

Unit Three
All Around Me: My Family, Friends &
Community
8 Weeks

Unit Three

All Around Me: My Family, Friends & Community

Knowledge and Understanding

Students will be able to:

1. understand that we are all members of a family.
2. understand that friends share appropriately and play cooperatively.
3. know some community workers and how they help us.

Skills and Abilities

Students will be able to:

1. demonstrate cooperative sharing and playing.
2. demonstrate respect for others.

Attitudes and Behaviors

Students will be able to:

1. examine personal acceptance of differences in people.
2. recognize that cooperating and respecting others contributes to the overall health of self and others.

This unit examines the sharing and cooperation involved in being a family member and a friend. Integral to both, is respect for self and others. These concepts are applied to being a member of the larger community as well. The outcomes can be delivered as follows:

Family and Community: outcome 1.1 can be followed by 1.3

Sharing and Cooperating: outcome 1.2 and 2.1 can be followed by 3.2

Respect: outcome 2.2 can be followed by 3.1

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.1 understand that we are all members of a family.

*Cross-Curricular Links***Link to Health**

Unit Three

Outcome 1.1

- **Social Studies**
Unit 2: Roots
Outcome K.2.1
 - identify the important people that they consider as members of their family and extended family

Suggested Strategies for Learning and Teaching

1. “Who’s in your family?”

Ask students this question and record on chart paper the members that make up student families. Through the discussion, the students may discover that each person may use a different name to refer to the same family member such as:

Mother, Mom, Mommy, Step-Mom

Father, Dad, Step-Dad

Grandmother, Nan, Nana, Granny

Grandfather, Pop, Poppy, Grand-dad

Then discuss the various combinations of family structures.

2. Read a literature selection from the authorized children’s literature list in column four. Discuss the different family structures described within the story and the similarities to their own family structure. As a follow up, complete the activity, “Look Who’s in My Family” found in appendix three.

3. Students may bring in a family photo or draw a picture of their family. Use the photograph or drawing to identify the family members and the uniqueness of each family structure. Using the photo or the drawing, one or more of the following may be completed:

- Create a bulletin board display of family photographs/drawings that showcases each family.
- Present picture(s) or drawing to the class as a “Show and Tell” activity.
- Complete a scrapbook page “My Family Together”. The pages may be used to create a “quilt” bulletin board display.
- Record what is happening in the family photo or drawing.

4. Create a family album that depicts family structure. These albums can be completed at home, in school or some combination of both and may be presented to the class. Children may use an exercise book, a journal, a photo album or a scrapbook. The photos and information contained in the album should be relevant to the child and include dates and names of people and places. In the presentation to the class, he/she should be able to independently discuss the photos and the journal entry. The length of the album should be kept to a maximum of five pages.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Students will draw a picture representing their family structure.

Complete a family tree with a leaf to represent each person in the family. Students should record the name of each family member on the leaves and may also include a photo or drawing next to the family members name.

Some variations of this project include:

- Trace the student's hand and forearm to create the tree and attach leaves to the fingers which represent the branches.
- Use a real tree branch to hang pictures and names of family members. Place the branch in a container or pot with rocks to hold it in place. Trees may be displayed around the classroom

Oral Presentation:

Students will present their representation of family to the class and identify family members.

Resources/Notes

Discussions about family composition may be sensitive for some students.

Authorized Children's Literature:

- [The Family Book](#)
- [Who's in a Family?](#)
- [Fred Stays With Me](#)

Recommended Children's Literature:

- [Is Your Mama a Llama?](#) by Deborah Guarino
- [Who's Mouse Are You?](#) by Robert Kraus
- [Have You Seen My Duckling?](#) by Nancy Tafuri
- [Clifford's Family](#) by Norman Bridwell
- [The Patchwork Quilt](#) by Valerie Flournoy

Online videos from www.sesamestreet.org (search "family")

Appendix Three:

- sample letter to parents for family album project
- "Look Who's in My Family"

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.2 understand that friends share appropriately and play cooperatively.

Cross-Curricular Links

Links to Health

Unit Three

Outcome 1.2

- **Social Studies**
Unit 1: Identity
Outcomes K.1.3
 - identify positive and negative feelings associated with belonging or wanting to belong to a group
- Outcome K.1.4
 - identify and practice skills that would help them resolve conflict
- **Physical Education**
demonstrate respect for the personal space of others
- **Physical Education**
demonstrate an understanding of the effectiveness of group cooperation

Suggested Strategies for Learning and Teaching

1. Read and discuss children’s literature selections such as *A Rainbow of Friends*, *The Worst Best Friend*, or *I’m Sorry*. Discuss how the characters demonstrate sharing, trading, taking turns and playing cooperatively.
2. Brainstorm and record things we should do and things we should say in order to share and play cooperatively.
3. Teachers will model appropriate sharing. Include items that are appropriate for sharing and items that are inappropriate for sharing such as eating utensils or a hairbrush. Students may work in groups to develop their own role play scenarios to present to the class.
4. Teachers will use explicit statements and/or rewards to recognize the cooperative and sharing behaviours of students and to help them internalize the desire to share and play cooperatively. This may be ongoing throughout the year, and possibly incorporated into school initiatives to support positive behaviors. The following ideas may be used to reinforce these behaviors:
 - **Positive Notes:** the teacher may write and post the positive comments made by students throughout the day. The students’ names can be written by their comments.
 - **Positive Pennies:** the teacher may add a penny to a jar each time a positive comment or behavior is demonstrated by a student. A class reward is given when the jar is full.
 - **Positive Pan Balance Scale:** using a pan balance scale labelled with a happy face on one side and a sad face on the other, encourage students to demonstrate sharing and cooperative play by adding a paper clip to the happy face side each time these behaviors are observed or experienced. The class goal is to have the positive behaviors outweigh the behaviors that make them feel sad.

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

Read a selection of children's literature. Using teacher guided questions, monitor the students' ability to identify examples of sharing and cooperative play in the selection.

Observe student participation in the discussion and their examples of ways to share and cooperate. Student responses during discussion should reflect an understanding of sharing, turn taking, trading and/or other fair play interactions.

Resources/Notes

Authorized Children's Literature:

- [A Rainbow of Friends](#)
- [I'm Sorry](#)
- [The Worst Best Friend](#)
- [The Recess Queen](#)

Recommended Children's Literature:

- [We Share Everything](#) by Robert Munsch
- [Dear Daisy, Get Well Soon](#) by Maggie Smith
- [Jessica](#) by Kevin Henkes
- [Knuffle Bunny Too](#) by Mo Willems
- [The Very Cranky Bear](#) by Nick Bland

Cards from the *Second Steps* Program, if available

People in My Neighbourhood
Photographic Learning Cards

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.3 know some community workers and how they help us.

Cross-Curricular Links

Link to Health

Unit Three

Outcome 1.3

- **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

Suggested Strategies for Learning and Teaching

1. Brainstorm a list of community workers and the tools and objects related to their jobs. Some parents may be community workers and students may share their knowledge of how they help in the community. Note that both men and women can work at any job. Use the *People in My Neighbourhood Photographic Learning Cards* and conceal either the right or left hand side of the card. Ask students to either guess the worker when the the tools/related items are visible or guess the tools/related items when the worker is visible.
2. Guest Speaker/Field Trip: Invite a community worker(s) to speak to the class about what they do in the community and how they can help. Examples of community workers include, but are not limited to: teachers, parents, nurses, doctors, police, school patrols, firefighters, farmers, fisherpersons and volunteers.
3. Using *People in My Neighbourhood Photographic Learning Cards*, ask students to give examples of situations where these workers may help us.
AND/OR
Show pictures of community workers and read a scenario that requires help from a community worker. Given a scenario and a selection of pictures, ask students to identify the worker from whom they would seek help.
4. Provide prop boxes for individual community helpers or occupations of interest to the students. They may include items such as costumes, books, tools, posters, and objects related to the job. Students will select items from the prop box and use them for dramatic play. As part of a home project, students may bring in items of interest to them to contribute to the creation of prop boxes. To avoid duplication of prop box items students may be grouped according to community helpers.

Knowledge and Understanding**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.****Suggestions for Assessment**

Matching Activity: Using pictures, match community workers with the tools they use in the job they do in the community. Once a correct match is made, the student should explain how the worker helps us in the community.

Draw a picture of a community worker helping us in the community.

Given a scenario, students will select a community worker to match a situation provide a rationale for their choice.

Resources/Notes

Online Videos can be found at:
www.sesamestreet.org, search
“neighbourhood”

People in My Neighbourhood
Photographic Learning Cards

Appendix Three: scenarios about
community helpers

Prop box ideas to enhance
dramatic play can be found at
[www.alphabet-soup.net/articles/
article13.html](http://www.alphabet-soup.net/articles/article13.html)

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

- 2.1 demonstrate cooperative sharing and playing.

*Cross-Curricular Links***Links to Health**

Unit Three

Outcome 2.1

- **Social Studies**
Unit 1: Identity
Outcome K.1.4
 - identify and practice skills that would help them resolve conflict
- **Physical Education**
demonstrate an understanding of the effectiveness of group cooperation

Suggested Strategies for Learning and Teaching

1. Ask students to give specific examples of play with friends that is fun. Discuss what made it fun and why you have fun with your friends (eg. talking, laughing, sharing, turn taking, playing fairly, etc.). This would be an opportunity to emphasize key concepts such as the anti-bullying message, positive energy, safe play and manners.
2. Students will use a classroom toy or teachers will ask 4-5 students to bring in a group game/toy to model cooperative sharing and play. During this time the teacher will positively reinforce these skills with explicit statements and/or rewards to help children internalize these positive behaviours.
3. Use centers that require students to play cooperatively. Examples of centers are: building a block tower, drawing or painting a picture together, sharing a book, playing Chutes and Ladders or another game, using attribute/pattern blocks or links, playing at a home center using food models and dramatic play props, putting a puzzle together, etc..The students will rotate through the centers and change partners for each activity. They will need to cooperate to decide how to best use the materials. The teacher will be observing how well they play, and listening for appropriate social language.
4. Print the chorus of “Manners - Getting Along With Others” from the CD *Circle Time Activities*. Highlight the words; please, thank you and excuse me. Play the song and encourage the children to sing along and do actions where appropriate. Teachers may extend this activity by having students suggest additional examples of when and how to say please, excuse me and thank you. Select and read a piece of children’s literature from the list in column four, and then discuss the use of polite language such as please, thank you, may I..., when you are finished..., would you like ..., I am sorry... etc..
5. Students will role play various situations in which they use polite language and behaviour. Possible scenarios include: joining play, wanting a toy with which someone else is playing, introducing a friend/yourself, apologizing for something, receiving a gift, inviting someone to join in your play, etc..

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Student responses during discussion should reflect an understanding of sharing, trading, turn taking and other fair play interactions. Teachers may follow up with a written or oral response to the statement “I like to play _____ with friends who _____.”

Observation of cooperative play and use of appropriate social language. Students will be observed sharing, trading and turn taking.

Resources/Notes

Circle Time Activities CD: track #6, “Manners - Getting Along With Others

Authorized Children’s Literature:

- [A Rainbow of Friends](#)
- [The Worst Best Friend](#)
- [The Recess Queen](#)

Recommended Children’s Literature:

- [We Share Everything](#) by Robert Munch
- [Franklin’s Bad Day](#) by P. Bourgeois
- [Cuddly Dudley](#) by Jez Alborough
- [Let’s Talk About Fighting](#) by J. Berry
- [Chicken, Pig, Cow](#) by Ruth Ohi
- [Jungle Bullies](#) by Steven Kroll
- [Chester and the Big Bad Bully](#) by Audrey Penn
- [Howard B. Wigglebottom Learns About Bullies](#) by Howard Binkow and Susan Cornelison

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.2 demonstrate respect for others.

Include the following:

- respecting work and storage space of self and others
- keeping hands, feet and objects to self
- using polite language

Cross-Curricular Links

Links to Health

Unit Three

Outcome 2.2

- **Social Studies**
Unit 1: Identity
Outcomes K.1.4
 - develop an awareness of rules and why they are made
 - identify and practice skills that would help them resolve conflict
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences
- **Physical Education**
demonstrate respect for the personal space of others
- **Physical Education**
demonstrate concern for the safety of self, others and surrounding environment

Suggested Strategies for Learning and Teaching

1. Personal work and storage space: Students will take care of and organize their belongings and classroom materials in an orderly manner.
2. Role play respect for others by:
 - asking permission to borrow items belonging to other people and returning them to the appropriate place
 - taking turns
 - being polite with words and actions
 - keeping hands, feet and objects to self
3. Showing respect in a conversation:

Students will think of their favourite TV show and on the count of three everyone will tell about the show and why they like it. This will create a very noisy environment making it difficult to share and hear ideas. Use a familiar quiet signal to get students attention. Once students stop talking ask:

 - could you hear others' ideas?
 - did the others hear your ideas?
 - how did you feel?

Then discuss ways to listen and share effectively. Explain that readiness to listen means that students should be looking at and listening to the speaker while keeping hands and feet to themselves and their voices silent. Use effective listening and sharing skills to have students converse about their favourite television show.
4. Interrupting a conversation:

Model how to politely interrupt a conversation by raising your hand, waiting for eye contact or a pause in the conversation or saying "excuse me". Students will need to be able to differentiate an emergency (i.e. having to use the washroom, going to get sick, etc.) from a non-emergency situation. In an emergency situation a student should not wait, but say "excuse me" and then verbalize the urgent reason for interrupting. For example "Excuse me. I feel sick!" Otherwise, the student should wait for an appropriate time to interrupt.
5. Asking and Speaking Politely:

Role play how to politely ask to borrow a crayon, use a toy belonging to another student, use the washroom, go to a friend's house, speak to an adult, ask for assistance, etc..

Practice how to apologize by saying sorry when we are wrong, and saying "I forgive you" to others.

Practice problem solving with peers in social situations, which results in a positive solution to tattling.

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

Observe students as they demonstrate organizational skills that show respect within the school setting such as hanging up their coat, tidying up after snack time, putting materials/items away after use, keeping belongings in an assigned area, etc..

Teacher observation of daily student interactions.

Resources/Notes

If available, *Second Steps* program: listening game from Lesson 1

Write Traits Kindergarten,
Lesson 28: “Thank- You”

Authorized Children’s Literature:

- I’m Sorry
- A Rainbow of Friends

Recommended Children’s Literature:

- No, David by David Shannon
- Will I Have a Friend? by Miriam Cohen
- A New Boy in Kindergarten by J. B. Moncure
- Do You Want To Be My Friend? by Eric Carle
- Making Friends by F. Rogers
- Franklin’s New Friend by P. Bourgeois
- Little Polar Bear Finds a Friend by H. de Beer
- The New Friend by Charlotte Zolotow
- I am Respectful by Mary Elizabeth Salzmänn
- Jungle Bullies by Steven Kroll

Attitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

- 3.1 examine personal acceptance of differences in people.

Cross-Curricular Links

Links to Health

Unit Three

Outcome 3.1

- **Social Studies**
Unit 2: Roots
Outcome K.2.3
demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations
- **Religion**
Outcome 4.1
demonstrate awareness that celebrations are one way to recognize how people are similar and unique
- **Physical Education**
demonstrate the ability to cooperate and work with others while respecting individual differences
- discuss fairplay principles in relation to individual differences in performance

Suggested Strategies for Learning and Teaching

Use a children's literature selection to prompt a discussion of how people are alike/different. People may speak different languages, have physical differences, play different games, eat different foods, wear different clothes, have different religious beliefs, etc.. When discussing the literature, emphasize how the characters words and actions demonstrate an acceptance of differences. For example, this would be an excellent opportunity to showcase stories that expose students to different cultures and peoples. Learning about differences encourages acceptance.

The story discussion should get students to think beyond physical traits to such things as religious beliefs, race, family systems, language. Questions may focus on students and how they would feel if they were treated differently than others. What can students do or say to include others?

Attitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment

Write a journal entry about a time when you included another person in your play or social group. Draw a picture of how you both felt as a result.

In a journal, complete the following statements by drawing and/or writing:

I am different and unique because _____.

I am the same because _____.

Resources/Notes

Authorized Children's Literature:

- Whoever You Are
- A Rainbow of Friends

Recommended Children's Literature:

- Come Over to My House by Dr. Seuss
- A Snowy Day by Ezra Jack Keats

Attitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

- 3.2 recognize that cooperating and respecting others contributes to the overall health of self and others.

Benefits to overall health include:

self confidence

self concept

emotional health

inclusion

Cross-Curricular Links

Links to Health

Unit Three

Outcome 3.2

- **Physical Education**
demonstrate respect for the personal space of others

Suggested Strategies for Learning and Teaching

1. Draw attention to specific play interactions such as sharing, including a friend, showing respect, using kind words, etc.. Ask students to think about how they felt during these play interactions. Students may recall activities completed with outcome 2.1 and 2.2 in this unit.
2. Use children’s literature to generate a discussion on what cooperative and respectful behaviour looks and feels like.

Attitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Suggestions for Assessment**Resources/Notes**

Recommended Children's Literature:

- No, David by David Shannon
- Will I have a friend? by Miriam Cohen
- A New Boy in Kindergarten by J. B. Moncure
- Do You Want To Be My Friend? by Eric Carle
- Making Friends by F. Rogers
- Franklin's New Friend by P. Bourgeois
- Little Polar Bear Finds a Friend by H. de Beer
- The New Friend by Charlotte Zolotow
- I am Respectful by Mary Elizabeth Salzmann
- Jungle Bullies by Steven Kroll
- I'm Wendy Blair, Not a Chair by Carolyn MacDiarmia

