

Specific Curriculum Outcomes for Kindergarten Social Studies

Kindergarten: Connections

Year Overview

The conceptual organizer for the kindergarten year is “connections.” Children will make many new connections to people, places, and events during the year. The kindergarten year is organized into three units in which children will examine

- connections to their **identity** by further developing an awareness of self and others
- connections to their **roots** by exploring how they are connected to family
- connections to **place** by developing an awareness that they live in a particular community and that there are other communities in their province, country, and world

Children will be provided a variety of opportunities, through age-appropriate, play-based learning activities, to explore and experience social studies through the lens of personal experiences in their daily lives.

Unit 1: Identity

Overview

In this unit, children will explore their relationship with others and with the world beyond themselves. They will develop an awareness of themselves as being unique and special and identify needs and wants that are common to all children. They will identify and describe groups to which they belong and demonstrate an understanding that co-operation is an important part of being a contributing member of a family or group.

Outcomes

Students will be expected to

K.1.1 demonstrate an understanding of themselves as unique and special

K.1.2 identify needs and wants that are common to all children

K.1.3 identify and describe groups to which they belong

K.1.4 demonstrate an understanding that the need for co-operation is an important part of being a member of a group

Process and Skills Development

Communication

- share and talk about artifacts
- draw/illustrate
- view commercials
- identify locations on a map

Inquiry

- prepare and ask questions
- make predictions
- solve problems
- sort/group items

Participation

- contribute to discussion
- gather pictures/photographs
- create a model
- role-play
- label pictures/items

Suggested Time for Unit Completion

To be finalized by individual provinces.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.

Outcomes

Students will be expected to

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

Cross-Curricular Links

Links to Social Studies

Unit 1: *Identity*

Outcome K.1.1

- **Health**
Unit Two
Outcome 1.1
recognize that individual traits and talents make each person special
Outcome 2.1
demonstrate that characteristics make individuals special
Outcome 3.1
assess personal traits and talents that make one special
- **Religious Education**
Outcome 4.1
demonstrate awareness that celebrations are one way to recognize how people are similar and unique
- **English Language Arts**
Reading and Viewing
Outcome 7
begin to develop an understanding and respect for diversity

Speaking and Listening
Outcome 1
express opinions (I like..., I don't like...).

Suggestions for Learning and Teaching

Teacher Talk

This first outcome helps children to further develop an understanding of themselves. The value that individuals place on their unique qualities comes from within, as well as from interactions with others.

- Teachers can select and use an appropriate book as a read aloud to celebrate that all children have characteristics that make them unique and special.
- Teachers can discuss a child's right to a name. The right to a name is one of the articles of the United Nations Convention on the Rights of the Child. It is important that all people honour the name given to a child. It is something to be respected. On chart paper, teachers can write the name of each child after each child gives his/her own name orally. When finished, the class can celebrate the diversity of special names they have. The teacher can prominently display the chart of names in the classroom.
- Teachers can have students engage in centre activities and take note of something that they value about the work they are doing. Draw attention to this and invite those engaged in this play, or in proximity to the student you are focussing on, to identify some characteristic they value in this person's work—for example, you might recognize that Janna has built an interesting block structure. Ask her to explain it, and point out things that you like and had not noticed until she told you about it. Or point out to Ben that he helps by cleaning up after lunch; ask him how it is that he is so organized. Modelling the behaviour of drawing attention to student strengths will catch on in your class quickly and soon others will be pointing out and celebrating the characteristics that make each individual unique and special.

Identify characteristics particular to a student:

- name
- address
- birth date
- likes
- dislikes

Graph some of these. Use this as part of a class Wall of Fame. Display photographs and information about each student as part of the Wall of Fame.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-assessment and teacher observation can be used to evaluate skills/processes.

Products Created/Written Assessment/Portfolio

- the Wall of Fame
- the features of themselves children draw/illustrate
- the chart about one child of the week

Summative

Finish the day or whatever time period is allocated for free choice in centres by featuring a student to “Show and Share” what he/she was working on that day. The student can speak about, demonstrate, etc., the work he/she was engaged in. Focus on what has been good about the child’s day during the week; what did you like? Did you do anything special today? What are some of the problems the children may have had? Give the listeners time to comment and ask questions. Note the kinds of questions and comments. This will indicate their ability to appreciate the contributions of other members of their class.

Look for

- body language that suggests interest in what the speaker is saying
- body language that suggests the speaker feels he/she has something valuable to contribute
- a sense of pride from the speaker about what he/she is sharing with the others
- questions and comments that suggest the listeners want to acknowledge the value of what the speaker is saying (For example, “Timmy, I think your Lego plane is wonderful. You did good work!”)

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

All of the following books address the idea that each person has unique qualities and that we should value these things in ourselves and in others.

- *The Runaway Bunny*, Margaret Wise Brown
- *The Important Book*, Margaret Wise Brown
- *Chester’s Way*, Kevin Henkes
- *Chrysanthemum*, Kevin Henkes
- *Mable Murple*, Sherry Fitch
- *A Color of His Own*, Leo Lionni

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special. (continued)

Outcomes

Students will be expected to

- identify characteristics about themselves that make them unique and special persons
- develop an awareness that all individuals have characteristics that make them unique and special

Suggestions for Learning and Teaching

- Students can [using newsprint paper which can be obtained from your local newspaper (end of rolls) or some form of large paper], lie on the paper while the teacher traces an outline of the child. Ask children to draw in their own features such as hair and eye colour, and clothes they are wearing on that particular day.
- Teachers can select one student as the student for the week by pulling a name out of a hat: suggestions would be first in the line-up, class helper; a chart just about that child could also be displayed.



Play-Based Learning

Provide handheld mirrors and a variety of writing materials for children to use to represent what they see and share it with others. Provide frequent opportunities for children to choose play activities that they like to do. Allow time for children to fully explore their play while acknowledging play choices, the strengths they bring to their play, and the problem-solving explored through play.

K.1.1 Students will be expected to demonstrate an understanding of themselves as unique and special. (continued)

Suggestions for Assessment**Suggested Links***Resources*

- *The Mixed Up Chameleon*, Eric Carle
- *The Gypsy Princess*, Phoebe Gilman
- *Effie*, Beverly Allison
- *If You Could Wear My Sneakers*, Sheree Fitch
- *Aunt Flossie's Hats*, Elizabeth F. Howard

*Agencies/Groups**National/International**Local*

K.1.2 Students will be expected to identify needs and wants that are common to all children.

Outcomes

Students will be expected to

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

Suggestions for Learning and Teaching

Teacher Talk

This outcome is to create awareness among children (local, national, and global) that there are basic human needs and that children comprise a particular social group that is vulnerable to others to provide these needs. The most basic needs are air, food and shelter, but in order for children to become contributing members of society, they also need to be protected and loved. They need to feel as though they belong, that they are worthwhile, and they need to create. It will be very easy to help children understand their most basic physical needs, but a little more tricky to come to the understanding of more complex needs. If your school does some kind of personal safety program, this is a possible way to approach a child's need for protection.

- Teachers can develop an area in the classroom (or school) that recognizes characteristics that are particular to children (local, national, and global). Of course, the definition of childhood is broad, based on cultural and economic values. Therefore, it is important not to try to diminish this subject by pasting a definition to it. Rather ask the students what they think being a child means. Things you as a teacher can place in this area are games from around the world and art and children's literature that depict children during different historical periods. Use language such as multiculturalism and refer to other places (local, national and global). National Children's Day is November 20.
- Take the opportunity (when a situation arises during free play time in centres) to examine the differences between what children may want and what they truly need. For example, there are a limited number of triangular blocks and Brent believes he needs all of them for his structure. However, Justin has a plan, which requires that he use two of these blocks. If there is conflict then this is the time to have a discussion about needs and wants. A variety of suggestions will arise out of this. More than likely, someone will suggest that more triangular blocks are needed for the class set. When a situation arises in which more equipment is one of the solutions to a problem, then brainstorm with the students an action they might take to acquire what is needed.

K.1.2 Students will be expected to identify needs and wants that are common to all children.

Suggestions for Assessment

Suggested Links

K.1.2 Students will be expected to identify needs and wants that are common to all children. (continued)

Outcomes

Students will be expected to

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

Suggestions for Learning and Teaching

If purchasing equipment is the answer, then look through catalogues and establish a price. Talk about the addition of taxes and shipping costs.

Brainstorm with the students about how you could raise the money needed. For example, make and sell candy necklaces by stringing Fruit Loops together. Expose the children to the real cost of the cereal by writing the numbers with a dollar sign up on chart paper. Explain how the cost of the cereal must be taken out of your profits. The point of this is not for them to have a mastery over such concepts as cost and profit, but to expose them to the process. If the class is unable to raise the money to buy the blocks, use this as a lesson about how this need will not be met. Use this opportunity to introduce the difference between a basic need for staying alive and a need that can be done without.

- Students can collect and bring in labels from products they use at home.
- Teachers can create a graph using the actual labels, grouping the items into products that fulfill needs that are: Physical—Food/Air/Water, Safety—Shelter/Protection, Love and Belonging, Feeling Good about Yourself, and Creating.
- Teachers can use a map to identify places from where some of the items come.
- Teachers can discuss with the class how name brand items are not necessary to fulfill needs. For example, look at brands from the labels they bring. Where do our ideas of preference come from? How do companies get us to want their brand? Look at commercials, look for ads in magazines, logos.



Play-Based Learning

Children may role-play a “play store” where they display, sell, and purchase a variety of items as they explore what is a need or a want. Present flyers and coupons for children to make shopping lists. Play money, expired debit cards, and gift cards should be available to make purchases.

*K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
 - *label a picture as a need/want*
- Participation
 - *collect and bring labels to class*
 - *cut out pictures of items representing needs/wants*
 - *view commercials, TV ads, brand name logos*
 - *identify on a map the origin of labels of items brought to class*

Products Created/Written Evaluation/Portfolio

- the chart of needs/wants using pictures
- the graph of needs/wants

Summative

Listen for the language the children use in their daily interactions.

- Are they using terms related to needs and wants?
- Do they say things like “I need that crayon.” “You mean you want it.”
- Are they able to think of responses for the categories of needs (physical, safety, belonging, etc.) ?
- Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

Each one of the following books has a connection to this outcome and could begin a discussion about the difference between meeting needs and wants.

- **Physical Needs**
 - *Peppe the Lamplighter*, Elisa Baritone
- **Safety Needs**
 - *Umbrella*, Taro Yashima
- **Love and Belonging**
 - *Alexander’s Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst
 - *Will I Have a Friend?* Miriam Cohen
 - *Franklin’s Secret Club*, Paulette Bourgeois
 - *Jillian Jiggs*, Phoebe Gilman

*K.1.2 Students will be expected to identify needs and wants that are common to all children.
(continued)*

Outcomes

Students will be expected to

- identify the difference between needs and wants
- develop awareness that all children have basic needs and wants
- recognize that children (local, national, and global) have special wants that relate to their needs
- give examples of themselves as consumers satisfying needs and wants

Suggestions for Learning and Teaching

- Teachers can ask children to think about where they get their ideas about what they want. As the idea of buying products comes up, introduce the word consumer.
- Teachers can help children establish the idea that some wants are based on needs and others come from the desire to have something that is made to look exciting. For example, “I want a hug” fulfills an important need of love, belonging and security, whereas “I want a Beanie Baby” (or whatever the current childhood fad) is a want created from outside media. Explore the idea that sometimes we want things to help us fit in, which is meeting the need of belonging. Ask the children to think about what they have.
- Teachers can ask children to think of children around the world. Discuss what they think the needs of children in other countries might be. Establish similarities and diversities. The UN Convention says that all children have the right to play. Ask the children to think about why it is so important that children be allowed to play. Use outdoor and physical education time to try out children’s games from around the world. Ensure that you locate each game’s origin on the world map.
- Students can chart needs/wants by cutting out pictures; label the pictures; set up a store with items for sale telling the children they have to buy a certain number of items they need and a certain number of items they want; or ask them to cut out pictures.

K.1.2 Students will be expected to identify needs and wants that are common to all children. (continued)

Suggestions for Assessment

Are they able to identify themselves as a consumer if you ask them a question related to it? For example, “How many of you were a consumer this week?” to which they are able to respond what they bought, where they shopped, etc. Or if it is hot lunch day, and you ask them “Who will be a consumer today at lunch?” and they are able to correctly respond.

- Observe children setting up some kind of pretend business in the class. Are they exhibiting an understanding of consumerism in their actions? Are they selling a product that the other children want? Do they make or use pretend money? Are they marketing their product in some fashion? Take photographs and when they are developed ask the children involved to recount what they were doing as you record it. Place the photos and the text in their portfolios.
- While doing the graphing activity, observe student understanding by where they place their labels on the graph. Are they able to justify that a clothing label fulfills the need of safety by protecting them from the elements? Can they express that even though potato chips are food, they are a want rather than a need? Immediately after the graphing activity, ask them to represent on paper the difference between needs and wants. Place this in their portfolio.
- Teachers can use a magazine such as National Geographic, cut out photos representing various parts of the world—for example, climates that are hot, cold, wet, dry and people who live there—ask the children to sort them and explain their reasoning for why they placed certain people with each climate. Listen for expression of understanding that the way people meet their basic needs varies according to their environment.

Suggested Links

Resources

- *The Pigs of Jillian Jiggs*, Phoebe Gilman
- **Wants**
 - *Earrings*, Judith Viorst
 - *Caps for Sale*, Esphyr Slovodkin
 - *Children’s Games from around the World*, Glenn Kirchner
 - *United Nations: UNICEF Children around the World*.
 - *UNICEF Poster: Rights of Children*
- **Feeling worthwhile**
 - *Sometimes I Feel Like a Mouse*, Jeanna Modesitt
- **Need to create**
 - *Duck Cakes for Sale*, Janet Lunn

Music

- “*All I Really Need*,” song by Raffi

Agencies/Groups

National/International

Local

K.1.3 Students will be expected to identify and describe groups to which they belong.

Outcomes

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Cross-Curricular Links

Links to Social Studies

Unit 1: Identity

Outcome K.1.3

- **Health**
Unit Two
Outcome 1.2
understand that each person experiences a variety of feelings
Outcome 2.2
differentiate the feelings that each person experiences
Outcome 3.2
examine personal interactions with others and how they make others feel

Unit Three
Outcome 1.2
understand that friends share appropriately and play cooperatively
Outcome 1.3
know some community workers and how they help us
- **Religion**
Outcome 4.2
acknowledge and celebrate that they belong to various groups

Suggestions for Learning and Teaching

Teacher Talk

The family is the basic group in society. Point out that families, whether they be in their own community, country, or from around the world share common attributes. It can be a delicate subject to approach family make-ups. While introducing the concept of the contemporary family, maintain a sensitive and open approach. Encourage the natural curiosity that children have about themselves, but if you are aware of very serious family issues that would be best to avoid at this time, choose to explore families from storybooks. However, make certain that the storybooks you use represent a variety of families and cultures from a local, national, and global perspective.

- Teachers can begin by reading several books about families. Be certain to read a cross-section that can open the discussion about what children consider to be attributes of the family. In your discussion focus on the characteristics/attributes that local, national and global families have in common. As a class activity, prepare a mind-map/web: write the word “families” in the centre bubble of the web. In each thread of the web record a common characteristic/attribute of families using a symbol and a word. Focus on the diversity of what is considered a family, such as a child and a grandparent, not just a child and mom and dad; or the people the child loves regardless of where they live. Beside each common attribute shared by families (for example, a bubble that says: “take care of children,” “work together,” “share traditions,” “have fun together,” or “look after each other”) paste pictures of the unique ways an attribute is carried out. Create a family quilt using construction paper, one square for each child. The squares are held together with yarn. Display the quilt.
- Students can construct a graph that shows how many people are in their immediate family. For their portfolios, ask them to individually do pictorial number sentences to show how many children and adults are in their families. For example, three adults, one child and three pets make seven in my immediate family. During the group activity, observe for openness to all kinds of configurations of families. Listen for language that suggests that they have an understanding that they must respect how others define their family. For example, when Jack says he has two dads, two moms, a cat, a dog, and two brothers and that makes nine,

K.1.3 Students will be expected to identify and describe groups to which they belong.

Suggestions for Assessment

Suggested Links

*K.1.3 Students will be expected to identify and describe groups to which they belong.
(continued)*

Outcomes

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Suggestions for Learning and Teaching

Teacher Talk

Formal and informal groups are an important part of our social fabric. A formal group is a group of people organized for a specific purpose, often well-known in the community and having an established set of rules. An example of a formal group is a church group or Sparks. An informal group is a group of people such as a play group whose rules are very flexible, impromptu, and made-up as needed. Children begin from a very young age to be part of a group. Sometimes they are able to choose the groups to which they belong, but not always. Their family is a group that they did not choose and their family chooses certain groups for them. Some children have no experience with formal groups.

- Teachers can discuss with the class the difference between formal and informal groups. Do a web with Formal Group as the central label. From the centre connect such things as: wearing special clothes, having a certain meeting time, having special songs or chants, having things in common such as gender, age, and religious background. Make a list of informal groups, such as friends, family, and neighbours. Talk about why people belong to groups. Help them see how groups are important to passing on culture and traditions and also how they help to fulfill certain needs.
- Teachers can discuss the people in children's lives who belong to formal/informal groups. Although not all parents have jobs, many do belong to a group. For example, ask a dad who belongs to a dart league to come in and talk about what he does, why he belongs and what kind of rules govern the conduct of his league. Before the guest visits, help the children decide on a few good questions to ask. Post these on chart paper, with spaces for the answers. Write the answers together as a review after the interview.

*K.1.3 Students will be expected to identify and describe groups to which they belong.
(continued)*

Suggestions for Assessment**Suggested Links**

*K.1.3 Students will be expected to identify and describe groups to which they belong.
(continued)*

Outcomes

Students will be expected to

- identify the attributes of a family group (local, national, and global)
- develop an awareness that groups form for a variety of reasons and have a variety of purposes
- identify positive and negative feelings associated with belonging or wanting to belong to a group

Suggestions for Learning and Teaching

- Teachers can help children identify the groups to which they belong. They belong to groups such as youth groups, sports groups, music, dance, or fine art groups: for example Beavers, Sparks, soccer, dance, or piano. They all go to school and have friends and a family. Do a graph or tally of the groups to which they belong. This is an opportunity for teachers to talk about bullying.

Groups	Numbers
Beavers/Sparks	////
Family	//// //// //// ////
Sports	//// ////

- Teachers can select and use an appropriate book as a read aloud. The selected book should address formal and/or informal groups. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about groups and how this might be similar to things they have experienced themselves.

*K.1.3 Students will be expected to identify and describe groups to which they belong.
(continued)*

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
 - *prepare questions for interview of guest*
- Participation

Products Created/Written Evaluation/Portfolios

- the quilt
- the pictorial graph of members in family
- the responses of children for interview
- the model
- the role-play

Summative

- Teachers can watch for signs that they have an understanding of the concept of a group during free play and outdoor times. An example would be: While discussing a group they belong to, they make reference to some of the behaviours that make it a formal group.
- Teachers can ask children to make rules for a group they are formalizing. Ask them to discuss the problems involved with excluding others.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- **Informal Groups**
 - *Chester's Way*, Kevin Henkes
 - *Wednesday Surprise*, Eve Bunting
 - *The Hockey Sweater*, Roch Carrier (video)
 - *Jeremiah Learns to Read*, Joe Ellen Bogart (or Laura Fernandez or Rick Jacobson)
- **Formal Groups**
 - *Waiting for Whales*, Sheryl McFarlane
 - *Franklin Plays the Game*, Paulette Bourgeois
 - *Will I Have a Friend?*, Miriam Cohen
 - Curriculum: Curriculum Anti-Bullying Programs

Agencies/Groups

National/International

Local

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Outcomes

Students will be expected to

- develop an awareness of rules and why they are made
- identify and analyse formal and informal rules
- identify and practise skills that would help them resolve conflict

Cross-Curricular Links

Link to Social Studies

Unit 1: *Identity*

Outcome K.1.4

- **Physical Education**
identify basic rules and fairplay principles
- **Health**
Unit Two
Outcome 1.2
understand that each person experiences a variety of feelings

Outcome 1.3
understand that one's interaction/play affects one's feelings and those of others

Unit Three
Outcome 1.2
understand that friends share appropriately and play cooperatively

Outcome 2.1
demonstrate cooperative sharing and playing

Outcome 2.2
demonstrate respect for others

Suggestions for Learning and Teaching

Teacher Talk

In this outcome children explore the rules we live by and are introduced to the idea that there are formal and informal rules made by and enforced by people. The idea is not for the children to have a firm grasp on kinds of rules. For example, “No pushing” is an appropriate and typical rule, created for safety reasons, of which five-year-olds often need to be reminded. When you introduce a new school rule to the children, take the time to discuss how that rule came to be. For example, a formal rule is “Walk, don't run, in the halls” or fire drill, lunch room rules. An informal rule is much more flexible such as the time one goes to bed or gets up in the morning. The teacher could have a shared/modelled writing activity on Safety Rules. Ask them to identify other rules and discuss the idea of laws. Some of them will know about stopping for a red light and following the speed limit. Not wearing a hat inside your school is another rule. This is a good one to discuss, because it is not an obvious safety rule. It is about a code of conduct that goes with belonging to a group.

Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of the importance of cooperation in groups. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about co-operation in groups and how this might be similar to things they have experienced themselves.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - *contribute to discussion*
 - *make predictions*
 - *develop a rule for the play centre*

Products Created/Written Evaluation/Portfolios

- the role-play
- the examples of everyday work in the classroom

Summative

- Teachers can observe children engaging in and solving conflicts. No two children arrive with the same ability to engage in and resolve conflicts. Try to look for growth in each child's confidence in this area. For some children, using words rather than hitting will be progress, for others, actually standing up for themselves and engaging in conflict will be progress.
- Teachers could gauge the atmosphere of the class as they are together. At the beginning, and at least four other time-periods in the year, try to think about these questions. Is this classroom a community? Do we all feel safe physically and emotionally? Why or why not? The assessment of this outcome is an on-going process.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Finders Keepers For Franklin*, Paulette Bourgeois
- *Swimmy*, Leo Lionni

Agencies/Groups

National/International

Local

See any approved programs in your school district for teaching conflict resolution.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group. (continued)

Outcomes

Students will be expected to

- develop an awareness of rules and why they are made
- identify and analyse formal and informal rules
- identify and practise skills that would help them resolve conflict

Suggestions for Learning and Teaching

- Use a teachable moment when conflict arises in a centre or elsewhere. Engage the class, or some of the members, whichever is more appropriate, in developing rules to help govern that centre. If the students agree on a rule that doesn't seem right to you as the teacher, offer your opinion, but do not use your experience and authority to sway the direction of the rules (unless it poses the threat of discrimination). Allow the children to reach consensus and then see how the rules work. They may very well have to revisit them, and this is an excellent way to develop problem-solving skills.
- Ask students to consider how voting is one way to make a decision. There are various times when voting is an appropriate activity in the classroom. Because hand raising confuses five year olds, help the students to exercise their one vote by giving them each a Unifix cube. Once it has been placed for their vote, they have no other vote. Take the opportunity to discuss lobbying, if some children are campaigning for their friends to vote with them.
- Help children resolve conflict by inviting them to go to a quiet spot and ask them to work it out. Encourage children to do this on their own, but to ask teacher for assistance if needed. Suggest they should come tell you about it when they have solved the problem. Also, offer to be a mediator if they feel they need your help. Five year olds rise to the challenge and confidence you as the adult place in them. Although this is a good teaching strategy it may not be appropriate for all children depending on their age and development.

K.1.4 Students will be expected to demonstrate an understanding that the need for co-operation is an important part of being a member of a group. (continued)

Suggestions for Assessment

Teachers could look for and collect examples of student work that represents rules they have created in their everyday work in the classroom. For example, in the Home Centre (Kitchen or Dramatic Play area) there may be a group trying to play house while another group is playing doggies. The doggies are coming into the house and interrupting the story they are playing out. Instead of coming to the teacher to solve this, they simply draw a sign of a dog with an X through it. They use their literacy skills, and their knowledge of the power of rules to solve their problem. Save such artifacts as the sign, with the names of those who created and followed the rule as proof that these children understand the concept of rules.

Suggested Links

