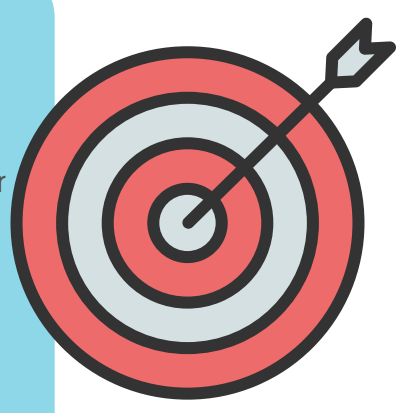
ELEMENTARY

TEACHER TIPS

For Inclusion & Equity

FOCUS RESETS & COGNITIVE SHIFTS



WHY? Strategic resets give the brain time for replaying learning, organizing the information, and storing it better for long-term retention. ***You don't have time*** **to skip this** important aspect of your lesson cycles!

WHAT? ***Crumple:*** Students crumple and uncrumple a paper using one hand to build hand strength, support working memory, and provide a focused sensory-motor reset. Try Double Crumple-only using the one hand for each piece of paper at the same time.

Lazy 8's: Students trace a sideways figure eight in the air with one or both hands to support visual tracking, midline crossing, and brain hemisphere integration.

Double Doodles: Students draw mirrored shapes with both hands at the same time to strengthen bilateral coordination, focus, and fine motor control.

WHEN? Right before key lesson/ideas are introduced, every 8-12 min/ dep. on age

FISHBOWL MODELING



WHAT? A small group of students ("the fish") model a skill, task, or behavior in the center of the group, while the rest of the class ("the bowl") observes from the outside.

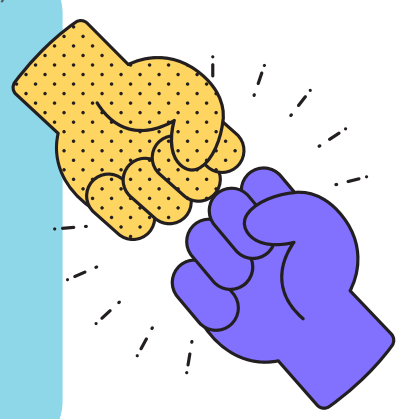
HOW? Observers are given a specific focus (e.g., "Watch how they take turns" or "Notice how they solve the problem").

After the fish model, observers "feed the fish" by guiding them, sharing what they noticed, learned, or would do differently.

WHEN? Introducing stations, modeling social skills, procedure expectations, group discussions, partner or group projects or tasks.

WHERE? Gather in a "squircle" on the rug, go around the tables/or desks, different areas of the room, etc.

CHECKMATES!



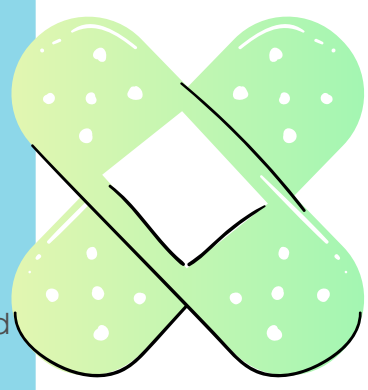
WHAT? A whole-class system where students pair up (or form trios) as "checkmates" to support each other.

HOW?

- Teacher calls: "Checkmate!"
- Partners check a task together (e.g., name on paper, put paper in a folder, correct page, submitted assignment, etc).
- Once both confirm, students do a freeze high-five or fist bump or another nonverbal partner signal.
- Teacher quickly scans for who's ready or needs help.

WHY? This peer buddy `glow up' builds responsibility for ALL students, fosters collaboration, and you can go from simple to more complex checkmate tasks.

BAND AID LESSON

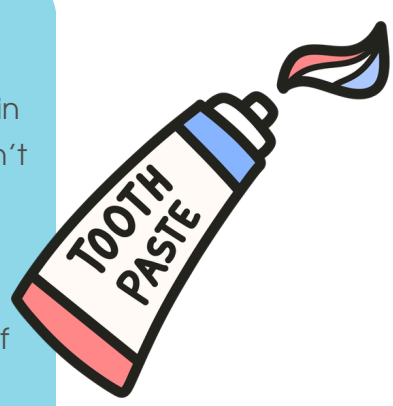


WHAT? And oldie but necessary goodie! This activity shows students hat fair is not always equal. The teacher assigns pretend injuries to students (or lets students come up with a school appropriate option)—like a paper cut, broken leg, or headache—and then gives everyone the same solution: a Band-Aid on their hand. As students begin to react, some will call out, "This doesn't help!" or "But my leg is broken!" This opens a discussion about how giving everyone the same support isn't always fair. Share," In this class, we will all get what we need and that can look different."

WHY? The lesson reinforces the importance of individualized strategies, scaffolds, and accommodations to meet diverse student needs.

PRO TIP: Make it an anchor chart, with reflections from students-refer back to it often!

TOOTHPASTE LESSON

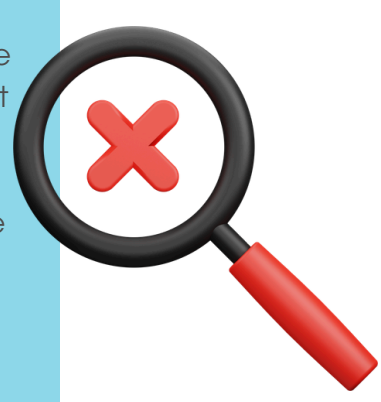


WHAT? Another oldie but goodie! Give each student, or group of students, a small tube of toothpaste and ask them to squeeze it all out onto a plate. Then, challenge them to put the toothpaste back in with toothpicks or Q-tips. As they struggle, explain that our words—like the toothpaste—can come out quickly, but once said, they can't be taken back. The toothpicks and Q-tips are like apologies, they help a little, but it will take a long time and a lot of patience to make a difference.

WHY? This leads to a discussion about kindness, self-control, and thinking before speaking. This lesson teaches students about the power of words and the difficulty of taking them back.

PRO TIP: Create an interactive anchor chart & refer back to it often! Tape the tube on the chart or keep in hands reach to hold up as a nonverbal reminder as needed.

FAVORITE MISTAKE!



WHAT? During or after a lesson, highlight a mistake (anonymously or with permission) that led to great learning or sparked valuable discussion- call it: the "Favorite Mistake of the Day!" Talk about what made it a great learning moment. Remind students that mistakes are normal, helpful, and part of growing. Mistakes can actually teach us new things we didn't expect to learn.

WHY? This routine shows that errors are part of the learning process. It helps normalize errors, build a growth mindset, and improve confidence. Students will be encouraged to take risks, reflect, and have a safe space for learning.

PRO TIP: Give it a name or have your kids buy in with naming it. Some alternatives can be: Golden Goof, Favorite "no," Mistake that mattered, or Growth moment.

BUILD PEARLAND Proud

Find it on the Scaffolded Supports Lift!

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