

Getting Started Trauma-Sensitive Classroom Checklist Early Years

Activities	Incorporated Fully (Goal)	Incorporated some of the time	Not Incorporated
Teacher has established smooth transitions from one activity to another.			
Students are well informed of activities happening days in advance.			
Students know a week in advance about guest speakers coming in and lessons are covered beforehand to introduce and lead up to the guest speakers visit. Ex fireman... books are read, lessons are done, and fire equipment is out in center). Just like we don't like surprises neither do our students.			

Talking circles are part of everyday circle time.			
Teacher includes Cree and/or Dene throughout the day to promote First Nation language in the community they serve.			
Culture and community is represented throughout the classroom within centers, classroom walls and materials.			
Teacher includes daily activities that promote independency/team work amongst her students.			

Classroom Environment	Incorporated Fully	Incorporated some of the time	Not Incorporated
Natural lighting and soft lights are used to make the classroom atmosphere calming.			
The classroom walls have neutral colours.			
70 percent of materials are natural materials in the classroom. Ex. Rocks, wood, shells, sand,			

water, feathers etc.			
All shelves and materials are labelled so that children know where things go and where things are.			
A large daily visual schedule is hung up with pictures and used daily with students.			
Classroom is clear of clutter and organized.			
A quiet area is set up for students to go when needing their own space. (space includes soft toys)			

Teacher Interaction	Incorporated Fully	Incorporated some of the time	Not Incorporated
Teacher gives students choices throughout the day. (centers, snack, art materials, songs, stories etc)			
Teacher uses proximity and gentle reminders throughout the day.			
Teacher makes positive calls home monthly.			
Teacher engages parents in students learning			

and decisions being made in the classroom. (ex. school trips, using parents as teachers, open positive communication)			
Teacher refers students to feelings charts to help guide and walk them through problems.			
Teacher sets up activities and situations that allow for sharing and collaboration amongst students.			
Teacher models proper manners, protocols and does not raise his/her voice.			

Outdoor Learning	Incorporated Fully	Incorporated some of the time	Not Incorporated
Teacher takes students out for an hour each day.			
Teacher arranges local land based activities monthly for her students.			
Outdoor area is well organized with specific play areas for learning. Ex sand box, kitchen area, clothes line, balance equipment)			

Teacher and students have opportunities and consistently bring outdoor learning inside.			
Teacher does the gradual release with her students when teaching them outdoor skills. Ex snaring rabbits, finding water wells, scraping hide, picking mint, laying offerings to mother earth, berry picking etc)			
Teacher has students observe weather changes daily and incorporates seasonal teachings.			
Teacher models and provides students opportunity to participate in activities that promote stewardship of the land. (garbage pickup, taking what you need, protocols to taking from Mother Earth, recycling etc)			

***Please use this as a guide to help create a trauma sensitive space for your students. If you have any questions or need any help or ideas please reach out to the Early Learning Team at the Meadow Lake Tribal Council. We look forward to collaborating and working for and with you.**