



EDUCATION FOR SUSTAINABLE
DEVELOPMENT: KINDERGARTEN
TO GRADE 4 POSTER ACTIVITIES

Grade 1

GRADE 1 LEARNING EXPERIENCES

The lessons and activities presented in this website and related links are to supplement existing curriculum guidelines.

Sustainable Development Themes Related to the K-4 ESD Poster Learning Experiences

Learning Experience	Subject	Cluster Section	SLO	Page
1. Festival!	Social Studies	1. I Belong (1.1.2: Cultural Expressions)	VI-003: Respect stories, traditions, and celebrations of others	1-7
2. What Does Peace Feel Like?	Social Studies	1. I Belong (1.1.4: Remembrance Day)	KC-004: Identify Remembrance Day as a time to think about peace and war.	1-11
	Physical Education/ Health Education	4. Personal and Social Management— Knowledge	K.4.1.B.2a: Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums . . .) of expressing feelings and emotions that contribute to getting along with others.	
3. Take Care of This Place	Social Studies	2. My Environment (1.2.4: My Community)	VL-008: Respect neighbourhood and community places and landmarks. <i>Examples: do not litter or vandalize . . .</i>	1-15
	Physical Education/ Health Education	4. Personal and Social Management— Skills	S.4.1.A.3: Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others . . .) in daily routines.	

continued

Learning Experience	Subject	Cluster Section	SLO	Page
4. What's for Dinner?	Social Studies	2. My Environment (1.2.5: The Natural Environment)	KL-012: Recognize that people depend on the environment for survival.	1-17
	Science	1. Characteristics and Needs of Living Things	<p>1-1-07: Recognize that plants, animals, and humans, as living things, have particular needs. <i>Examples: plants need sunlight and water . . .</i></p> <p>1-1-08: Describe what is needed to care for a pet, a farm animal, or an indoor plant. <i>Examples: provide fresh water for their hamster daily, feed and bed calves regularly . . .</i></p> <p>1-1-09: Compare ways in which humans and other animals meet their needs. <i>Examples: senses, locomotion, tools . . .</i></p> <p>1-1-10: Describe how humans and other living things depend on their environment to meet their needs. <i>Examples: the environment provides humans and other living things with food . . .</i></p>	
5. Micro-Hike	Science	1. Characteristics and Needs of Living Things	<p>1-1-06: Observe and identify similarities in life processes between themselves and other living things. <i>Examples: they eat, sleep, grow, and breathe, and so do other living things . . .</i></p> <p>1-1-10: Describe how humans and other living things depend on their environment to meet their needs. <i>Examples: the environment provides humans and other living things with food . . .</i></p>	1-21
6. Needs of Plants	Science	1. Characteristics and Needs of Living Things	<p>1-1-08: Describe what is needed to care for a pet, a farm animal, or an indoor plant. <i>Examples: provide fresh water for their hamster daily, feed and bed calves regularly . . .</i></p>	1-25

continued

Learning Experience	Subject	Cluster Section	SLO	Page
7. Take a Vote	Science	1. Characteristics and Needs of Living Things	1-1-13: Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things. <i>Examples: wash hands before eating, reduce amount of waste produced by the class . . .</i>	1-29
	Physical Education/ Health Education	4. Personal and Social Management—Skills	S.4.1.A.3: Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others . . .) in daily routines.	
8. Create a Creature	Science	3. Characteristics of Objects and Materials	1-3-11: Demonstrate ways to reduce, reuse, and recycle materials during classroom learning experiences.	1-31
9. Let's Help Out	Science	4. Daily and Seasonal Changes	1-4-17: Use the design process to construct a device or structure that helps a Manitoba animal adjust to seasonal changes. <i>Examples: winter bird feeder, dog house, dog "booties" for winter . . .</i>	1-33
10. How Are You Feeling?	Physical Education/ Health Education	4. Personal and Social Management—Knowledge	K.4.1.B.2a: Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums . . .) of expressing feelings and emotions that contribute to getting along with others.	1-37
11. Take the Mouthwash Challenge	Physical Education/ Health Education	5. Healthy Lifestyle Practices	K.5.1.A.3: Identify daily dental hygiene practises (e.g., regular brushing and flossing, healthy food choices . . .) for care of primary and permanent teeth.	1-39

Notes

Targeted Outcome/Intended Learning:

Social Studies: Cluster 1: I Belong (1.1.2: Cultural Expressions)

VI-003: Respect the stories, traditions, and celebrations of others.

Related Activity: Activity Centre #1



Background:

The following free resource is available from Citizenship and Immigration Canada (Communications Branch). Do an Internet search to locate them online.

“The Voices of Our People” activity kit (ages 5–13) to help students know themselves better and to connect to each other, their community, and country.

Materials:

Objects from different cultures in the community, such as

- a menu from a Greek restaurant
- a Tae Kwon Do school brochure
- a Festival du Voyageur sash
- a package of tortilla chips, etc.
- something from students’ homes that reflects their culture
- a map of the world
- paper and pencils/colouring materials
- books about other cultures/traditions

For Mardi Gras activities:

- large plastic bottles (e.g., milk jugs, liquid laundry detergent bottles that are well washed and cut in half), pop bottles, tin containers, cardboard tubing
- buttons, ribbons, fabric scraps, coloured paper scraps, and other material for decorating masks and musical instruments
- cake mix and ingredients
- Suggested K–4 ESD Poster picture cards: 4, 12, 26. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Websites:

Go to <www.essortment.com/all/gameforchild_rwnd.htm> for games from around the world.

For information on holidays around the world, go to <www.holidays.net>.

For Mardi Gras in particular, go to <www.holidays.net/mardigras/story.htm>.

Books:

A Calendar of Festivals. Manitoba Education Library Call #394.26 G54.

Uncle Vova's Tree by Patricia Polacco (1989). Manitoba Education Library Call #E Pol.

The Big Storm by R. Tregobov and M. Kovalski (1992). Manitoba Education Library Call #E Tre.

Me and Mr. Mah by A. Spalding and J. Wilson (2001). Manitoba Education Library Call #E Spa.

Sooshewan, Child of the Beothuk by Donald Gale (1988). Manitoba Education Library Call #3 E Gal.

Activity Directions:**Activity 1:**

Have students bring in samples of objects from different cultures in the community (e.g., a menu from a Greek restaurant, a Tae Kwon Do school brochure, something from home that reflects their culture, etc.). See if students can identify the country of origin of the item. Together, locate the countries of origin on a map of the world.

Activity 2:

Invite a community member/elder to the school to visit the class and talk about culture. If one of the students has traditional clothing, ask if they could wear it to class or show it to the class. Invite students who know traditional dances or play a traditional musical instrument to demonstrate their talents.

Activity 3:

Read stories about other cultures, celebrations, and traditions. Potential books include *Uncle Vova's Tree*, *The Big Storm*, *Me and Mr. Mah*, and *Sooshewan Child of the Beothuk*.

Activity 4:

Play a game from another culture. Try the Inuit games from Activity Centre #1, or go to <www.essortment.com/all/gameforchild_rwnd.htm> for games from around the world.

Activity 5:

Have students illustrate and write about a tradition in their family. Share the stories with the class.

Activity 6: Festival!

Learn about a festival from another culture or country. Plan an art activity or prepare a food item associated with that festival. Have a parade or party to celebrate the festival in the classroom.

A good example is Mardi Gras. Students can create masks from milk bottles, liquid detergent bottles, and other large plastic (well cleaned) containers that have been cut in half. Cut eye holes for the students, and invite them to decorate the masks using various recycled materials, including wool, fabric, plastic coils from old booklets, buttons, bottle caps, pieces of foam, rubber bands, etc.

Students can also make various musical instruments with pop bottles, tin cans, cardboard tubes, etc., filled with rice, pebbles, or other small items that will give good sounds. Invite students to decorate the outside of the instrument with paper scraps, wool, twine, beads, buttons, etc.

Bake a "King Cake" and decorate it with yellow, green, and purple candies. Hide a small plastic figure in the cake. The child who finds the figure will be "king" or "queen" of the festival.

Play happy music and have a parade with the "king" leading the way for the "masked musicians."

Social Studies Blackline Masters

Activities can be found at

www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html.

If you enjoy creating things with your class, consider joining Arts Junktion. It's free, and membership gives you access to an amazing variety of materials for the classroom (again, at no cost to you). For more information, go to

www.ArtsJunktion.mb.ca.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 1: I Belong (1.1.4: Remembrance Day)

KC-004: Identify Remembrance Day as a time to think about peace and war.

Physical Education/Health Education: 4. Personal and Social Management-Knowledge

K.4.1.B.2a: Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums . . .) of expressing feelings and emotions that contribute to getting along with others.

Background:

Read a book such as *What Does Peace Feel Like?*, *Somewhere Today*, or another book about peace, and have a discussion about peace. This should help students to gain a better understanding of how their actions relate to the bigger picture of “national peace.”

Make the connection that peace means getting along with others, and that a feeling of peace comes from having food, clean water, a safe place to live, proper clothing, and love.

Materials:

Activity 1 and 2:

- poster paper
- markers

Books:

What Does Peace Feel Like? by V. Randunsky (2004). Manitoba Education Library Call #303.66 R33.

Somewhere Today—A Book of Peace by S.M. Thomas and E. Futran (1998). Manitoba Education Library Call #303.66 T46.

Websites:

For songs and poems about peace (and other topics), go to www.Songs4Teachers.com.

In particular, see “Peace is Not . . .”, “Do You Know Where I Find Peace?”, and “We Are Proud Canadians.”

Activity 3:

- writing paper and writing/colouring materials
- Suggested K-4 ESD Poster picture cards: 2, 4, 14, 21, 25, 26. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word cards: think, relate, contribute, value, respect, care, citizen, cooperate, understand, listen, connect, need, appreciate, communicate, defend, help, enjoy, learn, share. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Websites:

For a description of the Golden Boy, see www.gov.mb.ca/mit/legtour/golden.html.

Activity Directions:**Activity 1:**

At reading time, ask students what the word *peace* means to them. Record their responses on a flip chart or board. Together, read and sing poems and songs about peace (see websites listed in Materials).

Activity 2:

Read a book such as *What Does Peace Feel Like?* or *Somewhere Today*. Afterwards, discuss with students what they learned. As the discussion proceeds, record students’ responses on a flip chart or board. Ask them where peace comes from and how you can find it. Discuss things that lead to a feeling of peace. These include the following:

1. Having the things you need, such as food, water, a safe place to live, clothes to keep you warm, help when you are sick or injured, and love from family and friends
2. Having at least some of the things you want, such as space to play, to learn, friends, and special things

Peace is accepting that we are all different, and we are all able to work out problems and misunderstandings. Ask for some ideas on how we can work out a problem without shouting and arguing. If ideas are not offered, suggest ideas, such as talking about it, sharing, taking turns, and walking away when an agreement can't be reached. Infer that examples of peace at home, at school, and in big countries are not that different from one another—peace begins with working out problems. Review students' ideas as a summary. Go back to the first question (What does *peace* mean?), and invite students to add to their first response.

Activity 3:

At an activity centre or as a class activity, show students the ESD word cards *think, relate, contribute, value, respect, care, citizen, cooperate, understand, listen, connect, need, appreciate, communicate, defend, help, enjoy, learn, and share*. Discuss what each word means and how it might relate to getting along and keeping peace. Have students select one word card, and ask them to write one or two sentences or draw a picture about what that word means to them. Also, show students picture cards 2, 4, 14, 21, 25, and 26. Discuss what the pictures have to do with peace. Google *the Golden Boy* or visit <www.gov.mb.ca/mit/legtour/golden.html> in order to find out what he represents and what relation this statue had with the First World War. Students can alternatively choose to write about one of the picture cards.

Students' written responses and illustrations can serve as an assessment of their understanding of the story/discussion, and can help teachers identify any concepts that require further exploration.

Social Studies Blackline Masters

Some activities can be found at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html>.

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Grade 1 Learning Experience #3: Take Care of This Place

Targeted Outcome/Intended Learning:

Social Studies: Cluster 2: My Environment (1.2.4: My Community)

VL-008: Respect neighbourhood and community places and landmarks

Examples: do not litter or vandalize . . .

Physical Education/Health Education: 4. Personal and Social Management—Skills:

S.4.1.A.3: Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others . . .) in daily routines.



Background:

Have students describe ways to demonstrate respect for community places. Invite suggestions as to what would happen if we did not respect these places. Discuss the relationship between “rules” and “rights” (e.g., *Right*: we have the right to play in a safe playground—*Rule*: do not hurt others. *Right*: we have a right to play in a clean playground—*Rule*: do not litter or damage the playground).

Materials:

- paper and writing/drawing materials
- Suggested K-4 ESD Poster picture cards: 5, 7, 11, 12, 17, 18, 21, 27, 28, 29, 32. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word cards: connect, cooperate, help, relate, value, share. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Websites:

Go to <www.Starfall.com/n/holiday/earthday/play> and click on the Earth Day Globe.

Books:

Berenstain Bears Don't Pollute (Anymore) by S. & J. Berenstain (1991). Manitoba Education Library Call #E Ber. Note: The Manitoba Education Library also has a kit to accompany this book (Call #E Ber-kit).

Activity Directions:**Activity 1:**

Read *The Berenstain Bears Don't Pollute (Anymore)*. List the problems presented in the book. Discuss solutions. Have students draw a picture or describe ways that they can respect their neighbourhood, school, or community place (e.g., caring for a green space, picking up garbage, and planting trees or flowers). Share students' ideas, and decide on an activity that the class can do together to help their neighbourhood. (See also Social Studies BLMs 1.3.4a and b: which can be found at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html>.)

Activity 2:

In a sharing circle, have students take turns picking one of the following picture cards: 5, 7, 11, 17, 12, 18, 21, 27, 28, 29, 32. Each student suggests how the people in her or his card are respecting the neighbourhood or community place. Some of these will be more difficult than others, as the outcome of the actions in the card might reflect how the respect is being achieved rather than the actual activity shown. Accept all suggestions made by the students. This is a good activity to assess the application of acquired knowledge.

Activity 3:

For a short interactive reading game for students called Every Day is Earth Day, go to <www.Starfall.com/n/holiday/earthday/play> and click on the Earth Day Globe. This activity works very well on a smart board (or similar device).

Social Studies Blackline Masters

Activities can be found at

<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html>.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 2: My Environment (1.2.5: The Natural Environment)

KL-012: Recognize that people depend on the environment for survival.

Science: Cluster 1: Characteristics and Needs of Living Things.

1-1-07: Recognize that plants, animals, and humans, as living things, have particular needs.

Examples: plants need sunlight and water . . .

1-1-08: Describe what is needed to care for a pet, a farm animal, or an indoor plant.

Examples: provide fresh water for their hamster daily, feed and bed calves regularly . . .

1-1-09: Compare ways in which humans and other animals meet their needs.

Examples: senses, locomotion, tools . . .

1-1-10: Describe how humans and other living things depend on their environment to meet their needs.

Examples: the environment provides humans and other living things with food . . .

Background:

Today, many people obtain almost all of their food from grocery stores. Foods come pre-packaged, pre-cooked, sliced, and diced. Students are often unaware of the connection that the food they eat and the clothes they wear have with the natural environment. This learning experience helps them to think about what is in their food and to understand how important the natural environment is to their survival.

Materials:

- 11 x 17 sheet of paper for each student
- pencil, crayons
- their lunch kit or a list of food eaten at a recent meal

- Suggested K–4 ESD Poster picture cards: 1, 3, 7, 11, 12, 19, 20, 22, 24, 27. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K–4 ESD Poster word cards: learn, evaluate, value, recognize, needs, depend, understand, connect. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Videos:

Wheat by Howard Storey and Catherine Mead (30 minutes) (VHS). Manitoba Education Library Call #10869.

Activity Directions:

Activity 1:

Write the word *depend* on the board. Ask students what this word might mean. If no response comes, ask what it means to depend on something or someone. Provide students with some examples (e.g., they depend on their caregiver to provide food to eat; they depend on the clock on the wall or the school bell to tell them when it is recess time; etc.). Invite students to discuss the word again. In a sharing circle, have students take turns choosing a card from picture cards 1, 3, 7, 11, 12, 19, 20, 22, 24 and 27. Students then describe how the picture on the card shows how we depend on the environment for our needs.

Activity 2:

Project Wild has developed an activity called “What’s for Dinner?” that helps students understand the source of their food. Ask students if they have ever wondered where their foods come from. Bring out a chicken sandwich and tell students that you are going to take a closer look at just what is in the sandwich. Ask students: “Where does the meat from this sandwich come from?” (*Answer: chickens*) Draw a chicken on the board below the drawing of the sandwich. Ask students: “Is there anything else in the sandwich?” (*Answer: bread*) Draw the bread next to the chicken. Ask students: “Where does bread come from?” (*Answer: wheat/grains or some might say flour*) Draw grains of wheat or a pile of flour below the bread. Ask students: “What else is in the sandwich?” (*Answer: lettuce from lettuce plants*) Draw a piece of lettuce next to the bread and a lettuce plant below the picture of the piece of lettuce. Ask students: “What else is in this sandwich?” (*Answer: mayonnaise – tell them that mayonnaise is made from eggs and vegetable oil*) Draw a blob of mayonnaise next to the bread, lettuce, and chicken, with a picture of an egg and a vegetable plant below the blob.

Tell students that they will each be able to map out the sources of their own lunch ingredients in the same way.

Ask students to take out their lunches. Ask them to look carefully at each item. Invite them to think about what individual ingredients each item is made of. Give each child a piece of 11 x 17" paper. Have students draw a small picture of themselves at the top of the paper. Below this, ask them to draw (and label) pictures of one or two items in their meal. For items that include more than one ingredient (e.g., a sandwich), have them draw the ingredients below the picture of the item (just as you did for the chicken sandwich).

Discuss some of the other ingredients in their lunches. What is cheese? Where do frozen peas come from? What are noodles made of (eggs, flour/rice)?

Break down each component of the chosen items, drawing the source below the item (e.g., cheese = milk = cow; noodles = eggs = chicken; flour/ rice = grains).

Next, for all items that end with an animal, ask students what they think that animal would eat. (You can go back to the chicken in the chicken sandwich as an example.) Ask the students to draw what the animal eats (usually grains/ plants) below the picture of the animal. Point out that all of the ingredients from their lunch end up with plants at the bottom of the rows. Ask them what the plants need to live (water, air, sun, and soil). At the bottom of the page, have them draw the sun, air, soil, and water. As a conclusion, discuss how all of our needs come down to our dependence on the environment. Post the drawings where students can compare their lunch components to those of their classmates.

Watch the movie *Wheat* (VHS, 30 minutes), which is the story of wheat from sowing the seed to slurping spaghetti.

Social Studies Blackline Masters

Activities can be found at

<www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html>.

Targeted Outcome/Intended Learning:

Science: Cluster 1: Characteristics and Needs of Living Things

1-1-06: Observe and identify similarities in life processes between themselves and other living things.

Examples: they eat, sleep, grow, and breathe, and so do other living things . . .

1-1-10: Describe how humans and other living things depend on their environment to meet their needs.

Examples: the environment provides humans and other living things with food . . .

For a related activity, see also Activity Centre #4.

Background

This learning experience is designed to assist students in recognizing and understanding the needs of humans and other animals.

Materials:

- Suggested K–4 ESD Poster picture cards: 1, 3, 11, 19, 20, 21, 22, 35. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K–4 ESD Poster: word card: connect. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity 1:

- poster paper or white board and markers for teacher
- paper and writing materials for students

Books:

A House is a House for Me by Mary Ann Hoberman (1978). Manitoba Education Library Call #E Hob.

Sharing Nature with Children by Joseph Bharat Cornell (1983). Manitoba Education Library Call #508.071 C67.

Activity 2:**Websites:**

See <www.safewater.org> for a list of materials and a lesson plan description.

Activity 3:

- magnifying glasses
- two-metre length of string per student
- a grassed one-metre square area for each student
- paper and pencil (optional)

Activity Directions:**Activity 1:**

Show the word card *connect*, and discuss how we are all connected. Create a Venn diagram to compare the needs of animals, people, and plants. Conclude that all animals need food, air, water, and shelter, and all living things need food, air, and water. Read stories about animal homes.

Read *A House is a House for Me* by Mary Ann Hoberman. Discuss how our basic needs are very similar to other animals. Encourage students to help make comparisons between the needs of people and those of other living things. Have students select an animal and draw a picture of its house (or create a model of its house) and its other needs. The class could make their own version of the story.

Activity 2:

The Safe Drinking Water Foundation (SDWF) has an excellent website with free online lesson plan activities and experiments that teach students about water pollution and our need for safe drinking water (K-12). Go to <www.safewater.org> and click on Education, School Programs.

Oak Hammock Marsh offers activity kits. From the Project Wet kit. Try Activity #3: Aqua Notes. Learn the many ways you need and use water through singing simple songs. For more information, go to <www.oakhammockmarsh.ca>.

Activity 3:

Inform students that today they will be going on a special adventure. This adventure is based on a “micro hike” activity that was included in the book *Sharing Nature with Children* by Joseph Bharat Cornell. In the activity, students use their imaginations to shrink themselves down to the size of an ant, and then go for a “micro hike” through a dense jungle of “spear plants.” Their job is to report on the activities of the inhabitants of the “spear jungle.” Lead them to a quiet area of the school ground or a nearby park. Hand out the lengths of string. Ask each student to span their strings over the most interesting area of ground they can find. Tell students that you are giving them a “magical” magnifying glass that will shrink them down to the size of an ant. Crawling on their stomachs, have them cover their area inch by inch, looking at the grass, soil, twigs, and critters. Tell them that they must keep their eyes no higher than one foot from the ground. Ask them what kind of world they are travelling through. What creatures are they meeting? Are they friendly? How do they spend their day? When they are finished exploring, gather them together to share what they discovered. Ask them what creatures they met. How do these creatures meet their needs for water, shelter, food, and air? How did it feel to be in a grass forest? Where would you go to find shelter if you were a tiny animal? Would it be hard to live in this environment? Why?

Back in the classroom, have students draw or write about their discoveries, or tell a story about their mysterious micro world. Their account of the experience will help teachers assess how much this activity helped students understand the needs of living things, and what areas might require further exploration.

For a related language arts activity, the class could watch or read an interactive George Shrinks story by William Joyce (on CD-ROM, Manitoba Education Library Call #4775), *The Leaf Men and the Brave Good Bugs* by William Joyce (Call #E Joy), or one of the Littles books by John Peterson (various titles, Call #F Pet).

For interesting online lessons from Manitoba Fisheries, go to www.gov.mb.ca/conservation/sustain/educate.html. Click on Grade 1.

Social Studies Blackline Masters

Activities are available at

www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html.

Targeted Outcome/Intended Learning:

Science: Cluster 1. Characteristics and Needs of Living Things

1-1-08: Describe what is needed to care for a pet, a farm animal, or an indoor plant.

Examples: provide fresh water for their hamster daily, feed and bed calves regularly . . .

See Activity Centre #5 for care of animals for an application activity.



Background:

Discuss what is needed for all living things to survive. What do plants and animals in our care need compared with plants or animals that live in the wild? Pets, livestock, and household plants depend on us for food, shelter, water, and protection from diseases.

Companion animals need love and affection. In the wild, these animals would have other members of their own species to interact with; in our homes, they only have us.

In the wild, plants have access to water (rain) and nutrients (decomposing plant and animal material, and natural sunlight). In our homes and gardens, plants are more dependent on us for their survival.

Materials:

- seeds and egg cartons or other containers for planting seeds
- Suggested K-4 ESD Poster: picture cards: 11, 12, 13, 17, 20, 24. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster: word cards: protect, learn, respect, needs, care, contribute, depend, appreciate, understand, help. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Books:

The Tiny Seed by Eric Carle (1987). Manitoba Education Library Call #582.C37.

Activity Directions:**Activity 1:**

Have students act out how a seed grows to be a plant. (Tell students: “Roll up in a little ball, and now I’ll dig a hole for each of you. Here’s the watering can. Don’t you feel cozy? Now it’s time to start growing. Let your big toe peek out as the first rootlet. Stick your whole leg out as the rootlet grows. Now, reach one arm up into the air slowly . . . slowly. There’s your first shoot. Spread your fingers wide open. They’re the leaves. Put your other leg out for more roots. Slowly stand up and extend the other arm. Now you have a stalk. Reach both arms up high towards the sun and sway with the wind. Smile as the bees tickle your blossoms, Look! Now, seeds are growing. What a beautiful plant you have become!”)

Activity 2:

Read *The Tiny Seed* by Eric Carle. For activities, poetry, songs, and more, go to www.eric-carle.com/bb-seed.html.

Have each student plant her or his own seed. Students are responsible for their own seeds. Review what plants need to grow. Measure the plant’s growth each day. Create a bar graph of growth. Option: Have students plant different vegetable seeds. Predict which ones will grow the fastest, and then measure and compare.

Activity 3:

To aid in the assessment of students’ understanding of the importance of caring for plants and animals that we raise domestically, have a sharing circle or discussion about plants and animals in our care. Use the following word cards: *protect, learn, respect, needs, care, contribute, depend, appreciate, and help*. Read the words slowly together. Ask students what each word means, then ask individual students what a selected word means to them with regards to an animal or plant.

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Grade 1 Learning Experience #6: Needs of Plants

For a quick theme-related interactive game to add to a computer centre, go to www.starfall.com/n/holiday/gardenshop/load.htm?f&n=main. Students pick a type of flower to grow, and plant it. The shop is run by a fairy tale giant.

Other assessment tools are available in blackline master form at www.edu.gov.mb.ca/k12/cur/science/found/kto4/blms.pdf.

For interesting online lessons from Manitoba Fisheries, go to www.gov.mb.ca/conservation/sustain/educate.html. Click on Grade 1.

Targeted Outcome/Intended Learning:

Science: Cluster 1: Characteristics and Needs of Living Things

1-1-13: Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things.

Examples: wash hands before eating, reduce amount of waste produced by the class . . .

Physical Education/Health Education: 4. Personal and Social Management-Skills

S.4.1.A.3: Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others . . .) in daily routines.

See Activity Centre #6 for a complementary activity.

Background:

This learning experience is to assist students in recognizing and adopting healthy practices.

Materials:

- paper and writing materials
- Suggested K-4 ESD Poster number cards: 1, 3, 4, 5, 6, 8, 11, 13, 14, 16, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 33, 34, 35, 36. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word cards: value, needs, care, protect, reduce, think, safety, share. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Videos:

Disease Prevention: Growing Up Healthy by Sunburst Visual Media (14 minutes) (DVD or VHS). Manitoba Education Library Call #D10677 or #10677. This resource teaches students (K-2) how to take care of their bodies every day to keep themselves healthy and fight germs that make them sick.

Activity Directions:

Activity 1:

Brainstorm for ideas of things students can do to make our world a healthy place to be (e.g., washing hands, reducing classroom waste, cleaning up, etc.). Record their answers on chart paper (possibly with a simple illustration by each answer). Post the chart for students to reference. For a class activity or activity centre, use 1, 3, 4, 5, 6, 8, 11, 13, 14, 16, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 33, 34, 35, and 36. Students choose a card, and then illustrate and write one or two sentences about how the activities in the picture help to create a healthy environment. Encourage students to use one of the suggested word cards in their writing. Students' writing can be published in a class book about our healthy world. Observe students' writing and talk to them about their reasoning in order to assess their understanding and help them work through the concept of making our world a healthy place to be.

Activity 2:

Brainstorm some projects that the whole class could do to help contribute to a healthy environment. Take a vote! Decide on one group project that the class could take on (e.g., litter-less lunch, school ground clean-up, etc.).

Activity 3:

As an additional activity, show the DVD *Disease Prevention: Growing up Healthy*. Discuss, and have students draw a scene from the movie.

Targeted Outcome/Intended Learning:

Science: Cluster 3: Characteristics of Objects and Materials

1-3-11: Demonstrate ways to reduce, reuse, and recycle materials during classroom learning experiences.



Background:

This learning experience is designed to assist students in understanding, recycling, and possibly taking action to recycle.

Materials:

Activity 1:

- Suggested K-4 ESD Poster picture cards: 1, 3, 5, 6, 8, 16, 18, 27, 32, 33, 34, 36. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word cards: recycle, rethink, reduce, reuse. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity 2:

- paper and material scraps
- broken toy pieces
- left-over items from other class projects
- glue

Books:

Metal Mutz by David Ellwand and Christine Tagg (2003).

The Zlookish by Dominique Demers and Sarah Cummins (2007). Western Manitoba Regional Library Call #j E Demers.

Videos:

Recycle Rex by Walt Disney Educational Media Company (12 minutes) (DVD). Follow Rex and his friends as they learn about waste management and recycling. They want to prevent their sports field from becoming a dump. Manitoba Education Library Call #D-11004.

Activities Directions:

Activity 1:

Use the sustainable development word cards *recycle*, *rethink*, *reduce*, and *reuse* to do some brainstorming with word webs. What do these words mean? How can these things be done in our classroom? Encourage all ideas and suggestions.

Activity 2:

Look at the picture cards 1, 3, 5, 6, 8, 16, 18, 27, 32, 33, 34, and 36. What is happening in each of these pictures? Can any of these activities be done in the classroom? Discuss how students can use paper carefully so as not to waste paper. If recycling exists in the school, encourage using the recycle box. If possible, have a litter-less lunch day. For painting activities, use recycled aluminum or sterilized styrofoam trays instead of purchasing containers. Create a class action plan for reducing consumption and reusing/recycling materials during classroom activities.

Activity 3:

“Create a Creature.” Read *Metal Mutz* by David Ellwand and Christien Tang or *The Zlookish* by Dominique Demers and Sarah Cummins. Have a recycle activity where paper scraps, broken toy pieces, fabric scraps, or left-over items from class projects, etc. are available for students to create a creature of their own.

Activity 4:

Watch *Recycle Rex* and discuss what happened. Perhaps a checklist of ways to save paper and other class materials can be made and used on an ongoing basis to monitor the consumption of materials. This would help to reveal whether students really understand the importance of reducing consumption and can apply it to their daily school life.

Become a member of Arts Junktion and gain access to many wonderful free materials for use in class activities (not just art!). Membership is free. For more information, go to <www.ArtsJunktion.mb.ca>.

Targeted Outcome/Intended Learning:

Science: Cluster 4: Daily and Seasonal Changes

1-4-17: Use the design process to construct a device or structure that helps a Manitoba animal adjust to seasonal changes.

Examples: winter birdfeeder, dog house, dog "booties" for winter . . .



Background:

Natural areas with sufficient food and shelter are quickly disappearing from many places in our world. Students learn that their efforts can make a difference by helping local wildlife populations. This activity has focused on small birds, but you may consider bat houses, toad huts, a deer feeder, a duck box, etc. If food is being provided, the food source must be ongoing as birds and animals come to depend on such sites.

Use the theme cards *help* and *protect* to begin the "Let's Help Out" discussion.

Materials:

- milk cartons, wooden boxes, wood scraps, or other materials suitable for design and construction
- birdseed (if constructing a bird feeder)
- Suggested K-4 ESD Poster picture card: 21. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word cards: protect, help. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Websites:

Hinterland Who's Who: Blue Birds Available online at www.ffdp.ca/hww2.asp?cid=7&id=56.

Build a Better Birdhouse. Available online at www.virtualsk.com/current_issue/better_birdhouse.html

Books:

The House I'll Build for the Wrens by Shirley Neitzel and Nancy Winslow Parker (1997). Brandon Library Call #j E Neitzel.

You may also consider other stories about helping wild animals in the winter or summer, or students' books about building structures for wildlife.

Activity Directions:**Activity 1:**

Discuss ways we can help animals prepare for seasonal changes. (*Examples: insulate your dog's or rabbit's house with straw for the winter; leave bits of string out in the spring for nesting materials for birds, squirrels, and other nesting animals; build a bird feeder; make doggy booties; make a bird feeding/watering centre in the schoolyard; plant more trees for animals/birds to live in; and build a birdhouse/nesting box or raise funds to purchase one.*) Have students draw pictures of one or more ways that they can help an animal adjust to seasonal changes. Brainstorm for a project that the students would like to do.

Activity 2:

Look at books about making bird feeders and houses. Read about which bird species live in Manitoba. Discuss why we need to help wildlife (i.e., many areas that would normally provide food and shelter for local wildlife and birds have been replaced with housing developments, businesses, or farms. Tall trees with hollows/holes for nesting are particularly difficult to find.). Access the websites listed in the materials section. Tell students about the mountain bluebird's return to the Prairies as a result of people building birdhouses for them.

After brainstorming for ideas and drawing pictures of designs, have the class come together or work in groups to design a bird feeder, birdbath, birdhouse, etc. (preferably using recycled materials). Help students ensure that their design is strong enough and heavy enough for the outdoors. If a bird feeder is constructed, raise funds to buy seed for the feeder. Find a place in the schoolyard to place the feeder/house. Make sure that the feeder is filled consistently, as birds come to depend on it as a food source.

Activity 3:

Visit a wildlife centre near your community. In advance of the visit, have students compose a list of questions about the needs of wildlife. After answering their questions, centre staff could suggest a suitable class project to help wildlife (e.g., building a duck box/nesting perch, blue birdhouse, suet feeder, seed feeder, or fundraising for a special project).

Examine students' drawings to assess their understanding of animals' needs and adaptations to seasonal changes. Note the questions students compile to ask of an expert. Help them to ask meaningful questions that address the topic.

Blackline masters for assessing the design process can be found at www.edu.gov.mb.ca/k12/cur/science/found/kto4/blms.pdf.

Targeted Outcome/Intended Learning:

Physical Education/Health Education: 4. Personal and Social Management-Knowledge

K.4.1.B.2a: Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums . . .) of expressing feelings and emotions that contribute to getting along with others.

Background:

Some cultures have different ways of expressing feelings, communicating (e.g., responses may be more delayed, thoughtful; eye contact and hand gestures can be different, etc.). Students should be aware of how these differences can contribute to understanding each other. Before the activities, show students the word theme cards, and discuss how these words are important when communicating with others.

For some background information on non-verbal communication, go to www.christian-counseling-online.com/nonverbal-communication.html and www.tru.ca/faculty/jhu/Cross%20Cultural%20Nonverbal%20Communication.pdf.

Materials:

- pictures from magazines showing facial expressions
- poster paper
- writing materials
- Suggested K-4 ESD Poster picture cards: 4, 7, 9, 12, 18, 26, 27. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word cards: learn, relate, value, respect. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Websites:

Kindergarten Social Studies: Manitoba Curriculum Framework of Outcomes by Manitoba Education. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. This resource provides cards that are illustrated with facial expressions of students (BLM K.2.3b). Available online at www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/blms/k-2-3b.pdf.

10 Grade 1 Learning Experience #10: How Are You Feeling?

Books:

Second Step: A Violence Prevention Curriculum—Grade 1 Kit. Manitoba Education Library Call #6432.

Activity Directions:

Activity 1:

If there are students who have relatives who originate from another country or who have an Indigenous background, arrange for an elder from that group to come to talk to the class about some mannerisms or ways of communicating that their culture might have that differs from mainstream culture.

Alternatively, together with students, create an interview sheet that students can use to interview their parents or relatives about how they communicate.

Activity 2:

After the interview, discuss how the students express their emotions. The class could draw pictures of faces (or use the Kindergarten BLM listed above, or find pictures from magazines, showing different expressions like a smile, frown, raised eyebrows, downcast eyes, etc.). Match these pictures with words such as happy, sad, angry, surprised, shy, respectful, etc. Display the pictures on poster paper, or create a match-up card game.

Targeted Outcome/Intended Learning:

Physical Education/Health Education: 5. Healthy Lifestyle Practices

K.5.1.A.3: Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices . . .) for care of primary and permanent teeth.



Background:

Contact your local health authority. A public health nurse or community health worker may be available to come out to do a presentation for the class.

Materials:

- toothbrushes
- dental floss
- an apple
- a carrot
- toothpaste (enough for the whole class)
- baggies to transport toothbrushes
- mouthwash that shows residue in colour (This is safe for students six years and up—but remind them to “swish and spit.”)
- boxes from popular cereals and treats
- paper and colouring materials
- Suggested K-4 ESD Poster picture cards: 12, 15, 16, 19, 24. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word cards: understand, learn, protect, safety. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Activity Directions:

Activity 1:

As an introduction to this activity, invite students to participate in a sharing circle. In a basket, have the picture cards and word cards suggested above, along with a toothbrush, toothpaste, dental floss, and an apple, carrot, or other healthy snack. Choose one item and model the activity for the students, and then invite each child in turn to choose a card/item and talk about what the card/item means to them when thinking about healthy teeth. Accept all answers, and use their contributions to expand the discussion.

Activity 2:

Ask students to bring their toothbrushes to school. Provide some toothpaste (so that they are all using the same brand). Have them brush their teeth thoroughly, and then swish with a brand of mouthwash that shows residue in colour. Have them draw a picture of what they see when they look in a mirror, and/or write a journal entry about their observations. Discuss proper brushing techniques. Demonstrate proper techniques. Have students rebrush their teeth and swish again. Is there an improvement? Have students add to their journal entry (with drawings or words) their conclusions about the activity. These entries can be a useful tool in the assessment of students' understanding and further discussion. Invite an older class to come in and demonstrate brushing and flossing. Students could write a "how to" book about brushing teeth (complete with photos).

Activity 3:

Look at boxes of popular cereals and treats. Have students look for the words *sugar*, *glucose*, *sucrose*, and *fructose*. Discuss how too much sugar can harm your teeth.

For some informative and fun online videos, search "Tooth Brushing Kids" at <www.Youtube.com>. Click on *Crawford the Cat*.

GRADE 1 ACTIVITY CENTRES

The lessons and activities presented in this website and related links are to supplement existing curriculum guidelines. The activity centres presented here can be used on their own, in combination with other activity centres, or, in some cases, as a whole-group activity. References to related learning experiences are given where applicable.

Sustainable Development Themes Related to the K-4 ESD Poster Activity Centres

Activity Centre	Subject	Cluster Section	SLO	Page
1. You in a Shoebox	Social Studies	1 I Belong (1.1.1: Personal Identity)	KI-007: Give examples of groups with which they identify. <i>Examples: cultural, linguistic, community . . .</i>	1-45
2. Inuit Snow Games	Social Studies	1. I Belong (1.1.2: Cultural Expressions)	VI-003: Respect the stories, traditions, and celebrations of others.	1-47
3. Nature in Our Lives	Social Studies	2. My Environment (1.2.5: The Natural Environment)	KL-012: Recognize that people depend on the environment for survival.	1-53
	Science	1. Characteristics and Needs of Living Things	1-1-07: Recognize that plants, animals, and humans, as living things, have particular needs. <i>Examples: plants need sunlight and water . . .</i>	
4. Where in the World Did This Come From?	Social Studies	3. Connecting With Others (1.3.6: Global Connections)	KG-021: Identify relationships or connections they have with people in other places in the world.	1-57

continued

Activity Centre	Subject	Cluster Section	SLO	Page
5. What Am I?	Science	1. Characteristics and Needs of Living Things	<p>1-1-06: Observe and identify similarities in life processes between themselves and other living things.</p> <p><i>Examples: they eat, sleep, grow, and breathe, and so do other living things...</i></p> <p>1-1-10: Describe how humans and other living things depend on their environment to meet their needs.</p> <p><i>Examples: the environment provides humans and other living things with food . . .</i></p>	1-59
6. Pet Care Centre	Science	1. Characteristics and Needs of Living Things	<p>1-1-06: Observe and identify similarities in life processes between themselves and other living things.</p> <p><i>Examples: they eat, sleep, grow, and breathe, and so do other living things . . .</i></p> <p>1-1-08: Describe what is needed to care for a pet, a farm animal, or an indoor plant.</p> <p><i>Examples: provide fresh water for their hamster daily, feed and bed calves regularly . . .</i></p>	1-61
7. How Can I Help?	Science	1. Characteristics and Needs of Living Things	<p>1-1-13: Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things.</p> <p><i>Examples: wash hands before eating, reduce amount of waste produced by the class . . .</i></p>	1-63
	Physical Education/Health Education	4. Personal and Social Management—Skills	S.4.1.A.3: Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) in daily routines.	

continued

Activity Centre	Subject	Cluster Section	SLO	Page
8. What Should I Do?	Social Studies	3. Connecting with Others: (1.3.5: Conflict Resolution)	<p>KP-025 Give examples of causes of conflict and solutions to conflict in the school and community.</p> <p>KP-026 Identify ways to deal with bullying.</p> <p>VP-012 Be willing to help resolve conflicts peacefully.</p>	1-65
	Physical Education/Health Education	4. Personal and Social Management	<p>K.4.1.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression . . .) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run . . .).</p> <p>K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first . . .).</p> <p>K.4.1.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize . . .) to avoid or reduce potential conflict situations (i.e., in class, at play).</p>	

Notes

Targeted Outcome/Intended Learning:

Social Studies: Cluster 1: I Belong
(1.1.1: Personal Identity)

KI-007: Give examples of groups with which they identify.

Examples: cultural, linguistic, community . . .



Background:

This activity centre is designed to assist students in understanding their personal identity.

Materials:

- chart paper
- markers
- index cards
- shoebox
- paper
- pencils, crayons, etc.
- various items and photos representing groups that students identify with
- Suggested K-4 ESD Poster picture cards: 3, 4, 9, 12, 18, 25, 26, 27, 35. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word card: citizen. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

Discuss the meaning of the word *identity*. List various factors that influence personal identity including family (brothers and sisters, grandparents, etc.), country of origin, language, culture, climate, membership in groups, personal interests, and exposure to and taste in music/art. Record these factors on chart paper to create a word bank. Brainstorm for positive character traits (kindness, responsibility, courage, trustfulness, respectful, cheerful, etc.). Record this additional information on the chart for students to reference.

Activity 2:

Show students the word card *citizen*. Discuss what the word means. Place the word card by the activity centre. Explain to the students that as citizens of their community, they have a unique identity (remind them of the discussion from Activity 1). Invite them to share their identity with others by creating a box full of things that represent their “identity.”

Have students decorate and fill a shoebox with images, ideas, pictures, and objects that they feel represent their identity. Have them include a written explanation about the items if possible. For students who are not yet able to give a written explanation, invite them to copy words from the word bank to describe themselves. The words could be printed on index cards with a picture next to them (e.g., a student who prints “swimmer” on the card could draw a picture on the card of someone swimming). When the shoeboxes are complete, have students present their shoeboxes to the class, or have students try to guess the maker of each box according to its contents.

The shoebox activity provides teachers with valuable insight into students’ understanding of the concept of identity. It also provides teachers with an opportunity for some one-on-one feedback with students to clarify understanding.

There are several good activity suggestions for this topic in the social studies blackline masters, which can be found at www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 1: I Belong (1.1.2: Cultural Expressions)

VI-003: Respect the stories, traditions, and celebrations of others.

Background:

This activity centre is designed to assist students in enjoying Inuit culture.

Materials:

- Suggested K-4 ESD Poster picture cards: 4, 12, 25. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: culture. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Books:

(The following books would be useful for a reading centre or to read to students about the stories, traditions, and celebrations of others.)

The Lonely Inukshuk by Students of Inuglak School, Whale Cove, Nunavut (1999). Manitoba Education Library Call #E Lon.

Maple Moon by Connie Brummel Crook (1997). Manitoba Education Library Call #E cro.

The Kids Book of the Far North by Ann Love and Jane Drake (2000). Manitoba Education Library Call #909.913.

Videos:

The Wapos Bay series by Gordon Tootoosis (24 minutes each) (DVD). An award-winning series of animations about three Cree students living in remote northern Saskatchewan. English and Cree soundtracks. See *The Elements*: Manitoba Education Library Call #D-11113 and *They Dance at Night*: Call #D-11110.

Games:

- Print out pictures of the Inuit snow games from this website (can be laminated to create poster stations for the gym or classroom)
- one dowel or piece of leather (for Ac Sa Raq Thong game)
- one 10-foot-long soft rope (Holman Island Dog Team Pull game)
- one large rock and several small stones (Nakartartuq game)
- one skipping rope and a cloth to tie in middle of the rope (Holman Island Skipping)

Activity Directions:**Activity 1:**

For the reading centre, show students the word card *culture*. Invite students to provide definitions for the word. Explain that many of the books in the reading centre describe aspects of the culture of the people featured in the books. Post the word card near the centre.

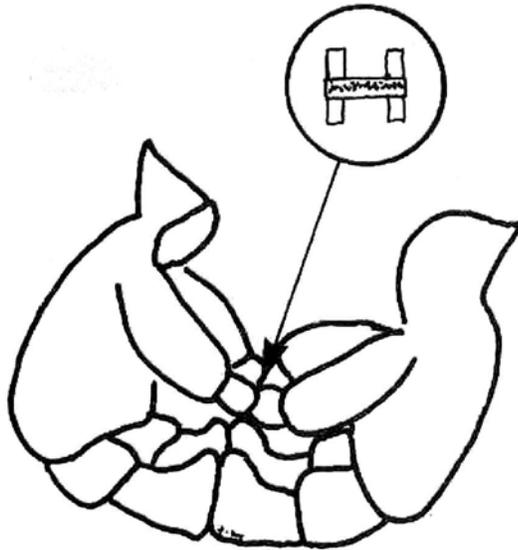
Activity 2:*

Inuit snow games reflect many facets of the Inuit culture and lifestyle. Most of the games help to develop skills for life in the Arctic. Skills include strength, endurance, throwing, aiming, stalking, etc. These games will give students meaningful insights into both the fun and hardships of a people who live intimately with winter and snow. These games would be great indoors or as an outdoor winter activity. Review each game prior to the activity, and discuss with students what skill the game might help the player develop for real-life situations.

* Inuit Snow Games: This activity and the illustrations are reproduced from Pattimore, J. *Snow Activity Program*. Winnipeg, MB: Manitoba Parks Branch, Department of Natural Resources, 1981.

Ac Sa Raq (Thong Game)

Sit facing each other on the floor (ground). Legs are kept straight while one student places her or his feet against the other student's feet. Both opponents hold onto a dowel or piece of rawhide. The object is to pull your opponent up off the ground.

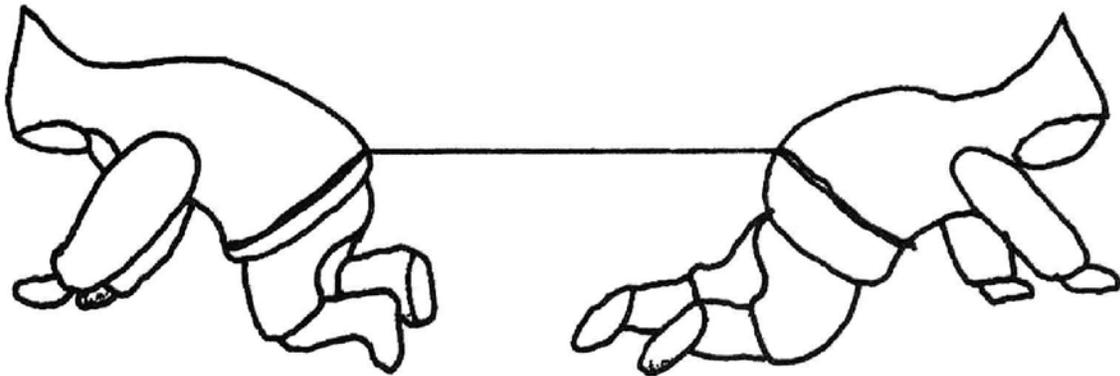
**Tu Nu Miu (Back to Back)**

Two students sit back to back with a mark on the ground beneath them (e.g., tape on the floor). The object of the game is to push your opponent over the line using only your hands and feet.



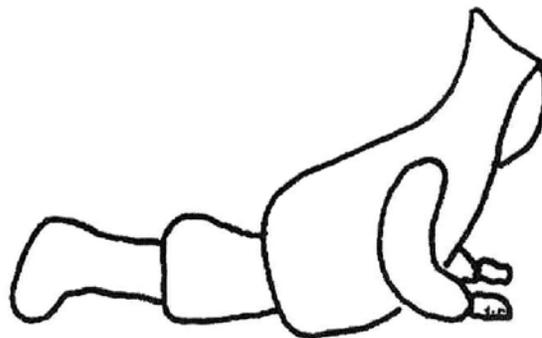
Holman Island Dog-Team Pull

A rope is used as a harness around each opponent's waist. On hands and knees, the contestants try to pull their opponent over a line drawn between them.



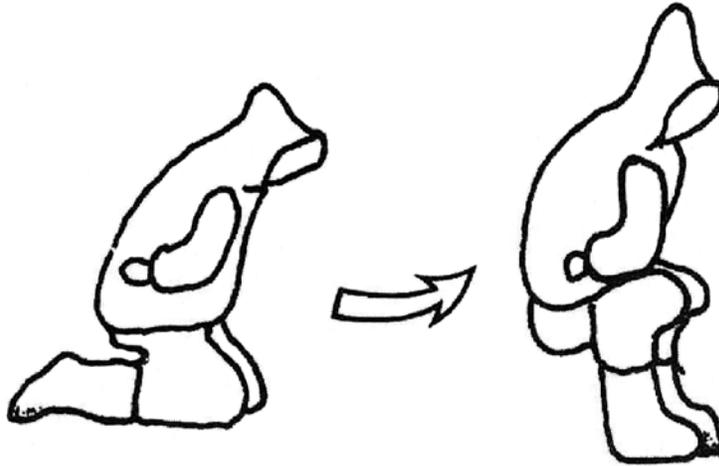
Seal Racing

Opponents lie on their stomachs on the floor. Using their hands for support, with legs limp and body trailing, students race for the finish line.

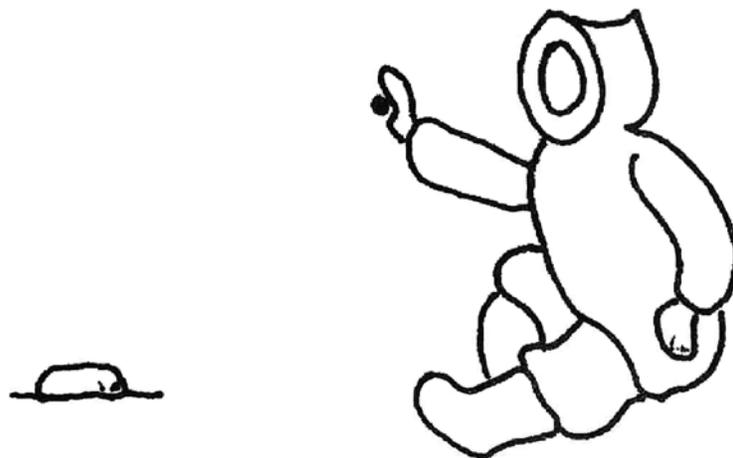


Peed Le Ta Tuq

Opponents move from a kneeling position to a squatting one with a quick jump and then back to kneeling again.

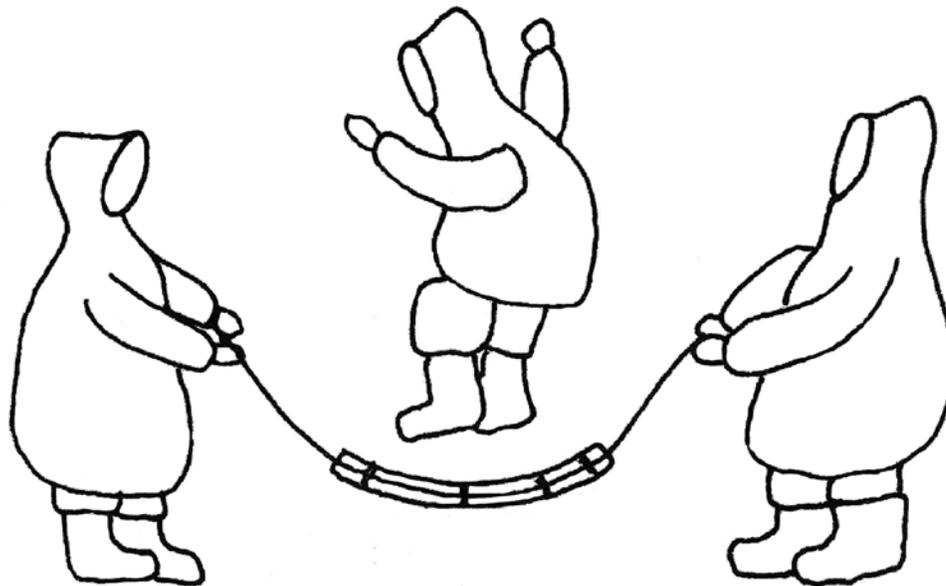
**Nakartartuq**

Using pebbles for tossing and a large stone as the target, students take turns trying to hit or land their pebbles as close to the stone as possible.



Holman Island Skipping

A rope with an animal hide rolled around the mid-portion of the rope is used as the "skipping rope." The skin is swung rhythmically from side to side. The object is to make as many jumps as possible.



Targeted Outcome/Intended Learning:

Social Studies: Cluster 2: My Environment (1.2.5: The Natural Environment)
KL-012: Recognize that people depend on the environment for survival.

Science: Cluster 1: Characteristics and Needs of Living Things

1-1-07: Recognize that plants, animals, and humans, as living things, have particular needs.

Examples: plants need sunlight and water . . .

This centre would be a good follow-up to the Project Wild “What’s For Dinner?” game featured in Learning Experience #4.

Background:

This activity centre is designed to assist students in making connections with the natural world.

Materials:

- scissors
- glue stick
- rulers
- cardboard (card stock weight or stronger)
- a variety of magazines and fliers
- Suggested K-4 ESD Poster picture cards: 4, 7, 9, 10, 11, 12, 13, 18, 19, 24, 29, 30, 31. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word card: depend. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

Show students the word card *depend*. Discuss what the word means and how people depend on elements from the natural environment for their survival. Place the card near the centre. In this activity, students will match everyday items (e.g., foods, clothing, furniture, classroom materials) to elements from the natural environment from which they originated. Prior to independent exploration of this centre, meet with the class as a group and discuss the activity. You could then “walk the class through” the activity using one or two examples, and model the selection process, discussing reasons for making the selections and reviewing what is meant by the “elements of the natural environment.”

Have a variety of magazines and flyers available for students to access. Students find and cut out pictures of everyday items (e.g., paper, bread, milk) and elements of nature (e.g., tree, wheat, cow). Students then match the items to the elements from nature from which they come. To create a “match-up” game for their classmates, invite students to glue each of their items onto a card-sized piece of cardboard.

Note: Remind students to glue onto cardboard only those items and elements for which they have found a match (i.e., the paper card matches with the tree card; the bread card matches the wheat card; the cow card matches with the milk card. etc.)

Activity 2:

Using picture cards 4, 7, 9, 10, 11, 12, 13, 18, 19, 24, 29, 30, and 31, have students sort the cards according to which season they feel the cards represent. Have them write or talk about what is happening in each card, and how they know what season it is.

After centre time, students can share their responses with the class and explain why they made the choices they did. This will provide an opportunity to check for understanding. It will also provide an indication of where you should take the lesson from here (i.e., Are there any misconceptions? Are some students showing evidence of advanced learning? etc.). Discuss any misunderstandings.

The next page shows examples of students’ match-ups.



Targeted Outcome/Intended Learning:

Social Studies: Cluster 3: Connecting With Others (1.3.6: Global Connections)

KG-021: Identify relationships or connections they have with people in other places in the world.

Background:

Before using the centre, show students the word card *connect*. Discuss what the word means. Have a discussion with students about how we all have connections to other parts of the world. Do they have family in other parts of the world? Have they ever eaten a banana or an orange? Look at the labels found on fruit. Where did they come from? Look at clothing labels. Where were they made? Help students to find these countries on a world map. Read stories about these countries. Place the word card *connect* near the activity centre.

The Canadian Hunger Foundation provides detailed lessons on people's needs around the world. Go to <www.chf.ca> and search for "teacher resources".

Materials:

- products and items from other parts of the world
- books and pictures of the countries where products originate from
- a world map
- pins or stickers to identify locations on the map
- labels to place on items and on the map
- markers
- lengths of string
- Suggested K-4 ESD Poster picture cards: 4, 26. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word card: connect. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

Encourage students to bring in fruit, vegetables, clothing, and objects made in other parts of the world. Label these items with their place of origin. Have the items on display for students to look at. Using a large world map, high-light (using a pin or sticker) these locations for the students. In the activity centre, have the items laid out for students to examine. Ask them to match the places of origin with the highlighted marks on the map. Students can use lengths of string to measure how far away these locations are from Manitoba. Students can then look at books about these places and share their observations with the class.

Note: A map could be posted over the location of the centre for the duration of the time this centre is active. Then each group of students could add more strings to what previous groups have contributed.

Assess students' understanding by the knowledge they choose to share with classmates. Do they understand that the products came from a place far away? Can they point to the locations on the map and the location of their own home? To further explore or expand their understanding, prompt them with questions about how the people from that country live: their homes, types of plants living there, their clothing. How long would it take to travel to that country? etc.

The Manitoba Education and Advanced Learning Social Studies website has excellent ideas and resources for 1.3.5: Conflict Resolution and for 1.3.6: Global Connections, including a students-helping-students idea. It can be found at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/cluster3.pdf>.

The Blackline Masters section includes a conflict resolution Y-chart activity centre activity and a Global Scavenger hunt. See it at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/blms/index.html>.

Targeted Outcome/Intended Learning:

Science: Cluster 1: Characteristics and Needs of Living Things

1-1-06: Observe and identify similarities in life processes between themselves and other living things.

Examples: they eat, sleep, grow, and breathe, and so do other living things . . .

1-1-10: Describe how humans and other living things depend on their environment to meet their needs.

Examples: the environment provides humans and other living things with food . . .

This centre is a good application activity and can be used in conjunction with Learning Experience #5.

Background:

This activity centre is designed to assist students in observing and identifying commonalities between themselves and other living things.

Materials:

- pictures of various animals and plants (calendar pictures are great)
- cardboard squares large enough for each picture
- 12"/30cm. lengths of wool/cord.
- laminate or glue the pictures onto cardboard and attach the cord to the cardboard
- Suggested K-4 ESD Poster picture cards: 11, 12, 19, 21, 24, 27, 32, 35. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word card: needs. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

Before students begin the following game, show them the word card *needs*. Discuss what needs they have and what needs their pets have.

Tell the students that they are going to play a guessing game. In groups of four or five, students take turns being the “guesser,” and the others will be “answer-givers.” The guessers will have a cardboard picture placed on their back (like a signboard). The board will have a picture of a plant or animal on it. (Make sure that they cannot see what their animal is!) Guessers will then go up to each answer-giver, show the animal/plant, and ask the answer-giver one question about the animal. The question must be about the animal or plant’s needs (e.g., “Do I live in the water?” “Do I eat plants?” “Is my home a burrow?”). The answer-giver can only answer “yes,” “no,” or “sometimes.” When students guess correctly, everybody switches roles. (Variation: students can be answer-givers and guessers at the same time. When they guess what they are, they can switch their picture card to the front side or remove it.)

Note: It might be helpful to create a series of charts with the class so students have a point of reference for their questions (e.g., one chart could list/show types of homes, such as a *burrow*, a *nest in a tree*, or a *wood pile*, and habitats, such as a *pond*, *lake*, *forest*, or *field*; another chart could list things to eat, such as *berries*, *leaves*, *fish*, *mice*, and *insects*, and indicate the climate of the home, such as *hot*, *dry*, *wet*, or *cold*).

While students are playing, check to insure that they are asking questions about the animal’s environment in order to obtain clues as to its identity. The complexity of the questions they ask can provide clues to their level of understanding.

Targeted Outcome/Intended Learning:

Science: Cluster 1: Characteristics and Needs of Living Things

1-1-06: Observe and identify similarities in life processes between themselves and other living things.

Examples: they eat, sleep, grow, and breathe, and so do other living things . . .

1-1-08: Describe what is needed to care for a pet, a farm animal, or an indoor plant.

Examples: provide fresh water for their hamster daily, feed and bed calves regularly . . .

See Learning Experience #6 to complement this activity centre.

Background:

This learning activity is designed to follow up on Activity Centre #5 with an application to a farm animal or pet.

Materials:

- items for care of a specific animal(s) (e.g., for a dog: leash, brush, food bowl, collar, toy, bone, etc.)
- items that are not needed (e.g., candy box, hat, shovel, etc.)
- basket or box
- paper, pencils, crayons
- one or more toy animals
- Suggested K-4 ESD Poster picture cards: 11, 12, 13, 17, 20, 24. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: needs. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Activity Directions:

Activity 1:

Prior to using the centre, review the basic needs of living things. Place the word card *needs* near the activity centre.

Have a box containing items needed to care for a cat, dog, or other pet, along with items that are not needed. Invite students to sort the items and draw on paper those that are needed. The centre can include toy animals so that students can act out caring for those animals.

Invite students to share their reasons for their method of sorting items. Evaluate their understanding by the accuracy of their sorting or recording of items needed by animals. Discuss misconceptions.

Targeted Outcome/Intended Learning:

Science: Cluster 1: Characteristics and Needs of Living Things

1-1-13: Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things.

Examples: wash hands before eating, reduce amount of waste produced by the class . . .



Physical Education/Health Education: 4. Personal and Social Management

S.4.2.A.3: Demonstrate appropriate behaviours for getting along with others (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences . . .) in partner activities.

This activity could also be used as a class writing activity (see Learning Experience #7).

Background:

This activity centre is designed to assist students in developing and possibly implementing an action plan to help other living things.

Materials:

- pens, pencils, crayons
- paper
- Suggested K-4 ESD Poster picture cards: 1, 3, 4, 5, 6, 8, 11, 13, 14, 16, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 33, 34, 35, 36. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: ideas. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Activity Directions:

Activity 1:

Show students the word card *ideas*. Discuss its meaning. Place the card at the activity centre. Brainstorm for ideas of things students can do to create a healthy environment (including washing hands, reducing classroom waste, cleaning up, etc.). Place picture cards 1, 3, 4, 5, 6, 8, 11, 13, 14, 16, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30, 33, 34, 35, and 36 in a container. Students choose a card, write one or two sentences, and draw a picture to describe how the activities in the picture help to create a healthy environment. Sentences can be edited and published in a class book. The class can then decide on a group project to contribute to a healthy environment (e.g., litter-less lunch day, etc.).

Targeted Outcome/Intended Learning:

Social Studies: Cluster 3: Connecting with Others (1.3.5: Conflict Resolution)

KP-025: Give examples of causes of conflict and solutions to conflict in the school and community.

KP-026: Identify ways to deal with bullying.

VP-012: Be willing to help resolve conflicts peacefully.

Physical Education/Health Education: 4. Personal and Social Management

K.4.1.B.3a: Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression . . .) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run . . .).

K.4.1.B.3b: Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first . . .).

K.4.1.B.3c: Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize . . .) to avoid or reduce potential conflict situations (i.e., in class, at play).

Background:

This activity is meant as an application activity. The activity serves to help students apply some of the skills and knowledge of conflict resolution that they have already learned. As such, this lesson can provide the teacher with valuable information as to the students' understanding of the outcome, and can help spotlight areas that may require more focus.

Before using the centre, show students the word card *cooperate*. Discuss its meaning. Tell students that they will be doing an activity that focuses on how people can cooperate. Place the card at the centre.

Materials:

- Create one card with a question mark on it.
- Print out scenarios (listed below) from this activity centre and paste them onto the backs of the picture cards.
- Suggested K-4 ESD Poster picture cards: 9, 10, 26, 27, 31. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: cooperate. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Activity Directions:

Activity 1:

Divide the students into groups. Have each group choose a problem scenario card (e.g., someone is not sharing, someone is not taking turns, someone has made you really mad, someone is not being fair, someone always wants to be first). Do the first scenario as a group to model for everyone. Talk about fairness and how to make the solution positive for all individuals involved. Have the groups write or draw a story about the problem. Their answers should

1. identify the problem
2. explain why it is a problem
3. describe how the people involved might feel
4. suggest how the problem could be worked out with a happy ending for all

Be prepared for potential surprise responses (e.g., the person who is not sharing may be happy because she has all the toys!). The group could then act out the story in front of the class (encourage creativity through puppets, props, etc.). Teachers can create their own scenarios or choose from the following (use of picture cards optional).

Scenario Cards for Activity Centre #8

Scenario 1 (Picture Card #9):

At your school, it is against the rules to throw snowballs. Some students who are building a fort pick up some sticky snow and start throwing snowballs at you and your friends. What do you do?

Scenario 2 (Picture Card #31):

You are on the school bus and the two students in the seat behind you start teasing you and calling you names. You can feel your face turning red, your muscles are tensing, and you are getting really mad. What do you do?

Scenario 3 (Picture Card #27):

You are having lunch with your friends. The new student whom you are not sure you like comes to sit with your group. What can you do?

Scenario 4 (Picture Card #26):

It's math centre time, which is your favourite activity, but the person who should have been at that centre the previous day missed his turn because of a dentist appointment. The teacher has forgotten that he missed his turn. Should you remind the teacher and wait until tomorrow for your turn, or should you not worry about it and enjoy going to your favourite activity?

Scenario 5 (Picture Card #10):

The most popular kid in class has chosen to play with you at recess. You really like him and want him to like you. He wants to go for a walk in a place that you know is off limits. What do you do?

Scenario 6 (Use a card with a question mark on it):

Describe a problem that you have had with another student. How did you feel about what was happening? How did you solve the problem? Was your decision a good one? How else could you have solved the problem?

