



EDUCATION FOR SUSTAINABLE
DEVELOPMENT: KINDERGARTEN
TO GRADE 4 POSTER ACTIVITIES

Kindergarten

KINDERGARTEN 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 Kindergarten ESD Learning Experiences

Learning Experience	Subject	Cluster Section	SLO	Page
1. Needs	Social Studies	1. Me (K.1.2: My Basic Needs).	KE-025: Give examples of basic needs. <i>Examples: food, clothing, shelter . . .</i>	K-5
	Physical Education/ Health Education	5. Healthy Lifestyle Practices	K.5.K.A.1: Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).	
2. Doing the Right Thing	Social Studies	1. Me (K.1.5: My Responsibilities)	KC-002: Recognize that their actions affect others.	K-9
	Physical Education/ Health Education	4. Personal and Social Management	K.4.1.A.2b: Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task . . .). (Note: This SLO is listed for Grade 1, but it is also congruent with Kindergarten Cluster 1.)	
3. Community Helpers	Social Studies	2. The People Around Me (K.2.1: Important People in My Life)	KC-003: Identify people who are responsible for helping and caring for them at home, at school, and in the community.	K-11
	Physical Education/ Health Education	3. Safety	K.3.K.B.4: Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard . . .).	

continued

Learning Experience	Subject	Cluster Section	SLO	Page
4. The Branch of Life	Social Studies	3. The World Around Me (K.3.2: The Natural Environment)	KL-013: Give examples of how the natural environment influences daily life. <i>Examples: work, play, clothing . . .</i>	K-13
5. Needs Around the World	Social Studies	3. The World Around Me (K.3.5: Basic Needs in Other Places)	KG-020: Recognize that people all over the world have the same basic needs. <i>Examples: food, clothing, shelter . . .</i> KG-021: Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.	K-17
6. Once Upon a Seedling	Science	1. Trees	K-1-02: Identify ways in which humans and animals use trees. <i>Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs . . .</i>	K-19
7. Friends	Physical Education/ Health Education	4. Personal and Social Management	K.4.K.B.1a: Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous . . .) for getting along with others in school and in the schoolyard. K.4.1.B.1b: Discuss how feelings and experiences associated with participation in physical activities/ sports and/or social events can be the same or different from person to person (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated . . .). K.4.K.B.2a: Identify ways (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still . . .) to show a person is listening attentively when communicating. K.4.K.B.2b: Identify activities that friends do together (e.g., communicate with each other, play games, share toys . . .).	K-23
8. Taking Care of Yourself	Physical Education/ Health Education	5. Healthy Lifestyle Practices	K.5.K.A.1: Identify daily habits for leading a physically active and healthy life (e.g., daily exercise, healthy eating, adequate sleep and rest, effective dental and hygiene practices).	K-25

Targeted Outcome/Intended Learning:

Social Studies: Cluster 1: Me (K.1.2: My Basic Needs)

KE-025: Give examples of basic needs. *Examples: food, clothing, shelter ...*

Physical Education/Health Education: 5. Healthy Lifestyle Practices

K.5.K.A.1: Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).

Note: Activity Centre #1 has a complementary activity for this learning experience.



Background:

This learning experience is designed to help students identify what people's needs are for a healthy life. It also helps students identify the differences between needs and wants.

Materials:

- chart paper, markers
- squares of white cardboard to be used as word cards
- packages from food items, toys, clothing items (for display table and for sorting)
- paper, scissors, glue for collage
- magazines and flyers for collage
- Suggested K-4 ESD Poster picture cards: 3, 4, 7, 9, 10, 15, 16, 19, 24, 27, 28. 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>.

Books:

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

Activity Directions:**Activity 1:**

Discuss what we need to live happy, healthy lives. Accept all of the students' suggestions. Write a word related to each student's suggestion on a card and ask the student to hold the card until everyone has had a turn. (For large groups, this portion of the activity might be too time-consuming. In this case, you could ask for a few suggestions and invite those who have not had a turn to hold the website picture cards.) Tell students that you are going to show them some pictures. As you share website pictures 3, 4, 7, 9, 10, 15, 16, 19, 24, 27, and 28 with the students, invite them to explain what needs come to mind. If they do not understand what "need" the picture represents, help them to discover the answer.

- Write the following words on chart paper: *food, shelter, clothing, and love*. Invite students to suggest the category in which their suggestion might fit. Discuss their decision and have each student place her or his word (or picture) card under one of the four categories (or create a new category if necessary).
- Discuss what items are not necessary. Identify these items as "wants." (This might require some discussion as, at this age, "wants" are often perceived as "needs.") Write the word *want* on the chart paper, and invite students to move their cards if they think their item should be there. (Note which students understand the concept, and adapt your lessons accordingly.)

Activity 2:

For a "needs and wants" display, invite students to bring in a representation of their favourite food items, toys, or clothing items. You can supplement the display with pictures and actual items representing our basic needs. As a group, share information about items on the table. Review what "need" and "want" mean. Guide students to sort the items into the two categories.

Activity 3:

During free time or centre time, invite students to sort the items on their own.

Activity 4:

Using pictures from magazines, have students create a collage of needs on one-half of the page and wants on the other side. These can include toys, foods, clothing, vehicles, etc.

Activity 5:

Read stories about needs and wants (e.g., *A House is a House for Me*).

Assess students' understanding by how they choose to sort items during free time and for the collage. Ask students about their choices to understand their reasoning. Discuss more appropriate choices where necessary.

See social studies BLM K3.5a: Basic Needs: Picture Sort.
Available online at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/blms/k-3-5a.pdf>.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 1: Me (K.1.5: My Responsibilities)

KC-002: Recognize that their actions affect others.

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

K.4.1.A.2b: Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task . . .).

Note: This SLO is listed as a Grade 1 learning outcome on the Manitoba Education and Advanced Learning website, but it is also congruent with Kindergarten Cluster 1.

Background:

Our actions affect others. In our changing world where resource management is becoming a great concern, our attitudes and sensitivity to the needs of others has become an ever-increasing priority. Every bit counts and every person's contribution counts. If we all work together, we can support change for all people on earth.

Materials:

- basket or container
- paper, pencils, crayons
- Suggested K-4 ESD Poster picture cards: 4, 5, 7, 9, 10, 12, 14, 15, 16, 18, 24, 26, 28, 31, 32, 36. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: consequences. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Books:

A story about how our actions affect others, such as the following:
Taking Care of Mother Earth by L. Kruger (2009). Manitoba Education Library Call #E Car.

The Berenstain Bears Forget Their Manners by S. & J. Berenstain (1985).

Activity Directions:

Activity 1:

Read a story about how our actions affect others. *The Berenstain Bears Forget Their Manners* provides an opportunity for discussion of how our behaviour can affect others. List what actions were discussed in the story and how those actions could affect others. Expand this discussion to the immediate effects our actions can have on our classmates (e.g., leaving a mess in the classroom, helping or not helping others, etc.). In addition or alternatively, read *Taking Care of Mother Earth* by Leanne Flett Kruger. This book gives students an understanding of how our actions can affect others on a greater scale. Discuss how we can make our world a better place through our actions.

Activity 2:

For the “Doing the Right Thing” sharing circle, place the picture cards 4, 5, 7, 9, 10, 12, 14, 15, 16, 18, 24, 26, 28, 31, 32, and 36 in a basket (for larger groups, consider having two copies of each card in the basket). Have students choose a card from the basket. After looking at the card, have each student show her or his card to the group and discuss what is happening in the card. Is the action responsible? How does it affect others? At their desks, have students draw or write about themselves doing the responsible action shown in the picture they chose. To model the activity, pick a card and talk about what is happening in it. You can then suggest how they would draw themselves doing that activity and add a word or two to describe the actions in the picture. During sharing time, students can share their work and discuss the good things about each student’s contribution. Invite students to suggest anything that could be added to the picture/story to enhance the message. Students’ work can then be put into a class booklet. As a group, decide on a title for the booklet. Invite each student to decorate a portion of the cover.

Activity 3:

For a whole-class activity, create a community action project (e.g., clean the school grounds, plant flowers, make safety posters, etc.).

See social studies BLM K.1.5: My Responsibilities: Cards.
The BLM can be found at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/blms/index.html>.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 2: The People around Me
(K.2.1: Important People in My Life)

KC-003: Identify people who are responsible for helping and caring for them at home, at school, and in the community.

Physical Education/Health Education: 3. Safety

K.3.K.B.4: Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard . . .).

Note: Activity Centre #3 has a follow-up activity.



Background:

This learning experience is designed to assist students in identifying people who help them beyond their immediate family.

Materials:

- a book that features community helpers
- paper pencils/markers for writing activity
- Suggested K-4 ESD Poster picture cards: 8, 11, 12, 14, 18, 20, 26, 30, 31, 33. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word card: protect. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

To help identify community helpers, show students the theme cards. Invite them to explain what it means. Discuss how community helpers protect us in various ways. Read a book that features community helpers. Invite students to name some of the people featured in the book and why they are important. Discuss which people are important in their lives. Who keeps them safe? Who cares for them? Who do they see when they are sick or have a toothache? Who makes sure that the garbage is taken away? Who cares for the school?

Activity 2:

Show students picture cards 8, 11, 12, 14, 18, 20, 26, 30, 31 and 33. Discuss who might be the important people in these pictures and why they are important. The cards can be interpreted in different ways and used to encourage students' imaginations. Invite each student to draw a picture of people who are important in his or her life.

Activity 3:

During free play, have materials available for students to role-play important community members (e.g., police officers, firefighters, teachers, principal, school custodian, etc.).

Observe their role-playing activities. Invite them to explain who they are role-playing and discuss their job. Guide their understanding where necessary.

See social studies BLM K.2.1e: Important People in My Life: Award Ribbon. The BLM can be found at www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/blms/index.html.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 3: The World around Me (K.3.2: The Natural Environment)

KL-013: Give examples of how the natural environment influences daily life. *Examples: work, play, clothing . . .*

Background:

The natural environment influences us in a variety of ways. Weather determines what we wear and what activities we can do. The natural environment of an area determines what kind of home we can build and the plants we can grow. It provides us with opportunities to learn, enjoy the beauty of nature, exercise, and play. The natural environment provides us with energy and food. We must protect the natural environment so that we can continue to enjoy our way of life.

Use this learning experience as an application activity to help reinforce what students have learned about how the natural environment influences daily life.

Materials:

- a bag filled with various items from the classroom and home that are made from “natural materials” (e.g., pencil, cotton scarf, a clay item, a leather pouch, etc.)
- a basket or other container to put cards in
- scissors
- a branch (at least 40 cm. long) with one or two forks in it
- wool or twine
- a variety of materials found in nature (e.g., feathers, flower stems, seed pods, leaves—whatever students wish to bring from home or from the school ground)
- a selection of small pieces of clothing (odds and ends like an old sock or mitten)
- pictures of scenery and farmland
- invite students to bring from home any other items they wish to contribute and that they feel are related to the environment
- for the reading centre, have books about weather, farming, natural areas, etc.

- Suggested K-4 ESD Poster picture cards: 1, 3, 7, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 24, 32, 35. 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.

Books:

The Name of the Tree—A Bantu Tale Retold, by Celia Barker Lottridge (2002).
Manitoba Education Library Call #398.20899639 L68.

The Australian Women's Weekly Home Library, Students' Art and Crafts by Nancy Lewis Bartlett (1989). Manitoba Education Library Call # 372.5044 B37.

Activity Directions:

Activity 1:

Show students the theme card *depend*. Invite them to explain what it means. Explain that in the story they are about to read, the word *depend* can mean a lot of things. Invite students to think about the word as you read the story. As a group, read *The Name of the Tree* (this story is fun to act out afterwards). Discuss how the animals were dependent on the natural environment for survival (e.g., they depended on the tree for food, and they also depended on the environment for rain to help things grow). Discuss how we are dependent on the natural environment. Encourage students to share their ideas. Offer suggestions.

Activity 2:

Assemble students in a circle on the floor. Ask them what the “natural environment” is (the natural environment refers to the world around us: soil, air, water, sun, animals, trees, rocks, etc.). Inform students that they are going to play a guessing game. One at a time, invite students to pick an item from a bag that is filled with items that originated from the natural environment (which could be almost anything except for synthetic fabrics and plastic items). If a small glass item or clay item is chosen, have them guess what it is made of. Explain how it was made from finely ground stone that was melted to very high temperatures and that stones are a part of the natural environment. If a leather item is chosen, let them guess what it is made from and then explain that it comes from the skin of an animal (cow, pig, etc.), and that animals are part of the natural environment. Continue until every student has had a turn. The students will be amazed to make the connections!

Activity 3:

Use this activity on a separate day from Activities #1 and #2. After students have learned about the various ways that the natural environment influences their lives, use picture cards 1, 3, 7, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 24, 32, and 35 in a sharing circle activity. Pass a basket containing the picture cards around the circle. Students take turns selecting a picture card and describing what aspects of the natural environment are featured in the picture and how this aspect influences our lives. You can model the activity by first choosing a card yourself, and then inviting students to have a turn. Prompt students by asking the following questions: “What do you see in the picture?” “Can you tell what time of the year it is?” “How can you tell?” “What are the people doing in the picture?” “How is the natural environment important for what is happening in the picture?” This activity can help you to assess the level of understanding students gained from the previous activity.

Activity 4: *

For the “Classroom Branch of Life,” explain to the class that today they will be creating an environmental weaving. Discuss what weaving is. Show students some samples of simple weavings (e.g., a placemat or perhaps a project that has already been completed in class). Show them how there are two directions in which the thread of the weaving goes (e.g., vertical strands and horizontal strands). Discuss how the class will work together to create a weaving using wool and a branch. The branch will serve as the frame of the weaving; the wool or twine will provide the fabric for one direction of the weaving. Items from the natural environment will provide structure/fabric for the other direction of the weaving. Note: The students’ winding of the wool does not have to be in a specific direction. Have fun with the activity. There will be plenty of places to insert items to create “a weaving,” whether it looks neat and tidy or not.

As a group or in groups of three, wind the twine, string, or wool from one fork of the branch to another. Let students choose the direction of the winding, which they can change at their whim. Give each student the opportunity to make several loops with the twine. As they work, ask them where the twine, etc., came from (i.e., we depend on the environment for these materials).

Once a suitable network of threads has been completed, invite students to choose items from the collection of natural materials that they think adds beauty or interest to our world, and have them weave these items into the network of thread.

* Classroom Branch of Life: Activity adapted with permission from Valerie Watermulder and Barbara Batulla.

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Kindergarten Learning Experience #4: The Branch of Life

Next, have them choose items that help us live in our environment (e.g., keep us warm, help us get from one place to another, etc.), and weave these things into the network. Continue with plants and animals (pictures, small figures, etc.) from the environment that provide us with food.

Finally, include things that need to be protected, etc. Throughout the activity, encourage discussion and ideas. Display the class weaving in an area where all can admire it.

Variation: If you have access to a wooded area, have each student make their own weaving from fallen branches. Have them work in pairs to weave the twine, taking turns to hold the branch while the other student weaves.

Observations of students' contributions to the discussion of items that should be included in the weaving will give you an indication of students' understanding of the concept.



Photo by Barbara Batulla.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 3: The World around Me (K.3.5: Basic Needs in Other Places)

KG-020: Recognize that people all over the world have the same basic needs. *Examples: food, clothing, shelter . . .*

KG-021: Recognize that they may have different ways of meeting their basic needs than people in other parts of the world.



Note: This is an extension of Learning Experience #1.

Background:

Review what we need to live happy, healthy lives (from Learning Experience #2). Accept all of the students' suggestions. Write each suggestion on a card and ask the student to hold the card until after everyone has had a turn. Write the following words on chart paper: *food, shelter, clothing, and love*. Invite students to suggest which category their suggestions might fit under. Discuss their decisions and have students place their cards under one of the four categories (or create a new category if necessary).

Discuss which items are not necessary. Identify these items as "wants." Write the word *want* on chart paper, and invite students to move their cards if they think their item should be there.

Materials:

- pictures, stories about students from other countries
- magazines and store flyers
- Suggested K-4 ESD Poster picture cards: 4, 7, 10, 12, 15, 16, 19, 22, 24, 25, 27, 29. 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:

For “Needs Around the World,” look at pictures and read stories about students from other countries. Discuss what the needs of students from other countries might be. Establish that their basic needs are the same: food, shelter, clothing, love.

Discuss how our needs might be met differently than the needs of, for example, a student from Mexico. What would students from Mexico wear? Would they need winter clothes? Why or why not? What kinds of foods do they eat? How are their houses different from ours? Why? Conclude that factors such as climate, the natural environment, and culture influence how needs are met.

Activity 2:

Have students use travel magazines and store flyers to find examples of needs. Make a collage of needs in Canada versus needs in a warm country such as Mexico.

Activity 3:

As a review, use picture cards 4, 7, 10, 12, 15, 16, 19, 22, 24, 25, 27 and 29. Have students identify what needs are being met in the pictures. Would these be different in another country? If so, how would the needs be met in that country?

Students’ responses will help you to assess understanding. Be sure to encourage input from all students.

Targeted Outcome/Intended Learning

Science: Cluster 1: Trees

K-1-02: Identify ways in which humans and animals use trees. *Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs . . .*

Note: Activity Centre #4 has a related activity for this learning experience.

Background:

Have objects on display, both natural and fabricated, that come from trees. Have students brainstorm for other items that come from trees.

Talk about animals that eat parts of trees. What fruits and nuts do humans eat that come from trees? We use trees to build our homes, to make paper, and to burn as fuel. Animals depend on trees for their homes and house-building materials.

For interesting online lessons from Manitoba Fisheries, go to <www.gov.mb.ca/conservation/sustain/educate.html> and click on *Kindergarten (K)*.

Materials:

- paper, pencils, colouring materials
- a carpeted space or grassed area (for acting out a seed's growth)
- Suggested K-4 ESD Poster picture card: 11. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word cards: protect, restore, value, respect, conserve, needs, care, beauty, depend. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Websites:

Using The Tiny Seed in the Classroom: See <www.eric-carle.com/bb-seed.html> for related activities.

Books:

The Tiny Seed by Eric Carle (1987). Winnipeg Public Library Call #J581 Car. Brandon Public Library Call #E Car. Manitoba Education Library Call #582.C37.

Activity Directions:

Activity 1:

Talk about animals (including birds, reptiles, and insects) that live in or eat parts of trees. What fruits and nuts do humans eat that come from trees? How else do humans use trees (to build our homes, for shelter belts, for shade, to beautify our yards, to build tree forts, to make paper, to burn as fuel)? Animals depend on trees for their homes and house-building materials.

Activity 2:

Read *The Tiny Seed* by Eric Carle. Discuss what happens to the seed throughout the book. Ask students how people and animals use the seeds and the plants in the story. Encourage them to draw their own pages for a class story using a tree species, showing what the tree might be used for in its different stages of growth. See the website <www.eric-carle.com/bb-seed.html> for related activities.

Activity 3:

For “Once Upon a Seedling,” act out how a seed grows to be a tree. Tell students: “Roll up in a little ball. 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 branch. Now spread your fingers wide open. There’re the leaves. Put your other leg out for more roots. Slowly stand up and extend the other arm. Now you have a trunk. Reach both arms up high towards the sun and sway with the wind. Smile as the bees tickle your blossoms. Birds are making a nest in your branches. Ouch, ouch! A woodpecker is looking for insects under your bark. Tug, tug, tug! People are picking your apples. Yum, yum! The apples are good! Thank you, tree!”

Have students relax and shake their bodies out. Tell them they are now people again. In a circle, talk about what it was like to be a tree. Ask students how animals and people were using their tree. Write their answers on the board or on chart paper. Guide them in this discussion to see the many ways trees contribute to the environment (e.g., pollen for bees = honey for us; homes for birds and animals, food for birds, food for people).

Activity 4:

As a review, read each of the website word cards to students. With each card (protect, restore, value, respect, conserve, needs, care, beauty, depend), ask students: “What does this word mean?” Discuss their responses, and then ask: “What does this word mean to you when you think of trees?” Their responses can be an indicator of how much appreciation they have gained for trees (or any growing plant) through these learning experiences.

Build a tree with students: see

<www.edu.gov.mb.ca/k12/cur/science/found/kto4/kc1.pdf>.

Targeted Outcome/Intended Learning:

Physical Education Health Education:
4. Personal and Social Management

K.4.K.B.1a: Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous . . .) for getting along with others in the school and schoolyard.

K.4.1.B.1b: Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events, can be the same or different from person to person (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated . . .).

K.4.K.B.2a: Identify ways (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still . . .) to show a person is listening attentively when communicating.

K.4.K.B.2b: Identify activities that friends do together (e.g., communicate with each other, play games, share toys . . .).



Background:

Have a discussion about activities that students enjoy doing with their friends. Use the words and picture cards to explore various activities and behaviours that help to make friendships grow.

Materials:

- paper and pencils/crayons, etc.
- puppets (optional)
- Suggested K-4 ESD Poster picture cards: 4, 7, 8, 9, 10, 12, 14, 17, 21, 25, 26, 27, 28, 31, 32. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word cards: care, celebrate, cooperate, grow, enjoy, protect, listen, respect, share, safety, walking. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

For “Friends,” invite students to choose a picture card from among cards 4, 7, 8, 9, 10, 12, 14, 17, 21, 25, 26, 27, 28, 31 and 32, and then write a few words and draw a picture about how friends are doing something together in the picture.

Activity 2:

Have students choose one of the following word cards: care, celebrate, cooperate, grow, enjoy, protect, listen, respect, share, safety, walking. Discuss what the word might mean in terms of friendship (e.g., What does the word *cooperate* mean? How do friends cooperate? Can you tell me about a time when you and a friend cooperated to do something? What happened? How did that feel?). Encourage students to create a story about friends doing an activity associated with their word.

Activity 3:

The picture cards or word cards could also be used to help students pick a topic for a puppet show (i.e., have each group choose a picture or word card). In small groups, have students create a puppet show to demonstrate sharing, talking together nicely, taking turns during a game, or working together to solve a problem. Perform the show in front of classmates. Have other students guess what the show was demonstrating.

Targeted Outcome/Intended Learning:

Physical Education/Health Education: 5. Healthy Lifestyle Practices

K.5.K.A.1: Identify daily habits for leading a physically active and healthy life (e.g., daily exercise, healthy eating, adequate sleep and rest, effective dental and hygiene practices).

Background:

Read a story about taking care of yourself. Invite students to share their ideas about how we can stay healthy. Have various storybooks about exercising, healthy eating, and proper hygiene available for students to examine.

Materials:

- clay from the garden or clay slurry from a pottery studio
- water or a hand-washing kit
- Suggested K-4 ESD Poster picture cards: 7, 9, 10, 12, 15, 16, 24, 27, 28. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Activity Directions:

Activity 1:

For “Taking Care of Yourself,” use picture cards 7, 9, 10, 12, 15, 16, 24, 27 and 28 to get students thinking about the different activities involved in taking care of themselves. In a sharing circle, place the picture cards in the centre. Invite students (one at a time) to select a card, and explain how they think the people in the picture are taking care of themselves (e.g., wearing warm clothing or exercising by going for a walk). Help reluctant participants with prompts. Accept all answers, and guide students to think of alternative viewpoints.

Activity 2:

For “Personal Hygiene,” check with your local community health nurse for the availability of a hand-washing kit. Alternatively, mix clay with water to create a soupy mix (a local pottery artist might be able to provide this). Have students dip their hands into the mix. Let them dry for a minute. Blindfold students and have them wash their hands as thoroughly as they can. Have students share the results of their efforts. How much mud is left on their hands? If that mud were actually germs, how well did they do at getting rid of them? Discuss how they felt about the hand-washing activity. Demonstrate and have students practise proper hand washing: using soap, wash the front and back of hands for a count of 10 per side. Wash in between fingers, and rub fingertips gently (remind them to turn the water tap off while they are soaping their hands). Assure them that if they follow this procedure, they will get all of the dirt off of their hands.

Activity 3:

Discuss what to do when you have a cold. Encourage them to contribute suggestions. Discuss sneezing or coughing into your elbow and not your hands.

Remind them that after they blow their nose, they should wash their hands every time. Have the class practise this activity. During activity time, encourage students in the puppet/drama area to create a play about hand washing or what to do when you have to cough or sneeze.

KINDERGARTEN ACTIVITY CENTRES

The lessons and activities presented 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 Kindergarten ESD Poster Activity Centres

Activity Centre	Subject	Cluster Section	SLO	Page
1. Needs	Social Studies	1. Me (K.1.2: My Basic Needs)	KE-025: Give examples of basic needs. <i>Examples: food, clothing, shelter . . .</i>	K-29
2. Rules Help Us	Social Studies	1. Me (K.1.4: Rules Help Us)	KP-022: Give examples of rules and identify their purposes. <i>Examples: school rules, safety rules . . .</i> VP-006: Respect the rules of the classroom, playground, and school. VE-007: Respect their own and others' property.	K-31
3. Who Am I?	Social Studies	1. Me (K.2.1: Important People in My Life)	KC-003: Identify people who are responsible for helping and caring for them at home, at school, and in the community.	K-33
	Physical Education/ Health Education	3. Safety	K.3.K.B.4: Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard . . .).	
4. Create a Tree	Science	1. Trees	K-1-02: Identify ways in which humans and animals use trees. <i>Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs . . .</i>	K-35

continued

Activity Centre	Subject	Cluster Section	SLO	Page
5. Mushy Masterpieces	Science	1. Trees	K-1-02: Identify ways in which humans and other animals use trees. <i>Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs . . .</i>	K-37
		3. Paper	<p>K-3-01: Use appropriate vocabulary related to their investigations of paper. Include: characteristic, thick, thin, hard, soft, smooth, rough, absorbent, pliable.</p> <p>K-3-02: Recognize that paper is most often made from trees.</p>	

Targeted Outcome/Intended Learning:

Social Studies Cluster 1: Me (K.1.2: My Basic Needs)

KE-025: Give examples of basic needs. *Examples: food, clothing, shelter . . .*

Note: See Learning Experience #1 for related activities.

Materials:

- dollhouse
- dolls
- doll clothes
- tiny model food items
- Suggested K-4 ESD Poster picture cards: 3, 4, 19, 22, 23, 27, 30, 33, 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>.

Alternately, have a variety of food item boxes, clothing items, toys, and toy buildings on display.



Activity Directions:

Activity 1:

For sorting needs and wants, explain to students that the items at this centre are all things that we need to live. Invite students to create a home for the dolls, and play at giving the dolls the things that they need to live. You can model sorting the items into categories (e.g., foods, buildings, clothing, machines, etc.). Encourage students to sort the items into various categories of their own choice. Then have students sort the items into needs and wants.

Suggestions for Assessment

At the end of centre time, students can be invited to share their categories and reasons for sorting the items as they did. Use observations about students who seem confused or who provide sophisticated responses to differentiate next steps.

See social studies BLM K.3.5a: Basic Needs: Picture Sort. Find it at www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/blms/index.html.

Targeted Outcome/Intended Learning:

Social Studies Cluster 1: Me (K.1.4: Rules Help Us)

KP-022: Give examples of rules and identify their purposes. *Examples: school rules, safety rules . . .*

VP-006: Respect the rules of the classroom, playground, and school.

VE-007: Respect their own and others' property.

Background:

This activity can be used as follow-up activity to discussions and activities suggested in *Kindergarten Social Studies: Being Together: A Foundation for Implementation*. Find it online at www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/index.html.

Materials:

- toy school bus, people, and stop signs so that students can role-play bus safety rules
- dress-up centre: warm clothing or dress-up clothing for dolls
- toy bicycles and dolls
- puppets or dolls for demonstrating safety rules, sharing, being kind, taking care of the school, etc.
- Suggested K-4 ESD Poster picture cards: 4, 7, 8, 9, 12, 14, 18, 21, 25, 26, 27, 28, 29, 31, 34, 36. 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:

For “Rules Help Us,” review with students the meaning of the word *rules*. Brainstorm some rules that they have in the classroom. Show them the word card *cooperate*. Sound the word out and discuss what it means. Discuss how cooperating helps us to follow many rules. Show students the following picture cards: 4, 7, 8, 9, 12, 14, 18, 21, 25, 26, 27, 28, 29, 31, 34, and 36. As a group, ask students what rules might be related to each picture.

Activity 2:

For centre time, have a group of two to four students select one of the picture cards. Ask what rule is shown in the picture. Invite the group to create a play that tells a story about the rule that is portrayed in the picture card (i.e., bus rules, playground safety rules, no littering, dressing properly for the weather, bicycle safety) or add your own picture cards.

Suggestions for Assessment:

Listen as students respond and play. Ask questions to reveal their thinking.

Targeted Outcome/Intended Learning:

Social Studies: Cluster 2: The People around Me
(K.2.1: Important People in My Life)

KC-003: Identify people who are responsible for helping and caring for them at home, at school, and in the community.

Physical Education/Health Education: 3. Safety

K.3.K.B.4: Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard . . .).



Note: Learning Experience #3 should be completed prior to this activity centre. Students will need to have explored and had class discussions about members of their community that they feel are important for their care and safety.

Background:

This learning experience is designed to help students identify people who help them beyond their immediate family.

Materials:

Assemble materials for the following roles (or other roles that student relate to):

- Teacher: paper and pencils, a pointer stick, ABC books, etc.
- Police officer: provide circles of paper and markers to create a police badge (parent helpers can attach a safety pin or jewelry pin to the back of the badge), a blue jacket, plastic police hat, etc.
- Firefighter: a toy fire engine, big boots, a plastic fire helmet, and a stretch of old water hosing for a fire hose
- Doctor: lab coat, doctor's toy kit, baby doll, etc.
- Grandma/Auntie/Mom: dress, dress-up shoes, glasses, purse, baby doll, etc.
- Father/Grandfather/Uncle: pants, shirts, glasses, fake moustache, etc.

3

Kindergarten Activity Centre #3: Who Am I?

- Suggested K-4 ESD Poster picture cards: 2, 6, 8, 12, 14, 18, 20, 26, 29, 30, 31, 33 and/or pictures of a teacher, police officer, firefighter, custodian, doctor, female/male family leader etc. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.
- Suggested K-4 ESD Poster word card: care. Available online at <www.edu.gov.mb.ca/k12/esd/poster.html>.

Books:

The PM Starter Reading Series level 2 has a book called *Moms and Dads* that describes various parents' jobs.

Activity Directions:

Before centre time, review with students some of the community helpers that you have discussed previously. Look at the website picture cards 2, 6, 8, 12, 14, 18, 20, 26, 29, 30, 31, and 33 (or other supporting material you may have), and discuss with students what role the people in the pictures might have as community helpers. Have materials available for students to role-play important community members (e.g., police officers, firefighters, teachers, principal, school custodian, etc.). If the school has the PM Starter Reading Series, have the book *Moms and Dads* available for students to read.

Activity 1: "Who am I?"

Explain to the students that they are to choose (either by selecting a picture card or as free choice) a community caregiver to role-play. At the activity centre, students can then choose items that they feel portray that character best (students can work in pairs or on their own), and then practise/play at being that individual. When centre time is over, invite students to portray or describe their character to the class, and let classmates try to guess which character the student is portraying.

Suggestions for Assessment:

After a character has been portrayed and identified, probe for how that character can be helpful to students. Provide clarifications if necessary.

See BLM K.2.1e: Important People in My Life: Award Ribbon. Available online at <www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/blms/index.html#cluster2>.

Targeted Outcome/Intended Learning:

Science Cluster 1: Trees

K-1-02: Identify ways in which humans and animals use trees. *Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs . . .*

Note: See Learning Experience #6 for related activities.

Background

This activity should be used as an application activity (i.e., after a discussion of tree parts has taken place).

Materials:

- one 28 x 33 cm piece of recycled cardboard (or heavy gauge paper) for each student
- glue
- a drawing or picture of a tree with its parts labelled (including trunk, branches, bark, roots, leaves, buds)
- bits of string, sandpaper, cork, fabric, other tree-like “stuff”
- scraps of coloured paper
- Suggested K-4 ESD Poster picture cards: 11, 19, 20, 21, 29. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: create. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Activity Directions:

Activity 1:

“Create a Tree” Have the materials available for students to examine and experiment with. Tell students that at this centre they will be able to build their own tree on paper. Ask them to be sure to include all parts of the tree: the trunk, roots, branches, leaves and flowers, and fruit or nuts (provide a picture of a tree for them to reference).

Talk about how the tree might be used by other living things (e.g., for bird nests; a place for insects to eat and live; a home for a squirrel or raccoon; a student might be swinging on a swing attached to the tree; he or she might be eating fruit or nuts from the tree; he or she might be putting a bird feeder in the tree). Encourage them to include people and animals in their picture.

Activity 2:

For a discovery table or free play centre, have various paper products and parts of trees (seeds, cones, etc.) available for students to use as building materials for art.

Suggestions for Assessment

Examine the trees that students make to see if they show how the tree is being used by humans or animals.

A Tree Grows is a narrative pantomime suitable for Kindergarten. See it online at <www.childdrama.com/appletree.html>.

For educators interested in accessing recycled materials, visit the Arts Junktion website at <www.ArtsJunktion.mb.ca>.

Targeted Outcome/Intended Learning:

Science: 1. Trees

K-1-02: Identify ways in which humans and other animals use trees. *Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs . . .*

3. Paper

K-3-01: Use appropriate vocabulary related to their investigations of paper. Include: characteristic, thick, thin, hard, soft, smooth, rough, absorbent, pliable.

K-3-02: Recognize that paper is most often made from trees.



Background:

Share picture cards 5, 11, 25, 26, 34 and 36 with the class. Ask students how these pictures might relate to paper. Discuss their responses, and lead them to the conclusion that most paper is made from trees, most of our books are made from paper from trees, and most paper can be recycled.

Read a book about where paper comes from and how it is made. Provide various paper products for students to examine. Have students look around the classroom for items that are made from trees. Brainstorm for ideas on how to save paper.

Partner with a Grade 3 class that is making paper. Have the Grade 3s demonstrate how paper is made.

Discuss the importance of not wasting paper (e.g., Encourage students to use scrap paper for making notes; when using coloured paper for art projects, save the scraps; don't cut a little circle in the middle of a piece of paper, and cut from the edge instead, etc.). Create recycled paper pulp for exploration and sculpture.

Recycle paper scraps.

Materials:

- water (approximately 1 cup)
- 2-3 sheets of newspaper

- 1-2 paper serviettes (serviettes with a colourful pattern give the pulp more interesting texture) (for extra interest, a few leaves and small flower petals can also be included)
- 2 tbsp. of white glue (optional)
- paper towels (at least one per student)
- recycled styrofoam food trays or plastic plates

Activity 1:

- Suggested K-4 ESD Poster picture cards: 5, 11, 25, 26, 34, 36. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.
- Suggested K-4 ESD Poster word card: recycle, needs. Available online at www.edu.gov.mb.ca/k12/esd/poster.html.

Activity 2:

- various paper products and parts of trees for a discovery table

Activity Directions

Prior to using the centre, show students the word card *recycle*. Discuss what “recycle” means. Explain that in this centre they will be recycling old paper into something new. Place the word card on the wall near the centre.

Activity 1:

The following are the instructions for making Mushy Masterpieces.

1. In a mixing bowl, have students shred two or three sheets of newsprint and one or two paper serviettes. Add just enough warm water to cover the paper (approximately one cup), and let soak for 30 minutes or more.
2. Pour the paper, tissue, and water into a food processor. Process until a mushy consistency is reached (with a few small bits of paper still visible). Add in white glue. This mixture can then be distributed in cups for use as a sculpting material.

3. Students can scoop one or two teaspoons of the pulp onto a tray. Let them experiment with the mush before deciding what to make. Use words to describe the pulp, such as *squishy*, *wet*, *mushy*, etc. Note: you might have to model this activity, as some students will likely find the texture to be off-putting and hesitate to try. You can demonstrate shaping the mush into letters, squeeze some of the water out and shape the mush into balls, roll it into snake shapes, make a heart shape, and use a toothpick or pencil tip to make a hole (for a pendant). Once students see others enjoying the experience, they will all want to try.
4. Encourage students to make small shapes or creatures out of the pulp, and let dry for approximately three days. Creations will be solid and paintable once dry. Creations can also be decorated with eyes and antennae, etc.

Suggestions for Assessment:

Pay attention to the students' contributions to the class discussions of where paper comes from, its uses, and how less can be wasted. Find ways of ensuring each student has a chance to show her or his understanding. Perhaps a checklist of ways to save paper can be made and used on an ongoing basis for you and the students to monitor their paper consumption. This would help to reveal whether students have really understood the importance of reducing consumption and can apply it to their daily school life.

The paper activity and other tree activities are available at www.talkabouttrees.org/plans.html.

