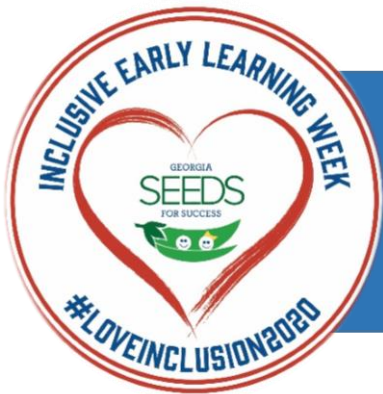
Family Friendship Bracelets: Make family friendship bracelets using items you have at home, this can be hair ties, yarn, string, be creative! Make enough so that each family member can earn a few each afternoon as your family does their chores, homework, sports, or other routines. When someone shows an act of friendship and/or kindness to another family member (for example, by helping them or giving them a compliment), they earn a family friendship bracelet. Earning a bracelet should be simple and fun. Make sure all family members have different opportunities to earn a bracelet. See who can earn the most bracelets in one afternoon. **GELDS: SED5.4d**



Celebration Toolkit
Inclusive Early Learning Week
February 10-14, 2020



A guide to classroom, staff, and family activities that promote inclusive practices.



The mission of DECAL's Inclusive Early Learning week is to promote inclusive practices within early learning environments across Georgia

Inclusive Early Learning Week

Increase Awareness: Bring awareness to what inclusion is and how it benefits children, early childhood professionals and the community.

Celebrate Success: Celebrate inclusive practices within early care and learning programs.

Strengthen Supports: Connect providers with resources and materials that promote inclusive practices.

Using the Celebration Toolkit

This toolkit is designed for programs to use as a guide as they plan to celebrate DECAL'S Inclusive Early Learning Week. Inside you will find daily themed activities to promote inclusive practices in the classroom, activities designed to engage staff members, as well as activities that encourage family collaboration during the week. These activities serve as a guide allowing you to choose the ones that best fit your program each day. We encourage you to use them as a springboard for adding and creating your own activities in celebration of Inclusive Early Learning Week as well.

Social Media

Post pictures of your program celebrating Inclusive Early Learning Week onto our social media pages ([Facebook](#), [Instagram](#), [Twitter](#), etc.) using the hashtag **#LoveInclusion2020** to show others how you are celebrating.

Friendship Artwork Contest



It's easy to enter to **WIN!** Post ([Facebook](#), [Instagram](#), [Twitter](#), etc.) or email (inclusion@dec.al.ga.gov) pictures of children working together on an art project or a picture of the finished art project. Choose an art project that helps teach about friendship skills and community. Each post is a separate entry, so post away! Winners will be randomly drawn, so the more entries you have the better your odds of winning! Make sure to use the hashtag **#LoveInclusion2020** on social media to be entered. There are several examples of art activities in the celebration toolkit or you can create your own activity.



Marvelous ME Monday

Promoting Individuality

#LoveInclusion2020

Classroom Activities

Infants and Toddlers:

I Spy: As you are feeding or changing infants, play "I Spy" using the infant's name and individual characteristics. Say, "I spy a little boy in a green shirt. Tug has brown hair and brown eyes. I see you, Tug." **SED1.0b**

Voices All Around: Record a familiar teacher or family member singing a children's song or reading a favorite book. Play this for the infant at different times of the day as a lullaby for naptime or to introduce story time. **APL1.0a**

Preschool and Pre-K:

Mirror Play: Provide individual, unbreakable mirrors. Encourage the children to explore looking into the mirror. Use descriptive words to talk with them about what they see. Discuss different emotion words and practice making feeling faces. **CD-CR2.1b**

Classroom Cultures: Have family members of the children or have community volunteers visit the class and share information about their culture. This could be done in large group. Discuss your own classroom community and culture. **CD-SS2.4c**

Program and Staff Activity

The Common Book: Make a large, blank journal or scrapbook available in the break room or other common areas. The book may have prompts on each page, asking questions or suggesting things to write or draw. Or, you may have guidelines printed and displayed next to the book. Leave pens, markers, tape, and other items that your team can use to write and draw in the book. Encourage them to write down quotes from things they are reading or from team members, to write about a fun event that happened at work, tape or glue anything that helps record the team's culture.

Family Engagement Activity

Feeling Faces: Encourage families to look through their favorite book with their child and describe the different feeling faces and how the characters might respond to different situations. Invite families to bring a book and read it with the class. **CLL3.4b**



Tremendous TEAMwork Tuesday

Working together to accomplish a goal

#LoveInclusion2020

Classroom Activities

Infants and Toddlers:

This is How I Feel: Take pictures of the infants in the room showing a variety of emotions. Print the pictures and display them low on a wall for the infants to see. Point to the pictures and describe the emotion: "Marcus is laughing. He looks happy." **CLL3.0b**

Preschool and Pre-K:

Silly Steps: Make a game of multi-step directions by having partners work together to follow all the silly directions you give such as, "put your arm around your friend's shoulder," or "stand on one foot." This could be done in large group. **CLL1.4b**

Bright Idea: When developing multi-step directions for the children in your class, provide visual cues and consider using action steps that all the children can do to participate.

Program and Staff Activity

Show and Tell: Get to know each other better by sharing the things you love. Set aside a regular day and place to display staff "show and tell." Let each staff member bring a picture or item they would like to share. Each staff can share the story of their item and display it for the day, then allow another team member to share their own item for a day.

Family Engagement Activity

Nighttime Routines: Share helpful suggestions to families about activities, sounds or objects that can help their child feel calm and restful during the hour before bedtime. These activities can become a part of their nightly routine! Reading books, listening to soft, calming music, or giving their child their favorite blanket or stuffed animal will all help them to understand that it is time to calm down and prepare for sleep. Taking a few moments every day to bond while bathing, snuggling or reading to children helps them feel safe, secure and loved. **SED3.4b**



Awesome FRIENDS Day

Wednesday

Creating classroom community

#LoveInclusion2020

Classroom Activities

Infants and Toddlers:

Musical Friends: Play lively music and encourage the children to dance freely. Pause the music and have each child find a partner. Direct the children to greet their partners with a wave, hug, high five, low five, fist bump or other appropriate greeting. **PDM3.3a**

Preschool and Pre-K:

Friendship Fruit Salad: You will need a large mixing bowl and a spoon. Ask each child to bring his/her favorite fruit to school. Wash and cut fruit into small pieces. In small groups, encourage the children to create their own recipe for a friendship fruit salad by combining the different fruit that each person brought to share: 1 cup of Alex's pineapple, 1 cup of Maria's banana. Encourage the children's language by prompting them to request different fruits to add to the recipe. For example, "Alex can you add your pineapple to our fruit salad?" Write the recipe down and share with families. **SED5.3e**

Friendship Mural: Tape a large sheet of freezer paper to the table, shiny side up. Provide finger paint. Encourage the children to make a group mural. **APL3.1a**

Program and Staff Activity

Team Memories: Create a Memory Wall in your center. Add pictures or stories about shared events and special moments. Let your staff add to the wall throughout the year and leave them up to reflect on wonderful moments spent together.

Family Engagement Activity

Magical Moments: Encourage the children to point to the pictures and sing along identifying each person: "Where is Jane? Where is Jane? There she is. There she is..." **SED1.0b**



Totally TALENTED

Thursday

Celebrating talents and interests

#LoveInclusion2020

Classroom Activities

Infants and Toddlers:

Ring around the Hoop: Have four or five children hold a single hula-hoop as they walk in a circle singing "Ring Around the Rosie." Begin by having the children hold the hoop with both hands, then later with one hand as their motor skills develop. **APL5.1a**

Preschool and Pre-K:

Sharing Ideas: Providing opportunities for imaginary play is an important activity for practicing many social- emotional skills. Encourage the children to make up stories and songs, draft playmates as characters and turn sticks into magic wands in the dramatic play center. During these activities encourage children to take turns, compromise and share materials. **SED3.4c**

Simon Says: During outdoor time, on the sidewalk draw large letters, numbers and shapes. Then, play Simon Says by giving the children a sequence of things to do: Stand on number 3, then run to the letter. You can increase the sequence as they improve their listening skills. **CD-SS5.4a**

Program and Staff Activity

Social Emotional Competence: Identify your strengths in the practice of teaching Social Emotional Skills in the classroom. Uncover your talents by using tools that can empower you in your work. Help coworkers by identifying how those qualities can help them become a "mentor" to new staff members.

Family Engagement Activity

My Turn Please: Encourage families to play games that require turn-taking with their child. Board games are a perfect way to teach older preschool children how to wait for a turn. Outside games, such as basketball or catch, are also ideal games to practice taking turns. For toddlers and twos, use very simple turn-taking games such as rolling a ball or a car back and forth. **SED5.1c**



Super FRIEND Friday

Being a great friend to everyone

#LoveInclusion2020

Classroom Activities

Infants and Toddlers:

Basket Play: Provide baskets of various shapes, colors and sizes. Place items such as textured balls, scarves, water bottle shakers and soft toddler blocks in separate baskets. Model how to pour out and explore the items. Pique the children's interest by chanting, "A tisket, a tasket, what is in the basket?" As the children pour the items on the floor, describe the items you see. Have the children place the items back in the basket and pour them out again. **CD-SC1.1a**

Preschool and Pre-K:

Introductions: During circle time, discuss the idea of meeting someone new such as an adult or a teacher. Practice steps on how to introduce yourself and engage in conversation. Practice this skill by role playing as a group with all the children. **SED4.3a**

Program and Staff Activity

Bucket-filler Bulletin Board: Throughout the week encourage parents to write positive notes to their child's teacher. This could be via written notes posted on a bulletin board. Add positive statements as often as possible. Post these cards in plain sight to remind yourself of what motivates you to support children and families every day.

Family Engagement Activity

Supporting Children's Play: Encourage families to talk to their children about emotions and friendship skills. Model the conversations at drop off and pick up. For example: "Molly, you look so happy coming to school today! I can see you smiling!" or "Sam, thank you for waiting your turn, that is so patient!" Remind parents how they can have similar interactions at home or on play dates. They can also read [CALi Is a Super Friend](#) with their child at home.