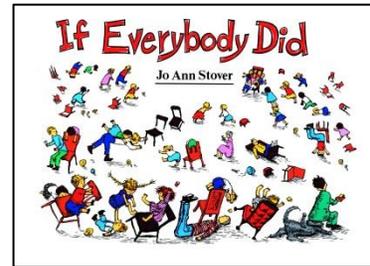


# If Everybody Did

By Jo Ann Stover

*“The hilarious and terrible consequences of everyone doing his own thing.”*

– *goodreads.com*



This book talks about the impact of one person's actions when everyone else does the same thing. In some ways, everyone doing the same thing can be productive, and in some ways not so much. This book helps children understand responsibility towards others and the environment.

**Art:** Set out a large piece of mural paper. Have each child add just one paintbrush stroke, or hand print, or bingo dauber dot, recycled material, etc. As child after child contributes to the artwork, what happens?

**Fine Motor:** See if the children can create a cooperation chain to go around the room. Have strips of construction paper in various colours for children to choose from. Start by creating a loop with one strip of construction paper. Have each child decorate their strip. Put their strip through the hole of the preceding ring, then tape/staple the ends of the strip together to create the next ring. Keep going until you've set your own class record.

**Gross Motor:** Have children sit in a circle. Send one person to hide outside the room while the rest of the group selects one person to 'lead' an action. Everyone must follow the leader without saying who it is. The leader can change his/her action at any time, and the other children must be watching to copy the new action. Call the first child back into the middle of the circle. He has three chances to guess who might be changing the actions (note: this game works best with school-aged children).

**Music:** Give each child a musical instrument. Start by having one child make sounds with their instrument. Ask the group how that sounds to children's ears. Have a second child join in, then a third, and fourth, until it becomes too loud (it might be helpful to explain beforehand that you will have a special hand signal to show that it is time to stop playing since it might get too loud to hear your voice). Ask the children how many they felt was a good number of instruments to play at once. You can expand this conversation by talking about their cacophony of instrumental sounds versus that of an orchestra. What makes an orchestra—with lots of instruments—sound so beautiful?

As a second activity, have children sit in a circle. Have them listen to some special sounds you are going to make. Start by rubbing your hands together; then snap your fingers; then slap your thighs; then stomp your feet. Do these steps in reverse. Ask what the children thought. Did it sound like anything special? Pose the question, "What if I told you that if we all did the same sounds, we could create an imaginary 'rain storm'?" Do the actions again, have the children follow along. How come it works with many people but not just one person?

(For a fun video of how a large group creates a great thunderstorm, check out:  
<https://www.youtube.com/watch?v=BC8re5HvOGI>)

**Sensory Play:** Find an item like Gelli-Baff, Insta-Snow, or dry-to-wet water beads where water is added to the powder/beads to produce a larger quantity of something different. Have each child participate by adding just a little bit of the required amount of powder (or water). What happens?

**Include Families!**

Send a message or note home to parents letting them know that you are learning about responsible actions and cooperation using the book *If Everybody Did*. Have them take a photo or draw a picture with their child of something that everybody does together at their house. Get the responses back to create a personalized version of “If Everybody Did.”