

Communities in Canada

Our Local Community

1
CLUSTER

GRADE
2





Cluster 1

Learning Experiences: Overview

2.1.1 Characteristics of Communities

KL-018 Locate their local community on a map of Canada.

KI-004 Identify the defining characteristics of communities.

KI-005 Describe characteristics of their local communities.

Examples: transportation, services, schools...

2.1.2 Natural Resources

KL-016 Name natural resources in their local community.

KL-017 Give examples of ways in which the natural environment influences their communities.

2.1.3 Stories of the Past

KH-025 Relate stories of significant events and people in their local community's past.

KH-025A Relate stories of significant events and people in their local Aboriginal community.

KH-025F Relate stories of significant events and people in their local francophone community.

VH-008 Value personal connections to stories of their community's past.

VH-008A Value personal connections to stories of their Aboriginal community's past.

VH-008F Value personal connections to stories of their francophone community's past.

2.1.4 Culture and Heritage

KI-006 Identify cultural groups in their local communities.

KI-010 Identify their heritage and culture.

KI-010A Identify their Aboriginal heritage and culture.

KI-010F Identify their francophone heritage and culture.

2.1.5 Personal Identity

KI-007 Give examples of factors that shape who they are.

Examples: language, family, community, traditions, gender, where they live...

KI-008 Recognize that stories of their elders, groups, and communities help shape who they are.

KI-008A Recognize that their Aboriginal Elders, ancestors, and communities connect them to the past, present, and future.

KI-009 Describe groups with which they identify.

Examples: cultural, linguistic, community, First Nation...

VI-005 Value their groups and communities.

2.1.6 Contributing to Our Communities

KC-001 Recognize that all members of communities have responsibilities and rights.

VC-001 Value the contributions of individuals to their communities.

VC-002 Be willing to contribute to their groups and communities.

2.1.7 Leadership

KP-033 Identify leaders in their communities.

Examples: mayor, reeve, chief, elders, community volunteers...

KP-034 Give examples of ways in which they may demonstrate leadership.

VP-011 Be sensitive to others when taking on leadership roles.



2.1.8 Remembrance Day

KC-003 Describe Remembrance Day as a time to think about peace and war.

KP-035 Identify possible sources of conflict in groups and communities.

VP-012 Value peaceful, non-violent ways of resolving conflicts.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students focus on various aspects of communities. They locate their local communities on a map and explore the influence of the natural environment, important people and leaders, and cultural groups in their communities. Through stories of their local community, past and present, students become aware of their identity and heritage. They also consider their personal contributions to leadership and peaceful conflict resolution.



Engaging Students in the Cluster

- Create an artifact centre of items and/or pictures from the local community.
- Visit a local museum or community landmarks.
- On a community walk, students sketch their observations and discuss what they would like to learn more about their local community.
- Invite a community leader (e.g., mayor, councillor, reeve, business person, police officer...) to speak to the class.
- Students explore community brochures, videos, and/or websites.
- Students contribute pictures and stories related to their community to a classroom bulletin board.
- Visit a seniors' centre to hear stories from the community's past.
- Invite a community member to visit the class in period dress and discuss life in the past.
- Students bring in or draw pictures (e.g., homes, buildings, landmarks, people...) to create a bulletin board display of the local community.

Learning Experiences Summary

2.1.1 Characteristics of Communities

2.1.5 Personal Identity

2.1.2 Natural Resources

2.1.6 Contributing to Our Communities

2.1.3 Stories of the Past

2.1.7 Leadership

2.1.4 Culture and Heritage

2.1.8 Remembrance Day



Learning Experience: 2.1.1 Characteristics of Communities

- KL-018 *Locate their local community on a map of Canada.*
- KI-004 *Identify the defining characteristics of communities.*
- KI-005 *Describe characteristics of their local communities.*
Examples: transportation, services, schools...

Description of the Learning Experience








Communities are defined by their unique characteristics. Students explore ideas related to their local community, compare their community to other communities, and identify characteristics common to all communities.

Vocabulary: community, recreation, characteristics (See Appendix D for Vocabulary Strategies)










2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
	KI-004 KI-005	<p>Activate</p> <p>Students brainstorm different types of communities (e.g., cultural, social, sports...), as well as characteristics of communities (e.g., transportation, services, schools, shared language, culture, beliefs...). Students discuss how various characteristics define communities, and come to a group consensus on the meaning of community. Students record the definition of community in their journals.</p> <p>TIP: A community refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices, ways of life, and a geographically defined space (e.g., communities in Manitoba include Elm Creek, Lynn Lake...).</p>
	KI-004 KI-005 KL-018	<p>Students locate their local community on a map of Canada. Using maps and atlases, collaborative groups of students create a “Community Acrostic” by identifying other communities in Manitoba that begin with each letter of their community’s name. Students share completed acrostics with peers and discuss characteristics that other communities may have in common with their community. Using push-pins on a map of Manitoba, students identify other communities that have similar characteristics to their local community.</p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		








2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KI-004 KI-005 KL-018	As an Admit Slip, students submit a picture from their local community and another community they have visited. Students locate the communities on a map of Canada, and discuss characteristics that their local community has in common with other communities, as well as common characteristics of all communities.
or		
	KI-004 KI-005	Using print and electronic resources, students browse pictures and websites of Canadian communities. Students list common and unique characteristics of communities represented, and discuss features that are shared by all communities. Tip: Consider exploring unique community landmarks such as the Vegreville Easter Egg, the Selkirk Catfish, or the Narcisse Garter Snake. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Acquire		
	KI-004 KI-005	On a community walk, collaborative groups of students use a digital camera or sketch-and-scan to record examples of characteristics of their local community (e.g., services, gathering places, cultural groups...). Students record how the examples represent their community and sort the images according to student-determined criteria to illustrate defining characteristics of communities.
 BLM: Characteristics of Communities - Community Walk or		
	KI-004 KI-005	Students compose questions and interview, email, or fax community representatives in other places in Manitoba to learn about the characteristics of another community. Students share responses with peers and record common characteristics of communities in a concept map. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
 BLM: Characteristics of Communities - Research or		
	KI-004 KI-005 KL-018	Students read books and listen to stories set in various Canadian communities. Students identify community characteristics illustrated in the stories and discuss similarities and differences. Students locate the communities identified in the literature on a map of Canada, and compare their location with the location of their local community.
<i>(continued)</i>		
Teacher Reflections		

2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i> or
 	KI-004 KI-005 KL-018	Students prepare questions and interview, email, or fax local community leaders to learn about the characteristics of their community. Students share responses with peers and record community characteristics in a concept map. Students locate their local community on a map of Canada, label it, and list its defining characteristics.  BLM: Characteristics of Communities - Research
		or
 		Using print and electronic resources, students research various Manitoba communities. Students locate each of the researched communities on a map and compare the locations with their local community. Students list characteristics of the researched community (e.g., services, gathering places, cultural groups...) and identify similarities with their local community. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		Apply
 	KI-004 KI-005 KL-018	Students create a model or diorama of their local community, highlighting natural and constructed features and defining characteristics (e.g., transportation, services, schools, businesses, parks...). Students include the location of their community on a map of Canada and a description of the community's characteristics.
		or
 	KI-004 KI-005 KL-018	Using a word processor, students create brochures promoting their local community. Students include the location of their community on a map of Canada, and images and descriptions of features and characteristics that define their community. Students share completed brochures with peers. TIP: If local leaders were contacted for information earlier in this learning experience, consider sending them a few completed brochures along with a thank-you note.
		<i>(continued)</i>
Teacher Reflections		

2.1.1 Characteristics of Communities

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
 	KI-004 KI-005 KL-018	Collaborative groups of students create a storyboard and a video highlighting the characteristics of their local community. Students include the location of their community on a map of Canada, scenes illustrating the characteristics of their community (e.g., transportation, services, schools...), and commentary explaining how the highlighted characteristics help define their community. Students share completed videos with peers.
or		
	KI-004 KI-005 KL-018	Using email, students write an invitation to students in another community, describing what they would experience if the students came to visit their local community. Students include a description of the location of their community in Canada, outline community characteristics and features, and ask questions about similar characteristics in their E-pal's community. Students share responses with peers and discuss characteristics that are common to all communities.
or		
 	KI-004 KI-005 KL-018	Collaborative groups of students create a "Communities" bulletin board display. Students include the location of their local community on a map of Canada and pictures and descriptions illustrating the characteristics of communities.
or		
 	KI-004 KI-005 KL-018	Collaborative groups of students create a multimedia presentation illustrating the characteristics of communities. Students include a map of Canada identifying the location of their local community and images and descriptions illustrating the characteristics shared by all communities. Compile group presentations in a class presentation.
<p>Teacher Reflections</p>		



Learning Experience: 2.1.2 Natural Resources

KL-016 Name natural resources in their local community.

KL-017 Give examples of ways in which the natural environment influences their communities.

Science Integration: Grade 2, Cluster 4 – Air and Water in the Environment

Description of the Learning Experience






Manitoba has an abundance of natural resources. Students explore the natural resources of their local community and reflect on the influence of the natural environment.

Vocabulary: natural, resource, natural resource environment (See Appendix D for Vocabulary Strategies)







2.1.2 Natural Resources

Assessment	Outcomes	Strategies
	KL-016 KL-017	<p>Activate</p> <p>Students conduct a classroom natural resources scavenger hunt. Students record examples from within the classroom that are made from natural resources (i.e., plants, animals, soil, minerals, energy sources, air, and water). Students share examples with peers and discuss ways in which natural resources influence their daily lives.</p> <p> BLM: Natural Resources - Scavenger Hunt</p> <p>or</p>
	KL-016 KL-017	<p>In pairs, students explore the meaning of the term “natural resources.” Students list examples of natural items and examples of resources that are used or needed by their community. Using the characteristics of the listed examples, students define the term “natural resources.” Students discuss the definitions and, as a class, reach consensus on the meaning of the term “natural resources.”</p> <p> BLM: Natural Resources - Definition</p>
<i>(continued)</i>		
Teacher Reflections		





2.1.2 Natural Resources

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-016 KL-017	As an Admit Slip, students submit pictures or items that represent or are derived from natural resources. Students sort the examples according to student-determined criteria and share classifications with peers. Students discuss how their classifications relate to natural resources and the natural environment.
— or —		
	KL-016 KL-017	Students brainstorm ways in which the natural environment influences their community (e.g., weather, resources, recreation, jobs...). Students discuss positive and negative influences of the natural environment and natural resources found in their local community (e.g., flat land = cannot ski; many lakes = great fishing...).
Acquire		
	KL-016 KL-017	On a field trip or community walk, students identify examples of natural resources and influences of the natural environment in their local community. Students record examples, using a digital camera or sketch-and-scan. Students label each example and describe its significance to their local community. TIP: Where possible, plan and conduct a field trip to a local business or industry that uses natural resources and/or the natural environment.
— or —		
	KL-016 KL-017	Students prepare questions and interview family and community members to learn how natural resources are used in their community (e.g., agriculture, fishing, mining...), and the influence of the natural environment on their community (e.g., seasonal activities, jobs, recreation...). Students share responses with peers and prepare a bulletin board display illustrating the importance of natural resources and the influence of the natural environment on their community.
— or —		
	KL-016 KL-017	Students prepare and conduct a survey to determine the types of natural resources in their community (e.g., plants, animals, soil, minerals, energy sources, water...), and the influence of the natural resources on community activities (e.g., employment, recreation...). Using a spreadsheet, students record, graph, and analyze the data, and discuss the influence of natural resources on the community.
<i>(continued)</i>		
Teacher Reflections		

2.1.2 Natural Resources

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KL-016 KL-017	Students skim local newspapers and business or telephone directories to identify examples of community activities that are influenced by natural resources and/or the natural environment (e.g., nurseries, landscape and construction companies, parks, agri-business...). Students record the community activity, the way it uses natural resources and/or the influence of the natural environment on the community.  BLM: Natural Resources - In and Around Our Community
or		
	KL-016 KL-017	Collaborative groups of students select a number of examples of natural resources and features of the natural environment from within their community. Students list each resource/feature and identify who uses it, examples of ways in which it is used, where it is found, why it is used, when it is used, and how it influences their local community. Students share results with peers.  BLM: Natural Resources - W-5 Chart
or		
	KL-016 KL-017	Students compose questions and interview, email, or fax a community person who works with natural resources or the natural environment (e.g., conservation officer, miner, forester, fisher, farmer...) to learn about natural resources in their community and ways in which the natural environment influences their community. Students share responses and record information in their journals.
Apply		
	KL-016 KL-017	Using a guided Sharing Circle, students discuss how the natural environment affects the community. To begin the circle, ask the students to share why the natural environment is important. Each student shares what he or she has learned about the natural resources in the community.
<i>(continued)</i>		
<p>Teacher Reflections</p>		

2.1.2 Natural Resources

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KL-016 KL-017	Students perform mock interviews of “natural resources.” Pairs of students assume the role of an interviewer or a natural resource. The “natural resource” student takes on the role of a plant, animal, or mineral, and answers questions related to its role and importance in the community (e.g., “What are you?” “Why are you important to the community?”).
 	KL-016 KL-017	Collaborative groups of students create a model or diorama of their community. Students illustrate the various types of natural resources, where they are located, and how they are used in the local community. Students include representations of human interactions with the natural environment (e.g., recreation, forestry, habitat preservation...). Students share their models/dioramas with peers and describe the importance of natural resources and ways in which the natural environment influences their community.
<p>Teacher Reflections</p>		



Learning Experience: 2.1.3 Stories of the Past

- KH-025 Relate stories of significant events and people in their local community’s past.
- KH-025A Relate stories of significant events and people in their local Aboriginal community.
- KH-025F Relate stories of significant events and people in their local francophone community.
- VH-008 Value personal connections to stories of their community’s past.
- VH-008A Value personal connections to stories of their Aboriginal community’s past.
- VH-008F Value personal connections to stories of their francophone community’s past.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience








Every community is enriched by significant events and people from the past. Students identify events and people in their local community’s past, describe their significance, and explore how they help make the students feel connected to their community’s past.

Vocabulary: history, significant, events, the past (See Appendix D for Vocabulary Strategies)





2.1.3 Stories of the Past

Assessment	Outcomes	Strategies		
	KH-025 KH-025A KH-025F VH-008 VH-008A	<p>Activate</p> <p>Students brainstorm significant events and people in their community, and sort the list according to present or past. Students discuss the significance of the people and events and what they tell them about their community’s past.</p> <p>TIP: Encourage students to think of people and events of the past with prompting questions such as: “Do you remember when...?” or “What stories do your caregivers or elders tell about the past?”</p>		
		or		
			KH-025 KH-025A KH-025F VH-008 VH-008A	<p>As an Admit Slip, students submit stories or news reports describing significant events and people in their local community’s past. Students discuss the significance of the people and events and what they tell them about their community’s past. Post stories/reports on a classroom bulletin board.</p>
<i>(continued)</i>				
<p>Teacher Reflections</p>				









2.1.3 Stories of the Past

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
 	KH-025 KH-025A KH-025F VH-008 VH-008A	On a community walk, students record ideas and images related to events and people in their community’s past (e.g., statues, monuments or museums, roads, streets or places named after local people, buildings...). Students discuss the significance of the examples and what they tell them about their community’s past. TIP: Students may record images with a digital camera or sketch-and-scan.
	or	
	KH-025 KH-025A KH-025F VH-008 VH-008A	Students interview family members, neighbours, or other adults to learn about significant events and people in their community’s past. Students record the details of the stories to share with peers in a retelling.  BLM: Stories of the Past - Retelling
	or	
Acquire		
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Using print and electronic resources, students research significant events and people in their local community’s past. Students record the details and the importance of each event and/or person, and describe how each helps them feel connected to their community’s past. TIP: Many communities have local history projects documenting significant events and people in the community.
	or	
	KH-025 KH-025A KH-025F VH-008 VH-008A	Collaborative groups of students list place names in their local community that may have their origins in significant local events or people of the past (e.g., parks, streets, buildings, geographic features...). Students interview community members to learn about the origins of each name and share their findings with peers. TIP: Consider introducing this strategy as a mystery to be solved, with the students assuming the roles of detectives.
	<i>(continued)</i>	
Teacher Reflections		

2.1.3 Stories of the Past

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-025A VH-008A	<p>Students discuss how stories help them understand the past. Students listen to various Aboriginal stories and reflect on how they help them understand significant events and people in their Aboriginal community's past. Invite an Elder to share stories of significant events and people in their local Aboriginal community.</p> <p>TIP: Explain that long-ago storytellers passed on local stories to community members. A good storyteller was a valuable asset to a community. Read a story that is relevant to the Aboriginal community and create a classroom display of stories for students to read.</p> <p>Supporting websites can be found at http://www3.edu.gov.mb.ca/cn/links/ss</p>
— or —		
	KH-025 KH-025A KH-025F VH-008 VH-008A	<p>Invite local community members to share stories of significant events and people from the past. As students listen, they sketch their thoughts and write a summary of the story, describing how it helps them feel connected to their community's past.</p> <p>TIP: Encourage the guest speaker to bring pictures and artifacts and describe their significance.</p>
Apply		
	KH-025 KH-025A KH-025F VH-008 VH-008A	<p>Collaborative groups of students plan and dramatize newscasts or documentaries relating stories of significant events and people in their community's past. Students describe the significance of the events and/or people, and include interviews in which students describe how the events and/or people help them feel connected to their community's past.</p> <p>TIP: Consider videotaping the dramatizations and sharing them with a broader audience (e.g., parents, town/city council, local historical society...).</p>
— or —		
	KH-025 KH-025A KH-025F VH-008 VH-008A	<p>Students create a bulletin board display of significant events and people in their community's past. Students include illustrations of the events/people, and describe their significance and how each helps them feel connected to their community's past.</p>
<i>(continued)</i>		
Teacher Reflections		

2.1.3 Stories of the Past

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Collaborative groups of students create a multimedia presentation profiling significant events and people in their community’s past. Students create slides/pages illustrating important events and people, explain their significance, and describe how each helps them feel connected to their community’s past. Compile group presentations in a class presentation.
	KH-025 KH-025A KH-025F VH-008 VH-008A	Students create a timeline illustrating significant events and people in their community’s past. Students display events and people chronologically, and describe their significance and how each helps them feel connected to their community’s past.
	KH-025 KH-025A KH-025F VH-008 VH-008A	Prepare a “Storytelling Basket.” Place objects representing significant events and people in the community’s past in a basket. In a Sharing Circle, students take turns selecting objects from the basket to tell stories about events and people in the community’s past. They also describe how the event or person helps them feel connected to their community’s past.
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Using a RAFT, students relate stories of significant events and people in their community’s past. Students describe the significance of the event or person and how it helps them feel connected to their community’s past.
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Students relate stories of significant events and people in their community’s past as a song or ballad. Students identify the event/person, describe its significance, and how it helps them feel connected to their community’s past. Students share songs and ballads with peers.
<p>Teacher Reflections</p>		



Learning Experience: 2.1.4 Culture and Heritage

- KI-006 Identify cultural groups in their local communities.
- KI-010 Identify their heritage and culture.
- KI-010A Identify their Aboriginal heritage and culture.
- KI-010F Identify their francophone heritage and culture.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience






Every individual has a personal history. Students explore the meaning of heritage and culture to learn about themselves and the various cultures in their community.

Vocabulary: culture, heritage, traditions, celebrations, ceremonies (See Appendix D for Vocabulary Strategies)









2.1.4 Culture and Heritage

Assessment	Outcomes	Strategies
	KI-006 KI-010 KI-010A	<p>Activate</p> <p>Students brainstorm and discuss the meaning of the terms “culture” and “heritage,” and create Mind Maps to illustrate culture and heritage.</p> <p><i>Culture: Knowledge, beliefs, customs, traditions, laws, ceremonies, celebrations, and other practices agreed upon by a group of people.</i></p> <p><i>Heritage: Important things from the past. Heritage can be personal or family-related (memories or keepsakes), local (buildings), or national (languages or green spaces).</i></p>
	KI-006 KI-010 KI-010A	<p>Collaborative groups of students sort given terms as either “culture” or “non-culture.” They reflect on their own culture by adding to the list other groups within the community that they personally belong to. They identify which groups are cultural and which are not.</p> <p> BLM: Culture and Heritage - T-Chart</p>
(continued)		
<p>Teacher Reflections</p>		

2.1.4 Culture and Heritage

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-006 KI-010 KI-010A	Collaborative groups of students read books that focus on heritage and culture. Students brainstorm ideas related to their heritage and culture, and discuss what is meant by the terms. They share their ideas with other groups.
or		
	KI-006 KI-010 KI-010A	Students discuss their ethnic origin and record their family’s place of origin on word cards. Using push-pins, they attach the word cards to corresponding locations on a wall map of the world. Students use pieces of string to connect pins from various locations in the world to a pin at the site of the local community.
Acquire		
	KI-006 KI-010 KI-010A	Students research their own heritage and culture. They generate questions and interview family members about their country of origin as well as other significant aspects of their past. They record information, which is included in a class “Heritage Book.” TIP: This can take the form of individual research or small-group work. Be aware of sensitive family/cultural issues that may affect this learning strategy.
or		
	KI-006 KI-010 KI-010A	Students prepare questions and invite guests who represent various cultures to speak to the class in order to identify cultural groups in the local community. Students write follow-up thank-you letters expressing appreciation for the information shared by the guests. TIP: Alternatively, take a real or virtual field trip to a local cultural centre to meet cultural representatives.
or		
	KI-010A	Using community print and electronic resources, collaborative groups of students research their Aboriginal heritage and culture. They listen to Aboriginal storytellers, read Aboriginal stories, and visit Aboriginal centres in their community. Students record information and share their findings with other groups. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Teacher Reflections		

2.1.4 Culture and Heritage

Assessment	Outcomes	Strategies
 	KI-006 KI-010 KI-010A	<p>Apply</p> <p>Students create visual and/or written representations of their culture and heritage (e.g., posters, videos, journal, Story Vine...). Post student work in a class “Culture and Heritage” display.</p> <hr/> or
 	KI-006 KI-010 KI-010A	<p>Collaborative groups of students collect brochures, newspaper articles, pictures, artifacts, and posters that represent the culture and heritage of their local community, and display them in a class cultural centre.</p> <hr/> or
 	KI-006 KI-010 KI-010A	<p>Students host a “Culture and Heritage Day.” They invite grandparents or other family members to share their culture through customs or traditions such as music, dance, food, or clothing. Students write thank-you letters describing what they learned about the guests’ culture.</p> <p>Tip: Encourage the school Physical Education teacher to incorporate ethnic dancing in gym class.</p> <hr/> or
	KI-006 KI-010 KI-010A	<p>Students write and orally share stories that relate to their culture and heritage, which may be compiled in a class history book to share with family and peers.</p> <p>TIP: The book may also be produced as an audio or video recording.</p> <hr/> or
	KI-006 KI-010 KI-010A	<p>Students collect and create a classroom display of items representing their culture and heritage (e.g., recipes, songs, pictures, artifacts...). Students write brief descriptions for each item displayed.</p> <p>TIP: Invite students from other classes or grades to view the displays.</p>
<p>Teacher Reflections</p>		

Teacher Reflections



Learning Experience: 2.1.5 Personal Identity

- KI-007 Give examples of factors that shape who they are.
Examples: language, family, community, traditions, gender, where they live...

- KI-008 Recognize that stories of their elders, groups, and communities help shape who they are.

- KI-008A Recognize that their Aboriginal Elders, ancestors, and communities connect them to the past, present, and future.

- KI-009 Describe groups with which they identify.
Examples: cultural, linguistic, community, First Nation...

- VI-005 Value their groups and communities.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

Every individual is unique and has been shaped by the experiences of her or his family, groups, and community, as well as by ancestors who connects her or him to the past. Students explore factors that shape their identity and, in so doing, come to value the groups and communities to which they belong.






FAMILY NOTE: In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).

Vocabulary: individual, elders, Aboriginal Elders, groups, stories, ancestors, identity (See Appendix D for Vocabulary Strategies)






2.1.5 Personal Identity

Assessment	Outcomes	Strategies
	KI-007 KI-009 VI-005	<p style="text-align: center;">Activate</p> Students read books that relate to factors that shape who they are (e.g., language, family, community, traditions, gender, where they live...) and groups with which they may identify (e.g., cultural, sports, recreation...). Students brainstorm factors that shape who they are and record them on a class chart.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	As an Admit Slip, students share stories they have heard from family members, or from the groups and communities, which are important to them and shape who they are.
<i>(continued)</i>		
Teacher Reflections		

2.1.5 Personal Identity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KI-007 KI-009	Collaborative groups of students brainstorm and create a mind map of the factors that make them unique and shape who they are. Groups share their ideas in a class discussion.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	Collaborative groups of students create a pie graph illustrating groups to which they belong. They list and organize the names of their groups into various categories (e.g., personal, family, school, and community...). They share their graphs with peers.
Acquire		
	KI-007 KI-008 KI-008A KI-009	Students describe their role in one of the groups or communities to which they belong. They discuss how their role in the group shapes who they are (e.g., “I belong to a baseball team.” “I am the pitcher.” “My job is to work as part of the team.” “I learn to get along with others.”). Students discuss how membership in groups is a factor that shapes who they are, and they record ideas in their journals.
or		
	KI-007 KI-008 KI-009	Students listen to stories at a family gathering or arrange a special visiting time when a person in the family can be interviewed. They generate questions to explore traits they have inherited or acquired, such as the way they walk, the colour of their hair, or physical gestures. They record three traits and identify the person or persons from whom the traits were inherited.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	As an Admit Slip, students share a photograph of a family member and a photograph of themselves. Students discuss the traits they have inherited from this person. Using a bulletin board display, students play a matching game. Family photos are mixed up and students match family members’ photos with student photos. TIP: If photos are unavailable, take pictures with a digital camera.
Teacher Reflections		

2.1.5 Personal Identity

Assessment	Outcomes	Strategies
	KI-007 KI-008 KI-008A? KI-009 VI-005	<p>Apply</p> <p>Students create a “Who Am I?” game. Using index cards, students write three factors that shape who they are (e.g., “I am a member of Brownies. I speak French. I take dancing lessons. Who am I?”). The cards are collected and put in a box. Each day students solve one “Who Am I?”. After all have been solved, display and match a photo of each student with her or his factors.</p> <hr/> or
	KI-007 KI-008 KI-008A KI-009	<p>Students write a story related to factors that shape who they are, including the groups and communities with which they identify. They create a self-portrait to accompany their story. Stories are gathered together in a class book.</p> <hr/> or
	KI-007 KI-008 KI-008A KI-009 VI-005	<p>Collaborative groups of students create “Personal Identity” visual representations (e.g., collages, wall murals...), illustrating factors that shape who they are, including the groups and communities with which they identify.</p> <hr/> or
	KI-007 KI-008 KI-008A KI-009 VI-005	<p>Collaborative groups of students create songs or role-plays illustrating factors that shape who they are, including the groups and communities with which they identify. Students present songs/role-plays to their peers.</p> <hr/> or
	KI-007 KI-008 KI-008A KI-009 VI-005	<p>Students write letters to their parents or elders/Aboriginal Elders, describing factors and stories that shape who they are and how much they value their elders’/Aboriginal Elders’ help in connecting them to the past.</p>
<p>Teacher Reflections</p>		

Teacher Reflections



Learning Experience: 2.1.6 Contributing to Our Communities




- KC-001 Recognize that all members of communities have responsibilities and rights.
- VC-001 Value the contributions of individuals to their communities.
- VC-002 Be willing to contribute to their groups and communities.

Description of the Learning Experience






Every individual living within a community has responsibilities and rights and the potential to contribute to the well-being of the community. Students explore ideas related to responsibilities and rights, and become aware of the individuals who contribute to their local community, as well as ways in which they themselves can make contributions to their local community.

Vocabulary: responsibility, right, member, contribute, contributions (See Appendix D for Vocabulary Strategies)









2.1.6 Contributing to Our Communities

Assessment	Outcomes	Strategies
	KC-001	<p>Activate</p> <p>Students brainstorm and discuss examples of responsibilities and rights at home and at school. Examples of responsibilities and rights are recorded on a class T-chart.</p>
or		
	KC-001	<p>Students brainstorm the names of important people and places in the community (e.g., fire station/firefighters, police station/police officers, school/principal...). Ideas are recorded on a class chart.</p>
or		
	KC-001	<p>Collaborative groups of students listen to or read books about the concept of community. They discuss ways in which a community is like a family. On a class chart, they list various people in the community and examples of contributions of individuals to their communities. Students also list ways they may contribute to their groups and communities.</p>
<p>Teacher Reflections</p>		

2.1.6 Contributing to Our Communities

Assessment	Outcomes	Strategies
Acquire		
	KC-001 VC-001 VC-002	Collaborative groups of students record their personal responsibilities and rights, and contributions they make at home, at school, and in the community. They share their ideas and compile a class list of responsibilities and rights. They discuss how their responsibilities are similar to or different from each other.
or		
	KC-001	Students select one community member (e.g., teacher, postal worker, gas station attendant...). Students draw a picture of where that person works and describe his or her contributions to the community. Students share their drawings with peers.
or		
	KC-001 VC-001 VC-002	Using print and electronic resources, collaborative groups of students research various individuals' responsibilities and contributions to the community (e.g., mayor, police chief, rabbi...). Students share their research with peers.
or		
	KC-001 VC-001 VC-002	Students compose questions to interview students in other classes in the school to determine what contributions they make to their groups and communities. Students compile the data in a class chart entitled "Ways We Contribute to the Community."
Apply		
	KC-001 VC-001 VC-002	Students write prose or poetry about the responsibilities, rights, and contributions of various individuals in the community. Compile pieces in a class "Community Book."
<i>(continued)</i>		
Teacher Reflections		

2.1.6 Contributing to Our Communities

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
_____ or _____		
 	KC-001 VC-001 VC-002	Using a variety of media, collaborative groups of students illustrate responsibilities, rights, and contributions of individuals to their communities. Tip: Display illustrations in public areas of the school to encourage responsible behaviour and appreciation for community members.
_____ or _____		
 	KC-001 VC-001 VC-002	Collaborative groups of students dramatize examples of individuals' responsibilities, rights, and contributions to their community. Students viewing the presentations determine whether the dramatized actions are responsibilities, rights, or contributions.
_____ or _____		
 	VC-001	Students write thank-you letters to selected community members (e.g., garbage collector, police officer, teacher...), acknowledging their contributions to the community.
_____ or _____		
 	KC-001 VC-001 VC-002	Students nominate other students in the school whom they believe contribute to the well-being of the school community. They write speeches to introduce their nominees and present them with "Good Citizen" awards in a class ceremony, describing their contributions to peers.
Teacher Reflections		

Teacher Reflections



Learning Experience: 2.1.7 Leadership

- KP-033 Identify leaders in their communities.
Examples: mayor, reeve, chief, elders, community volunteers...
- KP-034 Give examples of ways in which they may demonstrate leadership.
- VP-011 Be sensitive to others when taking on leadership roles.

Description of the Learning Experience

Effective leaders help make our communities strong. Students identify community leaders, their qualities, and their contributions to the community, and describe ways in which they have personally demonstrated leadership.

Vocabulary: leader, leadership (See Appendix D for Vocabulary Strategies.)







2.1.7 Leadership

Assessment	Outcomes	Strategies
	KP-033 KP-034	<p>Activate</p> <p>Using a Word Sort, collaborative groups of students sort examples of leaders according to leaders at school and leaders in the community. Students add additional examples of leaders in their communities, and discuss the characteristics of leaders and the roles each plays.</p> <p> BLM: Leadership - Word Sort</p> <p>_____ or _____</p>
	KP-034 VP-011	<p>Students play a leadership game (e.g., “Simon Says...”). Students discuss how they felt when they were the leader, as well as the actions leaders can take to demonstrate sensitivity to others (e.g., politeness, listening skills, kindness...).</p> <p>_____ or _____</p>
	KP-033 KP-034	<p>Students brainstorm the names of leaders in the school and the local community. Students sort the names according to student-determined criteria, and discuss the characteristics of leaders, as well as the roles leaders play in their lives.</p>






(continued)

Teacher Reflections

2.1.7 Leadership

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 <p>Appendix A Skill 3a</p>	<p>KP-034 VP-011</p>	<p>As an Admit Slip, students share an example of an instance when they demonstrated leadership. Students discuss how they felt when they were the leader and the actions leaders can take to demonstrate sensitivity to others.</p>
Acquire		
 <p>Appendix A Skill 4</p>	<p>KP-033 KP-034 VP-011</p>	<p>Collaborative groups of students research leaders in their communities. Students identify leaders, describe the leaders' roles and responsibilities, give examples of their leadership, and list characteristics that demonstrate ways in which the leaders are sensitive to others while exercising their leadership. Students describe actions they would initiate if they were in the role of the researched leader. Students share information with peers.</p> <p> BLM: Leadership - Community Leader Profile</p>
or		
 <p>Appendix A Skill 9f</p>	<p>KP-033 KP-034 VP-011</p>	<p>Students discuss with their parents or other adults examples of ways in which each student has demonstrated leadership, and the roles of leaders in their community. Students record examples of their own leadership as well as examples of community leadership, and identify the qualities leaders need to exercise to demonstrate sensitivity to others. Students share their examples with the class and discuss the importance of leadership in their community.</p> <p> BLM: Leadership - Examples</p>
or		
 <p>Appendix A Skill 6d</p>	<p>KP-033 KP-034 VP-011</p>	<p>Students compose questions and interview community leaders to learn about their roles, ways they demonstrate leadership, and ways in which they need to be sensitive to others as they exercise leadership. Students record information in their journals and share results with peers.</p>
<p>Teacher Reflections</p>		

2.1.7 Leadership

Assessment	Outcomes	Strategies
		Apply
	KP-033	<p>Students create leadership trading cards profiling leaders in their communities. Students include pictures of community leaders and list their “statistics” (e.g., title, number of years in the position, examples of leadership, responsibilities...). Students share and/or trade cards with peers.</p> <p>Tip: Consider reproducing the cards and sending copies to the selected leaders.</p>
or		
	KP-033 KP-034 VP-011	<p>Students choose a leader in their community and write thank-you cards, acknowledging his or her contributions to the community. Students describe qualities the leader exhibits and share an example of when he or she personally demonstrated leadership.</p>
or		
	KP-033 KP-034 VP-011	<p>Collaborative groups of students create a list of student leadership qualities they value in their school and match each quality on the list with actions and behaviours that demonstrate that quality. Students post their lists and perform a role-play of a scenario that illustrates each quality. Peers identify the quality from the list being dramatized.</p>
or		
	KP-033 KP-034 VP-011	<p>Using a word processor, students create community leadership “Wanted Posters.” Students include qualities that make a good leader, examples of leaders in their communities who demonstrate leadership qualities, and ways in which they may personally demonstrate leadership and sensitivity. Display posters to share positive leadership ideas with other students in the school.</p>
or		
	KP-033 KP-034 VP-011	<p>Students engage in a “Random Acts of Kindness” campaign to acknowledge leaders in their class and school. Students prepare certificates celebrating leadership qualities and present them to individuals in the school community when they observe them demonstrating leadership. Students share examples of leadership they identified and discuss how acts of leadership influence their school’s culture.</p>
<p>Teacher Reflections</p>		

Teacher Reflections



Learning Experience: 2.1.8 Remembrance Day

- KC-003 Describe Remembrance Day as a time to think about peace and war.
- KP-035 Identify possible sources of conflict in groups and communities.
- VP-012 Value peaceful, non-violent ways of resolving conflicts.

Description of the Learning Experience

Remembrance Day is a time to think about peaceful ways of resolving conflict. Students learn about the importance of Remembrance Day and how it relates to conflict in groups and communities. They demonstrate their understanding of its importance by preparing peaceful messages and attending a Remembrance Day ceremony.







Note: Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience.

Vocabulary: Remembrance Day, peace, conflict, war (See Appendix D for Vocabulary Strategies.)












2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
	KP-033 KP-035	<p>Activate</p> <p>Using a Word Splash, collaborative groups of students identify words they know that are related to Remembrance Day, and brainstorm other words not on the list.</p> <p> BLM: Remembrance Day - Word Splash</p> <p>_____ or _____</p>
	KC-033 KP-035 VP-012	<p>Students listen to or read books and poems about peace and conflict or war. They brainstorm possible sources of conflict in groups and communities, as well as peaceful ways of resolving conflict, which are discussed and recorded on a class chart.</p> <p>_____ or _____</p>
	KC-003 KP-035 VP-012	<p>Students discuss what Remembrance Day means to them. They brainstorm why “remembering” is important, and identify possible sources of conflict in groups and communities.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-035 VP-012	Collaborative groups of students identify possible sources of conflict in groups and communities, as well as peaceful, non-violent ways of resolving those conflicts. Groups present and discuss their ideas with peers, which are recorded on a class chart.
Acquire		
	KP-035 VP-012	Collaborative groups of students identify conflicts they have witnessed at school or in the community. They record examples of both conflicts, and peaceful, non-violent ways of resolving each conflict. They share their ideas with other groups and compile them in a class chart.  BLM: Remembrance Day - Conflict Chart
or		
	KC-003 VP-012	Students read or listen to books related to Remembrance Day. They reflect in their journals about Remembrance Day as a time to think about peace and war.
or		
	KC-003 KP-035 VP-012	Students prepare questions and invite war veterans or peacekeepers from the community to discuss Remembrance Day, as well as peaceful, non-violent ways of dealing with conflict.
or		
	KC-003 VP-012	Students prepare questions and interview family members, teachers, and others regarding their thoughts on Remembrance Day as a time to think about peace and war. They record ideas gathered in their interviews, along with personal reflections about Remembrance Day, and compile them in a class book.
Teacher Reflections		












2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
 	KC-003 KP-035 VP-012	<p>Apply</p> <p>Using a variety of media (e.g., drawings, photographs, models, writing...), collaborative groups of students create Remembrance Day displays. They include images of people living together peacefully, Remembrance Day symbols (e.g., poppies, memorials, medals, veterans...), and descriptions of peaceful, non-violent ways of resolving conflicts.</p>
or		
 	KC-003 KP-035 VP-012	<p>Students write an acrostic poem using the words “peace,” “conflict,” or “remember.” Poems are written on green paper cut into the shape of their traced hands. The hands are mounted around the outside of a picture of the Earth to create a wreath.</p>
or		
 	KC-003 VP-012	<p>Students write reflections about Remembrance Day as a time to think about peace and war, and as well, about peaceful, non-violent ways of resolving conflicts. Reflections may be presented at a Remembrance Day ceremony.</p>
or		
 	KC-003	<p>Collaborative groups of students create a slide show about Remembrance Day and/or peaceful, non-violent ways of resolving conflict. They include images of memorials or cenotaphs and descriptions to accompany each picture.</p> <p>Tip: The online version of this BLM is a hot-linked list of cenotaphs in Manitoba. The linked sites provide a picture and information about each cenotaph.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Remembrance Day - Teacher Resource: Cenotaphs</p>
or		
 	KP-035 VP-012	<p>Collaborative groups of students dramatize examples of peaceful, non-violent ways of resolving conflicts, and present their dramatizations to other classes in the school.</p>

(continued)

Teacher Reflections

2.1.8 Remembrance Day

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KC-003 KP-035 VP-012	Students compose and mail, fax, or email a peace card to someone they know. They write messages related to Remembrance Day, and/or the importance of peaceful, non-violent conflict resolution. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
 	KC-003 KP-035 VP-012	Students reflect on and write about the various symbols of Remembrance Day (e.g., poppy, cross, dove, cenotaph...) and the importance of Remembrance Day as a time to think about peace and war.  BLM: Remembrance Day - Symbols
 	KC-003	Students write letters to Canadian veterans or peacekeepers, thanking them for their commitment to Canada, and reflecting on the importance of Remembrance Day as a time to think about peace and war. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
 	KP-035 VP-012	Students create posters promoting peaceful, non-violent ways of resolving conflicts, which are displayed throughout the school to encourage positive behaviour.
 	KC-003 VP-012	Collaborative groups of students write and/or memorize poems, or prepare songs about Remembrance Day and/or peaceful, non-violent ways of resolving conflicts. Poems or songs may be presented at a school assembly or Remembrance Day ceremony.
Teacher Reflections		

Cluster 1 — Connecting and Reflecting

Using their “Our Local Community” portfolio, students reflect on the people, places, and stories of their community, and describe how they can contribute to the community.



2.1.8 BLM: Cluster 1 - Connecting and Reflecting
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Teacher Reflections