

Activity Adaptations for Social Distancing

TGFV – Social Perspectives Grade 4

General Activity Adjustments

Paired and Group Activities - Workbook activities that instruct the students to work with a partner or in small groups can be done individually or as a class. Instead of collecting the student workbooks at the end of each lesson, ask the students to keep their workbooks in their cubby or desk.

Role Plays - Select student volunteers to read the scripts aloud from their desks.

Move-around-the-room Activities that require the students to stand by a display card to indicate their answer can be done with the students remaining at their desks. Display the cards on the board at the front of the room and assign a movement to each card such as **Stand Up, Raise Your Hands Above Your Head, Make a Silly Face, and Put Your Head Down on the Desk**. Write the movement above the corresponding card on the board. Read the scenarios aloud to the students and ask them to show their answers by doing the movement at their desks.

Adjustments by Lesson/Activity

Lesson 3 **I See Me:** *Identifying and Managing Emotions*

Activity 3: At Face Value

Play **Face Off!** as a class. Call on one student to come to the front of the class to draw a Face Off! Game Card. The volunteer should use only facial expressions to express the emotion depicted on the card. The rest of the class will attempt to identify the emotion. The first student to correctly identify the emotion will be the next volunteer to come to the front and express another emotion.

Lesson 4 **More Than Words:** *Effective Communication*

Activity 3: I'm All Ears

Play **I'm All Ears** as a class. Read one I'm All Ears Game card aloud to the class. Have the students write their answers in their workbooks. Ask a few students to share their answers. Read another card aloud and have the students write down their answers and share their responses.

Lesson 9 Building an Inclusive Community:

Identifying & Managing Bullying Situations

Activity 4: Say What?

Play **Say What?** as a class. Put the class into two teams, Team A and Team B. Read the cards to the teams and have the student respond. Each team will have 2 minutes to answer as many cards as they can. If they answer correctly, put the card to the side. If they answer incorrectly, put the card back in the deck. Once the 2 minutes have passed, it is the other team's turn. Tally each team's points. Whoever has the most points, wins the round. Play three rounds each time taking 30 seconds off the 2 minutes.

Lesson 10 Positively Influential: *Being a Positive Role Model*

Activity 3: Friendship Files

Play **Friendship Files** as a class. Using a projector, display a Friendship File Game Board. Put the class into two teams. Designate a game pawn to each team. Place the game pawns in the Start space on the game board. Place the deck of Review Cards face down in the appropriate space on the game board. Randomly place a Quote Card face down in each room. Deal five Quality Cards to each team, one card for each teammate. At each team's turn, roll the die, ask the team the direction they want to move, and move the team's pawn the designated number of spaces on the board. Once a team enters a room, pick up the card, read it aloud, and ask the team if they have the matching Quality Card. The first team to match all of their Quality Cards with the correct Quote Cards, wins the game. If a team lands on a space with a magnifying glass, draw a Review Card, read it aloud, and move that team's game pawn as indicated by the card.