

Specific Curriculum Outcomes for Kindergarten Religious Education

Overview

Focus for Historical Concepts

The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Historical Concepts (GCOs 1-3)** is looking back over time to explore the connections between religious belief, history and culture. In Kindergarten students may begin to ask questions such as,

- Why are celebrations important?
- How are celebrations different from ordinary or regular days?
- Why might some people get together with family or friends for celebrations?
- Why do people celebrate differently?

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Outcomes

Students will be expected to

- 1.1 recognize that there are different living belief systems
- 1.2 recognize that, historically, and through traditions, people demonstrate their beliefs through various celebrations

Cross-Curricular Links

Link to Religious Education
Outcome 1.2

Social Studies

Unit 2: Roots

Outcome K.2.3

identify traditions, rituals and celebrations connected to their personal experiences

- give examples to show, that families (local, national and global) have varied traditions, rituals and celebrations

Suggestions for Teaching and Learning

Living belief system is a phrase used throughout this curriculum guide. In most cases teachers may prefer to use the term religion but it is important to be aware that there are some living belief systems which are not regarded as a religion by their followers (adherents), such as some practitioners of Aboriginal Spirituality and some Buddhists.

The kindergarten program focuses on celebrations from various living belief systems. Read a story that connects to celebrations, introduce students to the idea that there are many types of celebrations. "We Celebrate" (authorized in Kindergarten Social Studies) may be suitable. If teachers are aware of students who belong to a living belief system that is not included, it is important that celebrations from that living belief system be acknowledged.

Invite students to talk about celebrations they have experienced. Record their responses on a chart. Students can illustrate and/or write about an event or scene from one of these celebrations. Share students' illustrations with the class and discuss why their chosen celebration is important.

Introduce students to the puppet characters from the Authorized Resources. Emphasize that many celebrations are connected to, or result from, religious beliefs and practices. Give some examples of such celebrations, e.g., Christmas, Hanukkah (HON-ah-ka), Diwali (de-VA-lee).

Use the photo cards from the Authorized Resources as examples of many types of celebrations to help students understand that all living belief systems have celebrations.

Use discussions, visuals, music and stories to further develop the concept that there are a variety of living belief systems.



Play-Based Learning

After the puppets have been introduced, provide children with time in the dramatic play area to use the puppets provided with the Religious Education resources. Encourage children to communicate, represent, document and share their knowledge of different religious belief systems.

GCO 1: Students will be expected to examine the historical impact of religion on beliefs, cultures, and traditions.

Suggestions for Assessment

Throughout the program, as part of assessment, teachers should pay attention to the questions that students ask and take the students' lead when developing questions.

When a student portfolio is referenced in this document it is not the intention that a separate portfolio is needed for Religious Education. Teachers using cross-curricular portfolios are encouraged to include work samples from Religious Education.

Observation/Anecdotal Records

- Observe and record students' responses and understanding of living belief systems and the related celebrations

Performance

- Students can illustrate, through artistic expression, an event or scene from one of the celebrations discussed

Questioning

- When sharing information teachers may question students on their understanding

Work Samples/Portfolio

- Collect the students' illustration as work samples to include in students' portfolio

Conference

- Students can tell about celebrations that they have illustrated

Resources and Notes

Christianity is a living belief system and encompasses various denominations, e.g., Anglican, Pentecostal, Roman Catholic, Salvation Army, Jehovah's Witness, United Church, etc. Judaism is a living belief system with various sects, e.g., Orthodox, Conservative, Reform.

Teachers need to be sensitive to the fact that some students cannot participate in any activities where they are expected to portray prophets, angels, or God(s) through drawing, sculpting, and other art depictions. It is important for teachers to check that all students in the class are comfortable with the assigned activities.

Authorized Resources

Celebrations!

- Introduction (Ruth)
- Passover
- Aqiqah

The Beginners Bible

- Baby Jesus is Born
- Jesus Returns

Rookie Read-About Holidays (Scholastic Series)

- Chanukah
- Christmas
- Diwali
- Holi
- Easter
- Passover
- Ramadan

Other Primary Authorized Resources

Tale Spinners (NFB video series)

- Lights for Gita

"We Celebrate" – little book and matching photo cards (Kindergarten Social Studies)

Suggested Children's Literature

A Faith Like Mine by Laura Buller

Children Just Like Me by Barnabas and Anabel Kindersley

The Peace Book by Todd Parr

Countdown to Kindergarten by Alison McGhee

What I Like About Me by Allia Zobel-Nolan

Franklin Celebrates by Paulette Bourgeois

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Outcomes

Students will be expected to

- 2.1 recognize that celebrations, observed in various living belief systems are demonstrations of loving and caring

Cross-Curricular Links

Link to Religious Education
Outcome 2.1

Social Studies

Unit 2: Roots

Outcome K.2.3

give examples to show, that families (local, national and global) have varied traditions, rituals and celebrations

Suggestions for Teaching and Learning

Living belief systems have unique and meaningful ways to celebrate important aspects of their faith which over time developed into traditions, rituals, and celebrations. It is important for students to appreciate and respect various traditions.

Brainstorm ways how love can be expressed and what it means to care for someone/something, such as, love for family, friends, pets, activities, etc.

Share stories from the Authorized Resources with students and discuss how the characters in the stories demonstrate loving and caring. Explore some of the religious celebrations which demonstrate love and caring.

With students, choose a project linked with a particular celebration that will help students understand that they can impact others with their loving and caring ways, e.g., Grandparents' Day, Foster Parents Plan and Janeway Day.

Weave a Web of Love and Caring: Ask students to sit in a circle. Holding one end of a ball of yarn or string tell students one way you care for someone or something. While still holding your end of the string, pass or toss the ball to another student. That student then tells one way he/she shows loving or caring. Continue passing or tossing the ball until each student has had an opportunity to be a part of the web. When each student has had a turn, have students stand up while holding the string. Shout, "Hurray! We have many different ways to show we love and care."

Where possible, invite individuals from several belief systems to discuss their special celebrations with the class. Ask them to highlight how their celebrations reflect concepts of loving and caring.

Share songs about loving and caring, such as, "We Are All Family", Susan Aglukark or "Skinnamarink", Sharon, Lois and Bram.

Invite students to bring an object or photograph, or create an illustration connected to a celebration that demonstrates loving and caring. For a sample take home letter see Appendix B. Create a display of photographs and objects under the heading "Celebrations of Loving and Caring".

Students can role play celebrations or activities that show loving and caring.

GCO 2: Students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems.

Suggestions for Assessment

Observation /Anecdotal Records

- Observe and record students' understanding of how celebrations are demonstrations of loving and caring

Performance

- Students can share their illustration, object, or photo of the celebration demonstrating loving and caring
- Observe and make notes on students' participation in role play situations

Questioning

- When sharing information teachers may question students on their understanding through questions such as
 - Who/what do you care for?
 - How do various celebrations, such as Idul al Fitr, Christmas and Hanukkah, show loving and caring?
 - How do you show different kinds of love?

Resources and Notes

Teachers need to be cognizant that being an adherent of a living belief system does not necessarily mean that this person is competent to speak on the religious beliefs and practices of that faith community. Also, be cognizant that a student belonging to a particular living belief system should in no way be considered representative of that entire community or knowledgeable of all beliefs and practices of that living belief system. It is important that guest speakers be aware of the age of the students. The purpose is to share information and support curriculum outcomes, not to indoctrinate or proselytize.

Authorized Resources

Celebrations!

- Idul al Fitr
- Christmas
- Hanukkah
- Songkran

The Beginners Bible

- The Good Samaritan
- Ruth

Rookie Read-About Holidays (Scholastic Series)

- Chanukah
- Christmas
- Diwali
- Holi
- Easter
- Passover
- Ramadan

Suggested Children's Literature

A Pocket Full of Kisses by Audrey Penn
Good Night, Sleep Tight by Claire Freedman
Into My Mother's Arms by Sharon Jennings
No Matter What by Debi Gliori
Owl Babies by Martin Waddell
The Kissing Hand by Audrey Penn

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Outcomes

Students will be expected to

- 3.1 recognize that many celebrations exist because of teachings and stories found in sacred texts
- 3.2 develop an awareness of various stories of celebrations

Cross-Curricular Links

Links to Religious Education
Outcomes 3.1 and 3.2

English Language Arts

Reading and Viewing
Outcome 6.1

explore text connections to self, other texts and to the world

Writing and Representing
Outcome 9.2

understand that texts are created for a purpose and an audience

Links to Religious Education
Outcome 3.2

English Language Arts

Speaking and Listening
Outcome 1.7

reflect upon a variety of oral texts

Reading and Viewing
Outcome 4.1

explore various text forms and genres as sources of interest and information

Suggestions for Teaching and Learning

Sacred texts can be oral or written. People from various living belief systems have different written sacred texts (e.g., Torah, Qur'an, Bible) which were first shared orally among followers and then written down. Some belief systems rely on oral texts (storytelling, songs) to share their celebrations and beliefs.

In meeting the outcomes for GCO 3, students are not expected to explain what the term *sacred texts* means. They should come to understand that living belief systems have important books, stories or songs that are connected to their celebrations. Use the Authorized Resources to highlight the use of sacred texts in celebrations of various living belief systems.

Integrate stories of celebrations from various living belief systems into the curriculum where appropriate. Provide opportunities for students to engage in various activities such as journal responses, dramatization, story retelling and/or artistic responses to show their understanding of sacred texts in various living belief systems.

As a class make a celebration tree for students to hang symbols of celebrations or symbols of various belief systems throughout the year. Examples may include, but are not limited to, the Menorah in Judaism and the Sacred Thread in Hinduism. For suggestions see Appendix D of this curriculum guide.



Play-Based Learning

Provide a variety of art materials, clipboards, symbols of celebrations, religious stories and books to allow children to create and build their own symbols and representations of what they see.

GCO 3: Students will be expected to examine the meaning and relevance of sacred texts.

Suggestions for Assessment

Observation /Anecdotal Records

- Observe and record students' understanding of how celebrations originate from sacred texts

Performance

- Students can complete response activities such as
 - Journal responses
 - Dramatization
 - Retelling of familiar stories

Questioning

- When sharing stories teachers may question students on their understanding using prompt or prediction questions

Work Sample/Portfolio

- Collect response activities as work samples to include in student portfolios

Resources and Notes

Authorized Resources

Celebrations! Puppets, scripts and photo cards

The Beginners Bible

Rookie Read-About Holidays (Scholastic Series)

- Chanukah
- Diwali
- Christmas
- Passover

Suggested Children's Literature

The Golden Rule by Ilene Cooper

Overview

Focus for Personal Concepts

The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Personal Concepts (GCOs 4-5)** is looking inwards to reflect on personal ideas, beliefs and values. Kindergarten students may explore how beliefs are expressed during celebrations. This exploration can expand their understanding of their actions when they experience celebrations. Students may begin to ask questions such as:

- How might I behave differently during celebrations?
- How do I feel when I celebrate? How might others feel?
- Are there rules to follow during celebrations?

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Outcomes

Students will be expected to

- 4.1 demonstrate awareness that celebrations are one way to recognize how people are similar and unique

Cross-Curricular Links

Links to Religious Education
Outcome 4.1

Social Studies

Unit 1: Identity

Outcome K.1.1

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

Outcome K.1.3

develop an awareness that groups form for a variety of reasons and have a variety of purposes

Health

Unit Two

Outcome 1.1

recognize that individual traits and talent 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

Unit Three

Outcome 3.1

examine personal acceptance of differences in people

Suggestions for Teaching and Learning

While recognizing differences exist, emphasis should be placed on the fact that many people engage in a personal search for meaning in life and are committed to a belief system.

It is suggested that teachers begin the process of helping students meet these outcomes at the beginning of the school year.

If in the discussion on groups to which students belong the family is included, it is important to recognize that the dynamics of the family have changed over the years. Teachers and students need to be sensitive regarding the diversity of family structures, including blended families, single-parent families, same-sex parent families, multi-racial families, etc.

Mirror Activity: Place a mirror in a box. Tell students there is something special inside the box they must keep secret until each student has had a turn. After all students have looked inside the box discuss what they have seen. Discuss what makes them special.

Sing the song "I Am Special" to the tune, "Frère Jacques". See Appendix E.

Share a story or book which celebrates that all children have characteristics which make them special.

Using various items, such as magazine pictures, photos and memorabilia, students can create a collage depicting how they are special. They can choose items that show their unique qualities.

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Suggestions for Assessment

Observation /Anecdotal Records

- Observe and record students' understanding of how celebrations demonstrate how people are similar and unique

Performance

- Participation in mirror box activity and singing

Work Sample/Portfolio

- Collect collages as work samples in student portfolios

Resources and Notes

Authorized Resources

Celebrations!

- | | |
|-------------------------|----------------|
| • Wesak | • Passover |
| • Guru Nanak's Birthday | • Songkran |
| • Holi | • Easter |
| • Christmas | • Hanukkah |
| • Diwali | • Idul al Fitr |
| • Pow wow Celebration | • Vaisakhi |
| • Innu Celebration | • Aqiqah |

Rookie Read-About Holidays (Scholastic Series)

- | | |
|-------------|------------|
| • Chanukah | • Easter |
| • Christmas | • Passover |
| • Diwali | • Ramadan |
| • Holi | |

Other Primary Authorized Resources

My First Birthday Gift– little book (Kindergarten Social Studies)

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Outcomes

Students will be expected to

- 4.2 acknowledge and celebrate that they belong to various groups

Cross-Curricular Links

Links to Religious Education
Outcome 4.2

Social Studies

Unit 1: Identity

Outcome K.1.3

develop an awareness that groups form for a variety of reasons and have a variety of purposes

English Language Arts

Speaking and Listening

Outcome 1.1

share personal experiences orally

Suggestions for Teaching and Learning

Make a list of the groups to which students belong, such as their family or class, Beavers, Sparks, Sunday School, sports, music, and various community groups. Discuss why students like belonging to these groups. Discuss how they welcome new individuals to a group and how they feel welcomed in a group.

Play a cooperative game such as the Welcoming Game. See Appendix F.

As a culminating activity organize a “welcoming” party for the students, e.g., for your own class or for Kinderstart students. Some suggestions for the party are: providing healthy food items, making welcome cards, playing cooperative games, singing welcome songs, telling stories, or decorating the classroom. One welcoming song that could be used is “Welcoming Song”. See Appendix E.

GCO 4: Students will be expected to demonstrate an appreciation for personal search, commitment and meaning for life.

Suggestions for Assessment

Observation /Anecdotal Records

- Observe and record students' understanding of how celebrations show people belong to groups

Performance

- Participation in welcoming game

Resources and Notes

Suggested Children's Literature

The Dot by Peter H. Reynolds
Whoever You Are? by Mem Fox
Franklin's Secret Club by Paulette Bourgeois
Good To Be Small by Sean Cassidy
All the Colours of the Earth by Sheila Hamanaka
Giraffes Can't Dance by Giles Andreae
Just Because I Am by Lauren Murphy Payne
One Hundred is a Family by Pam Munoz Ryan
Something From Nothing by Phoebe Gilman
The Important Book by Margaret Wise Brown
The Family Book by Todd Parr
Who's in a Family by Robert Skutch
A Rainbow of Friends by P.K. Hallinan

GCO 5: Students will be expected to examine moral and ethical issues and teachings.

Outcomes

Students will be expected to

- 5.1 identify appropriate ways to express feelings
- 5.2 begin to recognize the need to respect celebrations in various living belief systems

Cross-Curricular Links

Links to Religious Education
Outcome 5.1

Music

Contexts

Outcome 1

perform, listen to and create

- songs/games
- folk music

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

Outcome 2.2

differentiate the feelings that each person experiences (e.g., happiness, sadness, fear, anger)

English Language Arts

Speaking and Listening

Outcome 1.2

listen respectfully to experiences and feelings shared by others

Outcome 3.2

demonstrate an awareness of how word choice affects the feelings of others

Social Studies

Unit 2: Roots

Outcome K.2.3

demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

Suggestions for Teaching and Learning

Respecting celebrations in various living belief systems is a building process achieved by various experiences and continued exposure. This outcome will be experienced throughout the year.

Explain to students that it is natural for them to experience different feelings and how important it is for them to express feelings appropriately. Share a story about feelings. Discuss feelings shown in the illustrations.

Brainstorm a list of words to describe various feelings. Students can identify and role play times when they have experienced various feelings.

Big Book Project: Students can illustrate one feeling to put in a class big book. For example, this could be a predictable pattern book with a given sentence starter. As an extension of this activity, record students reading their own page using their voice to represent the feelings.

Using selected texts or creating "How Would You Feel If..." scenarios, students can choose appropriate ways to express the suggested feelings. Ask students to share experiences when they felt left out, embarrassed, angry, etc.

Revisit examples of celebrations from various belief systems, e.g., puppets with scripts and/or visuals, and guide a discussion around the importance of showing respect for celebrations found in all living belief systems. Explore the feelings expressed by the characters.

GCO 5: Students will be expected to examine moral and ethical issues and teachings.

Suggestions for Assessment

Observation/Anecdotal Records

- Observe and record students' understanding of appropriate ways to express their feelings
- Observe and record students' understanding about how to show respect for various belief systems

Performance

- Students can complete Big Book illustrations
- Dramatization of different feelings through facial expression and recordings can provide students with an opportunity to self-assess and peer-assess
- Assess recorded voices using checklists or rating scales
- Students can role-play or retell their favourite part of a text from the Authorized Resources

Work Samples/Portfolio

- Collect students' Big Book illustrations of feelings as work samples in their portfolios
- Collect students' journal responses to texts

Resources and Notes

Authorized Resources

Celebrations!

- | | |
|-------------------------|----------------|
| • Wesak | • Passover |
| • Guru Nanak's Birthday | • Songkran |
| • Holi | • Easter |
| • Christmas | • Hanukkah |
| • Diwali | • Idul al Fitr |
| • Aqiqah | |

Rookie Read-About Holidays (Scholastic Series)

- | | |
|-------------|------------|
| • Chanukah | • Easter |
| • Christmas | • Passover |
| • Diwali | • Ramadan |
| • Holi | |

Suggested Children's Literature

We Can Get Along by L.M. Payne

Giraffes Can't Dance by Giles Andreae

Lots of Feelings by Shelley Rotner

What Makes Us Happy by Cornelia Maude Spelman

When I ... by Cornelia Maude Spelman

- ... *Feel Good About Myself*
- ... *Care About Others*
- ... *Feel Sad*
- ... *Feel Scared*

Cookies by Amy Krouse Rosenthal

I Was So Mad by Norma Simon

Overview

Focus for Community and Environment Concepts

The three strands of religious education necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths and interests.

The focus for **Community and Environment Concepts (GCOs 6-8)** is on making connections.

Kindergarten students may explore how the physical environment and the interactions between people is important during celebrations. This exploration can help students to expand their understanding of their own place in the world and the value they place on their physical environment. Students may begin to ask questions such as:

- Who helps me in my community?
- Why should I care about the environment?
- How can I make a difference in my community?

Students will be expected to develop an appreciation for the connectedness of all creation.

Outcomes

Students will be expected to

- 6.1 demonstrate an appreciation for their immediate environment

Cross-Curricular Links

Links to Religious Education
Outcome 6.1

Health

Unit Four

Outcome 1.2

identify the environmental benefits of recycling

Outcome 2.1

practise appropriate recycling

Outcome 3.1

examine and apply recycling practices at home, in school and in the community

Science

Using Things Around Us

Outcome 102-8

describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment. Include Reduce, Reuse and Recycle.

Art

Outcome 5.1.2

refer to the natural and built environments when viewing and creating art

Suggestions for Teaching and Learning

In meeting SCO 6.1, students should understand that everywhere they go and everything they do has an impact on the environment. A collection of nature pictures from old magazines and calendars may be helpful visuals to address this SCO.

Footprints: In preparation each student will need to trace and cut out his/her footprint. Take the students outside with their footprints and pencil/crayons. The students will walk around the playground or designated school area; the teacher gives a signal to “freeze”. Students place their cut out footprint underneath their shoe. Ask students to look under their footprint and draw what they see. Remind them of the importance of leaving the natural environment undisturbed. As a class, discuss what students found under their footprint.

Arrange a guided nature walk for students which might include a visit to a stream, river, beach, and/or wooded area. Using their senses, students can observe what creates beauty in the area. As a follow-up activity, discuss with students ways they can help keep the area beautiful. Chart their suggestions and decide as a whole class a plan of action, e.g., cleaning up the playground or participating in a recycling program in the school. Once the action is complete hold a celebration recognizing the students' accomplishments.

While students are on the nature walk they may collect items such as fallen leaves, pine cones, seeds, etc., to create a collage. Students will need a small container or bag in which to put their collected items. They should only collect fallen items and not destroy living things. As part of the nature walk, teachers may want to take along a camera and photograph students in various settings and use the photos to create a photo-essay. *Teachers should follow school policies regarding posting photos of students on school web sites.*

Provide opportunities for students to participate in “I am thankful for ...” activities, such as bulletin board displays, illustrations, paintings, stories or songs.

Prepare a class activity that encourages using recyclables. Ask each student bring in one product for reuse to help create a class project, e.g., milk containers for bird feeders, egg cartons for planting seeds.



Play-Based Learning

Set up a caring centre (animal shelter, hospital, nursing home, food bank, etc) for children to role play scenarios to demonstrate loving and caring.

Students will be expected to develop an appreciation for the connectedness of all creation.

Suggestions for Assessment

Observation/Anecdotal Records

- Observe and record students' understanding of their appreciation for the environment

Performance

- Students can complete response activities: "I am thankful for ..."

Work Samples/Portfolio

- Collect illustrations, collages, and art projects from recyclables as work samples in student portfolios
- Collect stories or songs for student portfolios

Resources and Notes

Authorized Resources:

Celebrations!

- Celebrating a Time for Family
- A Visit to a Monastery
- Celebrating Buddha's Life
- A Pow wow Celebration

Rookie Read-About Holidays (Scholastic Series)

- Easter

Other Primary Authorized Resources

Setting Up a Tent (Kindergarten Innu Social Studies)

Suggested Children's Literature

Waters by Edith Newlin Chase
Where Butterflies Grow by Joanne Ryder
Wonderful Happens by Cynthia Rylant
Hey, Little Ant by Phillip and Hannah Hoose
It's Fall by Elaine W. Good
It's Winter by Elaine W. Good
It's Spring by Elaine W. Good
It's Summer by Elaine W. Good
Children of the Earth, Remember by Schim Schimmel

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

Outcomes	Suggestions for Teaching and Learning
<p><i>Students will be expected to</i></p> <p>7.1 recognize that many celebrations are a response to changes in the natural world</p> <p>7.2 recognize that celebrations can be expressions of gratitude for nature's gifts</p>	<p>Teachers need to be aware that most living belief systems have celebrations of thanksgiving. In meeting the SCOs teachers should focus on celebrations of giving thanks and showing gratitude in various living belief systems and not just one type of thanksgiving celebration.</p> <p>Using the cycle of the four seasons, brainstorm with students about seasonal changes and the celebrations that evolve as a result of these natural changes. These celebrations may not be specific to any one belief system. See the Celebrations Calender in Appendix C of this curriculum guide.</p> <p>Using the Authorized Resources, explore celebrations in various belief systems that connect with seasonal changes and gratitude for nature's gifts.</p> <p>Teachers may choose to focus on the seasons of autumn and spring.</p> <p>Autumn</p> <ul style="list-style-type: none"> • Share with students stories such as <i>Stone Soup</i> and <i>Little Red Hen</i> to discuss the concepts of collaboration and cooperation in planning a feast • Celebrate the harvest, e.g., plan a sharing feast. Where possible, have students bring in produce to contribute to the feast • Start a flower garden on the school grounds. Students can plant bulbs outside, such as tulips, daffodils and crocuses so they can watch them grow in the spring <p>Spring</p> <ul style="list-style-type: none"> • Students can care for bulbs that were planted in the fall (new life). Keep a record of growth • Students can also plant a vegetable and/or herb garden • Earth Day (plant a tree) see www.earthday.com <p>Share poetry with students that highlight nature's gifts. Students can create their own poems to demonstrate their gratitude for nature's gifts.</p>

Students will be expected to examine to demonstrate an understanding of the relationship between religion and science.

Suggestions for Assessment

Observation/Anecdotal Records

- Observe and record students' understanding that some religious celebrations are a response to changes in the natural world and expressions of gratitude for nature

Performance

- Students can participate in a class project to plan and care for bulbs, trees, herbs, and vegetables

Questioning

- When sharing information teachers may question students on their understanding through questions such as
 - Who/what do you care for?
 - How do you show care for the environment?
 - What do you like about nature?

Work Samples/Portfolio

- Collect and assess logs of plant growth and care required

Resources and Notes

Authorized Resources

Celebrations!

- Celebrating a Time for Family
- A Visit to a Monastery
- Celebrating Buddha's Life
- A Pow wow Celebration

Rookie Read-About Holidays (Scholastic Series)

- Easter

Suggested Children's Literature

The Earth and I by Frank Asch

The North Wind Doth Blow by John Archambault & David Plummer

Stone Soup (traditional story; several versions available)

Miss Rumphius by Barbara Cooney

It's Fall by Elaine W. Good

It's Winter by Elaine W. Good

It's Spring by Elaine W. Good

It's Summer by Elaine W. Good

What Makes Us Happy by grade 2 students from Ecole Forest Hill Saint-Lazare, Quebec

(Translation of *Nos petits bonheurs*, Scholastic)

Little Red Hen (traditional folk tale)

Students will be expected to examine the influence of religion on contemporary issues and events.

Outcomes

Students will be expected to

- 8.1 recognize how celebrations influence people to respond to the needs of others

Suggestions for Teaching and Learning

While the focus of this SCO is on how celebrations are times when people help others, it is recognized that there are multiple opportunities, other than times of celebrations, when people feel compelled to respond to the needs of others. Many people need help throughout the year.

Using Authorized Resources, introduce students to the concept of celebrations of gratitude for others' help in various living belief systems. Some celebrations include responding to the needs of others.

With students, create a list of celebrations when people come together to help others, e.g., Thanksgiving food bank (Christianity), Id-ul-Adha (Islam).

Brainstorm and record ways people can be helped within the home, class, school, and community throughout the year.

Garden of Kindness: Students can make paper flowers. On every flower students can illustrate what they can do to be kind to others or respond to their needs

With students create a list of people in the local community who help others. This list may include professionals and/or volunteers. With the students, create invitations and plan a celebration of thanks. Further ideas for planning this type of celebration can be found in *We Can Do Anything: Learning Through Enterprise* Teacher Resource (1998).

Students will be expected to examine the influence of religion on contemporary issues and events.

Suggestions for Assessment

Observation/Anecdotal Records

- Observe and record students' understanding of how celebrations influence or encourage people to respond to other peoples' needs.

Performance

- Students can contribute to the paper flower garden with appropriate actions.
- Students can help organize a ***Celebration of Thanks*** for volunteers.

Work Samples/Portfolio

- Assess Thank-you cards and invitations for community volunteers as part of student portfolios.

Resources and Notes

Authorized Resources

Celebrations!

- A Time for Family
- Songkran
- Christmas
- Aqiqah
- Wesak
- Easter
- Hanukkah
- Idul al Fitr

The Beginners Bible

- Jesus Feeds Thousands

Rookie Read-About Holidays (Scholastic Series)

- Christmas
- Diwali
- Ramadan

Suggested Children's Literature

The Kindness Quilt by Nancy E. Wallace

Somewhere Today by Shelley Moore Thomas

The Borrowed Hanukkah Latkes by Linda Glaser

When I Care About Others by Cornelia Maude Spelman

Something From Nothing by Phoebe Gilman

