

KINDERGARTEN TOOL KIT

Teacher Background Information

Kindergarten to Grade 4: ESD Themes

ESD involves preparing students to live sustainably and to establish lifelong sustainable development practices. ESD focuses on the following three themes in Kindergarten to Grade 4:

Students will

- demonstrate respect and concern for other people in the local community and in other places in the world
- demonstrate concern for all of the living things in our environment, and the understanding that human survival is dependent on the environment
- respect the natural environment while participating in physical activity

Kindergarten: ESD Concepts

The following general ESD concepts are addressed in Kindergarten.

Students will

- identify ways in which humans and animals use trees
- learn to contribute to groups and communities
- recognize that people all over the world have the same basic needs
- appreciate the beauty and importance of the natural environment, and learn how it influences their daily lives
- respect the natural environment while participating in physical activities

Kindergarten: ESD Connections to Selected Social Studies, Science, and Physical Education/Health Education Clusters

Key Concepts

The following are key concepts from the social studies, science, and physical education/health education curricula: quality of life, needs, environment, constructed environment, natural environment, and safety.

Social Studies

In social studies, under Skills for Active Democratic Citizenship, students are to develop the skill of making “decisions that reflect the care, concern, and responsibility for the

environment” (see www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/index.htm, page 44).

The clusters provide a means to develop skills. In Kindergarten Social Studies Cluster 3: The World Around Me, “Students study the world around them, exploring the physical environment of their local neighbourhood and learning that they live in a country called Canada. They learn that although all people have the same basic needs, they have different ways of meeting those needs” (see www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/index.html, page 43).

Students investigate their needs and the needs of others, and how these needs are met. One area of quality of life that is sometimes overlooked is the beauty and importance of the natural environment. Kindergarten is an ideal age to provide opportunities for students to enjoy the beauty of nature.

Science

In Kindergarten Science Cluster 1: Trees, “an investigation of trees capitalizes on students’ curiosity about the world around them. Students’ observations of trees, including their seasonal changes, are complemented by a study of basic parts and uses of trees.” They also develop the understanding of how some of the food and shelter needs for life forms are met by parts of trees (see www.edu.gov.mb.ca/k12/cur/science/found/kto4/kc1.pdf, page K.2).

Physical Education/Health Education

In the Physical Education/Health Education Attitude section, the idea of respecting the natural environment while engaged in physical activity is first introduced (see www.edu.gov.mb.ca/k12/cur/physhlth/foundation/k-movement.pdf, page K-40).

In Physical Education/Health Education Kindergarten Section 3: Safety, “The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living” (see www.edu.gov.mb.ca/k12/cur/physhlth/foundation/k-safety.pdf, page K-53). Students need to be safe when they are in the natural and constructed environment. The concept of respect for the environment is introduced. The consequence of not respecting the natural environment affects quality of life. Connections to the economy can be introduced by explaining that it takes time and money to fix or replace something that has been damaged.

It is important that students’ basic need of safety be met for all in classroom and out-of-classroom experiences.

Other Subjects

Other subjects may be involved in the sustainable development activities, such as English language arts, mathematics, art, and music. Mathematics and English language arts develop the literacy and numeracy skills to enable learning about the ESD themes. Arts education (dance, drama, art, and music) provide opportunities to express the ESD themes.

Note: When using the web form of the curriculum documents, the Internet page number displayed is sometimes different than the print page number. In this document, the web page is listed first, and then the print page.

Note: The social studies Apply sections (especially pages 157 and 145 of *Kindergarten Social Studies: Being Together: A Foundation for Implementation*, found at www.edu.gov.mb.ca/k12/cur/socstud/foundation_k/index.html) will provide opportunities for students to be active citizens and take positive action incorporating the three sections of the sustainable development Venn diagram.