

Ontario Dress Purple Day: Lesson 4



Activity: Helping Hand, Yarn Web

Grade Range: Grades 3-5

Task Time: 20 minutes per activity

Activity Objective:

The goal is to enhance Ontario Dress Purple Day with activities that reinforce the concept of a community that cares for kids and the importance of asking for help.

Materials Needed:

Option 1: Helping Hand

- Template provided in package

Option 2: Yarn Web – It takes a Community to Care for Kids

- Ball of yarn (ideally purple)
- Beach ball

Activity Description:

Option 1: Helping Hands

1. The teacher demonstrates to children how to trace their own hand next to the template of an adult hand.
2. Working alone or in partners, children use a purple crayon or marker to trace their handprint.
3. Inside the image of the adult hand, children will use coloured pencils or crayons to draw adults in the community that they can go to for help.
4. Inside the image of their hand can draw images of:
 - *The person/people that take care of me and keep me safe and well*
5. Incorporate the purple theme into the activity:
 - *Outline the children's hand in purple*
 - *Colour all of the space around the hands purple*
 - *Use purple paint to create a hand print*
 - *Use coloured construction paper to create a purple border around drawings*



6. Go through the following discussion questions:
 - *Name two adults you can go to for help. If children cannot think of helping adults, meet them privately and help them brainstorm other adults and sources of support.*
 - *What about here at school? Can you think of adults that work at the school that you could go to for help?*
 - *Can you think of other community helpers who wear special uniforms or do special jobs? (doctors, paramedics, nurses, dentists, counselors, social workers, etc.)*
7. Hold an art show and invite other classes to come see the Dress Purple sharing wall. Visit other classrooms that have their own sharing wall.

Option 2: Yarn Web – It Takes a Community to Care for Kids

1. Ask children to sit in a large circle.
2. Hold a large ball of yarn and tell the children that they are now going to identify adults in the community who they can go to for help.
3. The first person to begin identifies a helping adult (e.g. my mom, a doctor, etc.) and tosses the ball of yarn to another child seated across the circle.
4. The next person to receive the ball of yarn identifies a helping adult, keeps hold of a piece of yarn, and then tosses the ball of yarn to another participant.
5. This process continues until every member of the group has identified a helping adult. (Please see adaptation below if a child is unable to come up with an adult.)
6. By tossing the yarn around the group, children have woven a web, which connects all members of the group, similar to the connections in a community.
7. The teacher can now take a beach ball and throw it onto the tightly held yarn, and show how it stays supported when everybody works together. The teacher can then discuss how this beach ball can represent a child who is being supported by a community.
8. Go through the following discussion questions:
 - *How is this web that we have created like a community where we live?*
 - *We heard lots of ideas of who in the community can help kids. What were some of the suggestions that you heard that you liked?*
 - *Were there any helping adults that we missed while playing this game?*
 - *What did you notice happened when a few of you let go of the strings? Do you think this could happen in a community?*
 - *What did you notice happened when I threw the beach ball on top of the web you made? How do you think this ball could be like a child in a community?*
9. When the activity is over, the teacher has the option of cutting pieces of the yarn and tying them around the wrist of each child as a reminder of Ontario Dress Purple Day and how it takes a community.

Adaptations:

- Option 1 - A child may not be able to think of an adult that they trust to keep them safe. If this is the case, allow them to “pass” and let them know “I’m going to check in with you later and see if we can come up with someone.” Privately help them think of other adults or sources of support.

Comments and/or Additional Resources:

- Reminder: Facilitator has a legal duty to report suspected child abuse and neglect. Please refer to the “Guide for Education Professionals” for in-depth information on identifying signs of abuse and neglect, and Duty to Report.