



Equipment	Optional craft materials (paper bags, scissors, paper, markers, glue, tape, etc.)
Learning Outcome	Describe what physical distancing is and create ways to safely and appropriately demonstrate caring towards others at a physical distance.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Sanitize classroom craft supplies before and after use.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video to share with students providing an overview of [American Sign Language \(ASL\)](#). If access to internet or technology is not available, consider providing students with a paper copy of different signs they can practice.

Activity Description

If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, provide students with an overview of [American Sign Language \(ASL\)](#) and signing together.

Share with students that humans are social beings who often communicate and show affection towards one another verbally (e.g., “I think you are great.”, etc.) and physically (e.g., hugs, high fives, etc.). Explain that during the COVID-19 pandemic, Health Canada recommends that Canadians practice physical distancing. Explain to the students what physical distance means, using the [Physical Distancing](#) guidelines from Health Canada to support you.

Discuss with students how remaining physically distant from their peers and friends within the classroom and school environment is a new and challenging task that they all face together. It is common to show how friends and classmates how you feel with physical gestures with a close proximity, such as high fives, hugs, and holding hands. Share that in order to keep everyone safe and healthy, students have a responsibility not to be in close proximity to others. This can be hard to do but there are other ways you can show you care.

Conduct a class brainstorm session about ways students can feel socially connected while physically distancing 2 metres apart. Some options include:

- Sign words of appreciation in [American Sign Language \(ASL\)](#), such as “Hello”, “Thank you”, “I love you”, and “Love”.
- Decorate a paper bag with their name and tape it to their desk. Then, invite other students to write or draw kind notes for their peers, and place them in their paper bag.
- Ask students to trace their hand on a piece of paper, cut it out, and decorate it. Then, tape it to a stick or baton, for students to give each other high fives while still respecting the physical distancing guidelines.
- Create a hand clap greeting together as a class, and use it when welcoming the students into the classroom in the morning. Then, invite students to get creative and create hand claps that they can use to greet one another. Remind students that these hand clap routines must be performed at least 2 metres apart from one another.
- Create a chart of physically distances gestures to greet each student before entering the classroom in the mornings, and the students will point to the greeting of their choice. Provide options such as:
 - Air high-five
 - Star jump
 - Wave
 - Saying “Hello” in a different language
 - 2 claps
- Use words to show how you care!

Emotional Well-Being Competencies



THINK

Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning during emotional well-being activities. Consider asking students the reflection questions below and discuss the answers together.

- *What is your favourite way to connect with friends while keeping a physical distance?*
- *How can you play games with your friends at recess and be physically distanced?*

Observing Learning Outcomes

Consider the following when observing student learning.

- Does the student demonstrate an understanding of physical distancing?
- Does the student actively contribute in brainstorming new techniques to show they care while practicing physical distancing?
- Is the student able to successfully demonstrate how to safely and appropriately show others they care at a physical distance?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Caring for You is Caring for Me](#)