

INCLUSIVE EDUCATION RESOURCES

FEBRUARY 2026

SENSORY KITS

We have heard the terms that relate to the word sensory, but many students are now experiencing high sensory needs. To fully understand what students are going through, we need to dissect the word sensory itself.

We all have 5 senses that contribute to how we live daily – sight, smell, touch, taste, and sound. When someone has a sense that is not “normal” or as strong as the others, they may have a sensory impairment. Sensory impairments are when at least 1 of the 5 senses aren’t functioning properly. This would then encourage the other senses to be heightened, as they have to make up for the missing information they usually get from the weaker sense.

When we look at sensory preferences, we need to keep in mind that not everyone is going to be the same. For example, if two people were both wearing the exact same sweater, one person might find the sweater to be itchier than the other person. That is based off their own sensory preference and what their body is telling their brain.

As we dive further into sensory needs and preferences, we will begin to see that there are sensory processing needs that individuals have. Sensory seeking is when someone is craving additional sensory input, whereas sensory avoiding is when the person is becoming overstimulated by the sensory experience. It is very important to determine which sensory processing need your student is experiencing, as it can alter the process of addressing it and helping them.

There are many challenges that individuals face when their sensory preferences are not met. These could include discomfort or pain, tiredness or trouble focusing, mood swings, emotional distress, and/or difficulty with self-regulation.

It is important to recognize everyone’s sensory differences and needs. We should continuously work towards creating an inclusive environment for our students and take into consideration their preferences.



MONTHLY RESOURCES

Sides & Senses: A Choice-Making Movement Lesson (Gr 3-5)

Kids explore their sensory preferences by choosing left/right/both on a fun worksheet. With the option of a lively whole-class movement activity, this lesson gets everyone up and choosing sides to reveal surprising group patterns, following with thoughtful discussion.

Through a Different Lens (Gr 6-8)

Students uncover their sensory styles by completing a worksheet twice—for themselves and for the class. A fast-paced movement activity reveals group trends, then small groups role-play learner profiles to design inclusive strategies.

CLKD'S INCLUSIVE EDUCATION MONTH CONTEST - FEB 2026

Each February, CLKD hosts an Inclusive Education Month contest. **Win a pizza party** by sharing pictures, videos or stories highlighting how you learned about or implemented inclusive practices. If you utilize any of the provided resources or introduce your own inclusion-focused lessons, **take photos** and share with us in February!

INCLUSIVE EDUCATION RESOURCES

FEBRUARY 2026

LESSON PLAN

Using the worksheet provided, there are numerous routes of teaching and activities that can be taken!

Grades: 3-5

- **Individual:** students will each have a copy of the worksheet for themselves. You will read out the prompts on the left-hand side of the page, while encouraging students to choose the answer in the second column either on the right side, left side, or they have the option to choose the word BOTH if they feel that reflects their answer. Keep in mind that some students might have difficulty understanding what the answers are, so you might have to tell them what they are choosing from and what picture matches.
- **Individual hands-on:** Cut out the answers on the right-hand column on the worksheet for each student to use (make sure to print each page on their own individual page). You will read out the prompts on the left-hand side of the page, while encouraging students to choose the answer they have cut out. You can have them organize the papers into like and dislike piles. After students have sorted their answers, this can open up for discussion of how many squares they have in their likes piles and how many they have in their dislikes piles, can compare with other people around then, they segue into the topic of not everyone is going to like the same things and we need to be respectful of peoples preferences
- **Group activity:** Have your students stand in the middle of the classroom, creating enough room for them to move to either side. You will stand at the front of the classroom and read the prompt in the left-hand column. You will read out the answers to the prompt that are in the right column, designating one answer to one side of the classroom, the answer of BOTH to be in the middle, and the other answer to the other side of the classroom. Have students decide their answer to the question and get them to move to the place of the classroom of that answer. You can have students observe where other people are standing or continue on reading through the rest of the worksheet. (be aware that some students might not be honest in their answers as they may tend to gravitate towards where their friends/larger group is).

After you have completed the activity with your class, move into the discussion side of the lesson. Here are a few questions to guide the discussion, however, feel free to add in your own!

- Do you think that everyone put down the same answers for every question? Why?
- Because of the different answers everyone has, how can we be respectful of everyone in our classroom?

After the lesson, you can send home this worksheet with your students to have them go over with their people at home what they learned and what their preferences are. You also could send a blank copy to the parents/guardians at home through email/planners/etc. and have them fill out the sheet and send it back to you so that you have a better understanding of what preferences your students have and what can be done to make your classroom a more inclusive space.

INCLUSIVE EDUCATION RESOURCES

FEBRUARY 2026

LESSON PLAN

Grades: 6-8

- **Individual Activity:** To begin, have students complete the worksheet on their own, basing their answers off their own preferences. Once they finished their sheet, have them do it again but think about their answers based on what they think would be best for the entire class.
- **Group Activity #1:** Have your students stand in the middle of the classroom, creating enough room for them to move to either side. You will stand at the front of the classroom and read the prompt in the left-hand column. You will read out the answers to the prompt that are in the right column, designating one answer to one side of the classroom, the answer of BOTH to be in the middle, and the other answer to the other side of the classroom. Have students decide their answer to the question and get them to move to the place of the classroom of that answer. You can have students observe where other people are standing or continue on reading through the rest of the worksheet. (be aware that some students might not be honest in their answers as they may tend to gravitate towards where their friends/larger group is).
- **Group Activity #2:** Using the student profile examples provided, put students into small groups, each with a different profile. Students must work together to fill out the worksheet based on what they think would be best for their person in their profile. After each group has completed their group worksheet, have each group share their profile and what they filled out on their page for their person. Engage in discussion with the entire class on whether they agree with what the group put down, if there are any changes that should be made, etc.

After you have completed the activity with your class, move into the discussion side of the lesson. Here are a few questions to guide the discussion, however, feel free to add in your own!

- What does it mean to be sensory seeking?
- What does it mean to be sensory avoiding?
- If someone liked to get their hands dirty and learn with materials in their hands, while another person struggles touching other things and doesn't want their hands dirty, what would to do to ensure that everyone can participate?
- What in your classroom might not meet everyone's sensory preferences?
- How could it be changed to be made better for everyone?

INCLUSIVE EDUCATION RESOURCES

FEBRUARY 2026

STUDENT PROFILE EXAMPLES

Aiden

Aiden notices details in pictures and notes but becomes overwhelmed by long verbal directions and cluttered slides. He struggles when information isn't organized visually and when the board is messy.

Maya

Maya follows spoken explanations well but finds it hard to process dense text or long silent reading. She is easily distracted by background noise during independent work.

Jamal

Jamal learns by moving and doing but gets restless during long seated lectures and quiet seat work. He struggles with tasks that require staying still for long periods.

Sofia

Sofia prefers written instructions and note-taking but has difficulty during oral-only discussions or when materials are only presented visually without text.

Noah

Noah needs hands-on textures and objects to focus; smooth, paperless activities or long stretches without manipulatives make it hard for him to engage.

Lila

Lila excels in group work but finds independent, quiet tasks draining and struggles to concentrate when she can't talk through ideas with classmates.

Omar

Omar works best alone and reflects quietly; noisy group settings and frequent public sharing make him anxious and reduce his focus.

Priya

Priya likes to sit with her classmates when learning, however finds the lights in the classroom hurt her eyes and give her a headache.

THIS OR THAT?

Name: _____

WHEN I'M IN MY
CLASS, I LIKE

LOUD NOISE



QUIET NOISE



BOTH

WHEN I'M IN MY
CLASS, I LIKE

ALL LIGHTS ON



SOME LIGHTS OFF



BOTH

WHEN I'M AT MY
DESK, I DO BEST
WHEN I HAVE

BUSY HANDS



EMPTY HANDS



BOTH

WHEN I'M IN MY
CLASS

I LIKE SMELLS



I DON'T LIKE SMELLS



BOTH

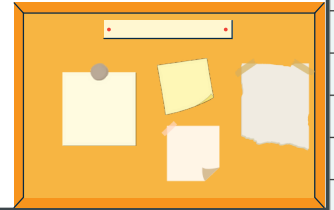
THIS OR THAT?

WHEN I'M IN MY
CLASS, I LIKE A

COLOURFUL CLASSROOM



PLAIN CLASSROOM



BOTH

WHEN THE
ACTIVITY IS
ENDING, I WANT

MY TEACHER TELL ME



I WATCH THE TIMER



BOTH

ON THE
SEATING PLAN,
I WANT TO

SIT WITH A FRIEND



SIT BY MYSELF



BOTH

TO HELP ME
FOCUS, I DO
BEST WITH

DIFFERENT SEATING



MY OWN CHAIR



BOTH

THIS OR THAT?

WHEN I GET
UPSET, I LIKE

PRESSURE



BOTH

MY OWN SPACE



TO HELP ME
FOCUS, I LIKE

NOISE-CANCELLING HEADPHONES



BOTH

NO HEADPHONES



WHEN WORKING
IN MY CLASS, I
LIKE

MUSIC



BOTH

NO MUSIC

