



## SEEDS for Family School Readiness

*Cultivating School-Ready Families and Family-Ready Schools*

**When thinking about modifying activities in childcare settings for COVID-19 safety, consider the following questions first:**

- What **skills** does the original activity promote in children? (In other words, why do you do the original activity?)

*Hold onto these goals as you consider your modifications. Make sure that the new version of the activity still supports these goals.*

- What **feelings** do you usually have when the original activity goes well with the children in your care? What **feelings** do you think the children usually have?

*Hold onto these feelings as you consider your modifications. Make sure that the new version of the activity is still a process that promotes these feelings, both in you and in the children.*

**For each original activity that you want to modify, consider the following questions to inform your modifications:**

- Can you spread out children in space (or over time) to create physical distance between children, but allow many children to participate in the activity?
  - If so, what **environmental supports** do you need to put in place to keep children in their assigned physical space or at their assigned time?
    - Physical cues and boundaries
    - Clear instructions, especially about changes to routines and rituals
    - Relationship support, meaning your presence, attention, coaching/modeling, and praise
    - Other:
- What **materials** can be changed/added to/removed from the activity to make the activity more engaging if children have to be physically distant from their peers and/or you?
- With anything new, especially changes to routines or familiar activities, children may be challenged, confused, or disinterested at first. Can you **shorten the activity** for the first few times to give everyone a chance to get used to the change, and to get an easy win?
- Does the modified activity still **support the original goals** you had in mind? If it does not, keep working at the modification until you land on a version of the activity that intentionally supports the goals you have in mind.
- Does the modified activity still **promote the original feelings** you had in mind, both in you and in the children? If it does not, keep working at the modification until you land on a process that promotes those feelings and intentionally nurtures the relationships you have with the children in your care.