

Connecting and Belonging

Connecting with Others

GRADE
1
3
CLUSTER





Cluster 3

Learning Experiences: Overview

1.3.1 Diversity

KI-010 Give examples of diverse ways in which people live and express themselves.

Examples: language, clothing, food, art, celebrations...

KI-011 Identify similarities between diverse communities.

Examples: cultural, social, geographic...

VI-006 Value diversity among their peers and community members.

1.3.2 Respect, Responsibility, and Rights

KC-005 Describe their responsibilities and rights in the school and community.

KE-030 Recognize the need to care for personal property.

VC-001 Respect the needs and rights of others.

VE-014 Respect their own and others' property.

1.3.3 Living with Others

KC-006 Describe various ways in which people depend upon and help one another.

KE-029 Describe ways in which work may be shared in families, schools, and communities.

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

VI-004 Appreciate the importance of relationships and connections to others.

1.3.4 Getting Along

KP-022 Give examples of decision making in their daily lives.
Examples: families, schools, communities...

KP-023 Describe how other people may influence their lives and how they may influence the lives of others.

KP-024 Explain purposes of rules and laws in the school and community.

VP-011 Respect rules and laws in their school and community.

VP-011A Respect the traditional laws of their Aboriginal community.

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.

1.3.6 Global Connections

KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.

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

VG-010 Be willing to consider the needs of people elsewhere in the world.

Examples: Project Love, UNICEF...

Cluster Assessment: Tools and Processes

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

Cluster Description

Students explore their responsibilities and rights as members of communities and learn various ways people help and depend upon one another. They consider diverse and similar ways people live, meet their needs, express themselves, and influence each other. They also explore the purpose of rules and the causes of and solutions to conflict.



Engaging Students in the Cluster

- Create a book display illustrating diverse ways in which people live and express themselves.
- Create a bulletin board display of people in the community (e.g., police officer, doctor, conservation officer...).
- Students contribute pictures to a collage illustrating connections with people in other places in the world.
- Play cooperative games and board games and discuss the importance of working together and getting along.
- Students view videos showing how people in other places live.
- Students read or listen to stories illustrating ways in which people depend upon one another.
- On a school or community walk students identify examples of rules and laws and discuss the importance of responsibilities and rights.
- Students view video clips of popular television shows and discuss examples of conflict resolution.

Learning Experiences Summary

1.3.1 Diversity

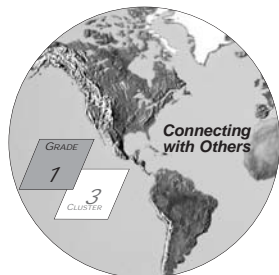
1.3.4 Getting Along

1.3.2 Respect, Responsibility, and Rights

1.3.5 Conflict Resolution

1.3.3 Living with Others

1.3.6 Global Connections



Learning Experience: 1.3.1 Diversity

- KI-010 Give examples of diverse ways in which people live and express themselves.
Examples: language, clothing, food, art, celebrations...
- KI-011 Identify similarities between diverse communities.
Examples: cultural, social, geographic...
- VI-006 Value diversity among their peers and community members.

Science Integration: Grade 1, Cluster 2 – The Senses

Description of the Learning Experience

Students explore ways in which people live and express themselves. Through this exploration, they come to understand the many similarities among apparently different communities, and to appreciate diversity.







Note: Some of the activities in this learning experience may require teacher sensitivity to student cultural background and/or family situations.

Vocabulary: diversity, community, same, different, people (See Appendix D for Vocabulary Strategies.)






1.3.1 Diversity

Assessment	Outcomes	Strategies
	KI-010	<p>Activate</p> <p>Students read or listen to stories about the many diverse ways in which people live and express themselves. Students brainstorm various ways that people are alike and ways they are different (e.g., appearance, tastes, experiences, heritage...). Record ideas on a class chart.</p> <p style="text-align: center;">or</p> <p>Students discuss physical ways that people are the same and different. They draw variations of different facial (e.g., eyes, hair, nose, mouth) and body (e.g., tall, short...) features.</p> <p> BLM: Diversity - Attributes</p> <p style="text-align: right;"><i>(continued)</i></p>
	KI-011	
VI-006		
	KI-010	
	KI-011	
	VI-006	
Teacher Reflections		







1.3.1 Diversity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-010 KI-011 VI-006	As an Admit Slip, students share personal artifacts from home that represent their family or culture (e.g., Métis sash and fiddle, German clock, Canadian flag...). They use the artifact to describe ways their family lives and expresses itself (e.g., language, clothing, food, art, celebrations...) and, as a class, identify similarities between diverse communities (e.g., cultural, social, geographic...).
or		
	KI-010 KI-011 VI-006	As an Admit Slip, students bring pictures from home that show their family celebrating an important family or cultural event (e.g., birthday, wedding, Hanukkah, Christmas...). They describe the event to their peers. As a class, students discuss similarities, differences, and diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...), and identify similarities between diverse communities (e.g., cultural, social, geographic...).
Acquire		
	KI-010 KI-011 VI-006	Students view images from a variety of sources (e.g., books, magazines, calendars...) of diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). They record their observations of four similarities among diverse communities.
 BLM: Diversity - Facts		
or		
	KI-010 KI-011 VI-006	Students view videos that illustrate diverse cultures and communities. They discuss and identify similarities among diverse communities and ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). Students create a Mind Map to illustrate their observations of similarities and differences.
 BLM: Diversity - People: Same or Different		
<i>(continued)</i>		
Teacher Reflections		


1.3.1 Diversity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-010 KI-011 VI-006	Students observe a variety of cultural artifacts or images of artifacts (e.g., clothing, food, art, celebrations...) to compare and contrast different ways in which people live and express themselves. Students discuss and sort the artifacts to identify similarities and differences among diverse communities (e.g., cultural, social, geographic...).
or		
	KI-010 KI-011 VI-006	Students discuss diversity among their peers and community members, including abilities and disabilities (e.g., hearing impairments, visual impairments, physical differences, different ways of learning...). They participate in activities that simulate disabilities, and discuss how it felt to have each impairment. TIP: Use sunglasses with the lens painted/taped over to simulate visual impairment, earplugs to simulate hearing impairments, and wheeled office chairs to simulate physical impairments.
or		
	KI-010 KI-011 VI-006	Students prepare questions and listen to a guest speaker who has experience with a physical disability, or who is a representative of an organization (e.g., Society for Manitobans with Disabilities, CNIB...), to learn about diversity among their peers and community members. Students compose thank-you letters to send to their guests, describing why they value diversity among their peers and community members.
Apply		
	KI-010 KI-011 VI-006	Students create individual mini-booklets, called “A Book about Me,” to share with peers. They record special facts about themselves and illustrate how they live and express themselves.  BLM: Diversity - Mini-Booklet
<i>(continued)</i>		
Teacher Reflections		

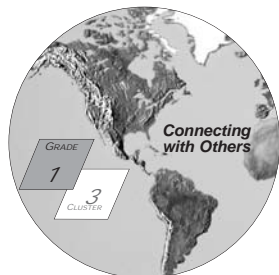
1.3.1 Diversity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KI-010 KI-011 VI-006	Students identify similarities between diverse communities (e.g., cultural, social, geographic...), and discuss diverse ways in which people live and express themselves (e.g., language, clothing, food, art, celebrations...). They write “Similarity Poems” to illustrate diversity among their peers and community members. TIP: Include diverse culture event/celebrations on the class calendar throughout the entire school year to continue to help students become aware of cultural similarities.  BLM: Diversity - Similarity Poem
	or	
	 	KI-010 KI-011 VI-006
or		
		KI-010 KI-011 VI-006
	<i>(continued)</i>	
	Teacher Reflections	

1.3.1 Diversity

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
	KI-010 KI-011 VI-006	<p style="text-align: center;">or</p> <p>Students participate in a series of “Cultural Awareness Days” as an opportunity to value diversity among their peers and community members. Activities might include</p> <ul style="list-style-type: none"> – inviting community guests who represent a particular culture to visit in traditional dress, and to share cultural stories, artifacts, music, and/or pictures – asking parents to prepare a class “taste treat” that represents a particular cultural group (e.g., pea soup, perogies, bannock...) – having students prepare simple foods, using culture-based recipes – inviting parents and other classes/staff members to take Gallery Walks of displayed student work and to listen to poetry and other readings from this learning experience <p>TIP: Have several “Cultural Awareness Days” throughout the year (e.g., once a month), focusing on a different culture each time.</p>

Teacher Reflections



Learning Experience: 1.3.2 Respect, Responsibility, and Rights

- KC-005 Describe their responsibilities and rights in the school and community.
- KE-030 Recognize the need to care for personal property.
- VC-001 Respect the needs and rights of others.
- VE-014 Respect their own and others' property.

Description of the Learning Experience








Every individual in our society has responsibilities as well as rights. Students explore the relationship between their responsibilities and their rights, including the need to care for and respect their own and others' personal property.

Vocabulary: responsibility, right, care, personal, property (See Appendix D for Vocabulary Strategies.)







1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
	KC-005 KE-030 VC-001 VE-014	Activate Students read or listen to stories about <i>responsibility</i> . They identify responsibilities of the characters in the stories, and give examples of their own responsibilities in the school and community.
	KC-005 KE-030 VC-001 VE-014	Given a simple definition of the term <i>responsibility</i> and through guided questioning, students identify the duties/responsibilities of selected community members (e.g., “The duties/responsibilities of a police officer [school custodian, firefighter, mail carrier, pilot...] are...”). TIP: <i>Responsibility</i> may be defined simply as the jobs or duties a person must do. Use pictures of various community members dressed in uniform to stimulate discussion about responsibilities.
<i>(continued)</i>		
Teacher Reflections		













1.3.2 Respect, Responsibility, and Rights

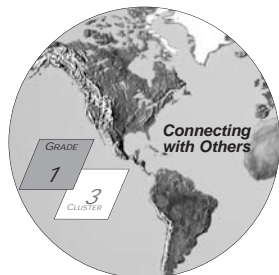
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students play “I Spy Personal/Public Property.” They choose items in the classroom that are either personal or public property, and give clues to help their peers identify the item (e.g., “I spy personal property that is blue...”).
Acquire		
	KC-005 KE-030 VC-001 VE-014	Students identify examples of rights and attendant responsibilities in the school and community. Ideas are recorded on a class chart, and students record ideas in individual charts.  BLM: Respect, Responsibility, and Rights - Chart  BLM: Respect, Responsibility, and Rights - Key
or		
	KC-005 KE-030 VC-001 VE-014	Students watch a video about responsibilities. They identify responsibilities discussed in the video, and give examples of their responsibilities and rights in the school and community. TIP: Many school divisions and/or schools have identified specific students’ rights and responsibilities.
or		
	KC-005 KE-030 VC-001 VE-014	Students discuss the difference between personal property and public property. They brainstorm examples of both types of property in the school/community. Ideas are recorded on a class chart, and students select items to record and illustrate individually.  BLM: Respect, Responsibility, and Rights - Personal Property
<i>(continued)</i>		
Teacher Reflections		

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-005	Students take a walking tour to identify responsibilities and rights in the school. They sketch, record, or take digital pictures of ideas and images related to responsibilities and rights. Students use the images or ideas gathered on the walk to illustrate pages in a “School Responsibilities and Rights Book.”
	KE-030	
	VC-001	
	VE-014	
 BLM: Respect, Responsibility, and Rights - School		
or		
	KC-005	Collaborative groups of students discuss places in the community they have a right to visit, and their responsibilities while they are at those places. Ideas are recorded on a group chart, and shared with the larger group.
	KE-030	
	VC-001	
	VE-014	
 BLM: Respect, Responsibility, and Rights - Community		
or		
	KC-005	Students generate questions and interview community members (e.g., police officers, peacekeepers, conflict managers, principal...) to learn about their responsibilities and rights in the school and community. Students share their interviews and discuss the importance of these people.
	KE-030	
	VC-001	
	VE-014	
 BLM: Respect, Responsibility, and Rights - Interview		
<p>Teacher Reflections</p>		

1.3.2 Respect, Responsibility, and Rights

Assessment	Outcomes	Strategies
 	KC-005 KE-030 VC-001 VE-014	Apply Students create and participate in a classroom job board. They brainstorm a list of classroom responsibilities/jobs and discuss what needs to be done for each job. Students describe and illustrate individual job cards, which are posted on a central job board. Students discuss the expectations of each responsibility/job, and take turns doing various jobs. TIP: This activity should continue throughout the year to emphasize the need for ongoing responsibility.
		_____ or _____
 	KC-005 KE-030 VC-001 VE-014	Students create a book, video, or presentation to illustrate their responsibilities and rights in the school and community.
		_____ or _____
 	KC-005 KE-030 VC-001 VE-014	Collaborative groups of students create posters illustrating their responsibilities and rights in the school and community. TIP: Consider displaying posters around the school to encourage responsible behaviour in all students.
		_____ or _____
	KC-005 KE-030 VC-001 VE-014	Students create a “Helping Hands, Not Hurting Hands Chart.” Each student places his or her hand in paint and makes a handprint on the chart. When the prints dry, students print/sign their name and recite “I will use helping hands, not hurting hands.”, and explain how they will use their helping hands to care for personal property.
		_____ or _____
 	KC-005 KE-030 VC-001 VE-014	Students create illustrated charts to define, compare, and contrast new vocabulary (e.g., responsibility, rights, personal, property, respect...). Students participate in a Gallery Walk to view each other’s charts and discuss their understandings of new vocabulary.
		 BLM: Respect, Responsibilities, and Rights - Vocabulary _____ or _____
 	KC-005 KE-030 VC-001 VE-014	Students prepare oral presentations describing their responsibilities and rights in the school and community, and the need to care for personal property. They give their presentations at a grade or school assembly.
		_____ or _____
<p>Teacher Reflections</p>		



Learning Experience: 1.3.3 Living with Others

- KC-006 Describe various ways in which people depend upon and help one another.
- KE-029 Describe ways in which work may be shared in families, schools, and communities.
- VC-002 Be willing to contribute to their groups and communities.
- VI-004 Appreciate the importance of relationships and connections to others.



Description of the Learning Experience

Every individual who lives within a society is a member of a variety of groups and communities and, as such, engages in relationships with others. Students explore how group members help one another, and ways in which people work together to accomplish tasks. Students come to appreciate the importance of the many relationships in their lives and the need to be a contributing member of society.






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

Vocabulary: depend, give, work, share, cooperate, contribute, group (See Appendix D for Vocabulary Strategies.)








1.3.3 Living with Others

Assessment	Outcomes	Strategies
 <p>Appendix A Skill 2</p>	KC-006 KE-029 VC-002 VI-004	<p>Activate</p> <p>Students brainstorm ways in which people depend upon and help one another (e.g., reading buddies, helping tie a friend’s shoes...), and work together to accomplish a task (e.g., raking leaves at home, tidying the classroom, community clean-up day...).</p> <p>Students discuss how they feel when they help someone, and when someone helps them.</p> <p style="text-align: center;">or</p>
 <p>Appendix A Skill 3a</p>	KC-006 KE-029 VC-002 VI-004	<p>Students draw pictures illustrating people helping one another and/or people working together to accomplish tasks. Students share pictures with peers and discuss how they feel when they help someone, and when someone helps them.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		



1.3.3 Living with Others

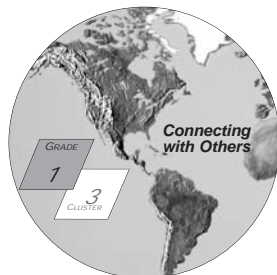
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-006 KE-029 VC-002 VI-004	Students participate in a variety of co-operative games. Students discuss ways in which they depended upon and helped one another in the games, and how it felt to contribute to the group and to help accomplish their goal. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	KC-006 KE-029 VC-002 VI-004	Using a word processor, students create a clip art collage of people depending upon and helping one another, and people sharing work in families, schools, and communities. Students exchange collages with peers, who sort the examples according to whether they occur at home, at school, or in the community. Students discuss why it is important for people to contribute to their groups and communities.
Acquire		
	KC-006 KE-029 VC-002 VI-004	Over the course of three days, students keep a record of ways in which they help others and share work at home, at school, and in the community. Students share their examples with the class. Using a spreadsheet, record and graph the number of times class members helped others at home, at school, and in the community. Students discuss why it is important to help others in their groups and communities.
		 BLM: Living With Others - Helping at Home, at School, and in the Community
or		
	KC-006 KE-029 VC-002 VI-004	Students read or listen to stories describing people who depend upon and help one another and who work together to accomplish tasks. Students write or draw pictures to illustrate ways in which characters co-operate in the stories, and discuss why it is important for everyone to contribute to their groups and communities.
<i>(continued)</i>		
Teacher Reflections		

1.3.3 Living with Others

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
_____ or _____		
 	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students compose questions and interview people at school (e.g., support staff, custodians...) and in the community (e.g., neighbours, bus driver...) to learn about ways in which they help one another and share work. Students write or draw pictures to illustrate what they learned, and share their examples with the rest of the class. Students discuss the importance of relationships and connections with others.
_____ or _____		
	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students discuss examples of work people do at home, at school, and in the community. With each example, students identify who is working together, who is being helped by the work, and ways in which the work contributes to their groups and communities. A reporter from each group shares their examples with the class, and students discuss why it is important to contribute to their groups and communities.
Apply		
 	KC-006 KE-029 VC-002 VI-004	Students create “Job Jar” cards, listing ways they can help others and share work in their families, schools, and communities (e.g., “I will help set the table.” “I will clean our class paintbrushes.” “I will pick up litter in the park”...). Students give cards to members of their family and groups, and help out accordingly. Students discuss how they felt about helping out and why it is important to contribute to their groups and communities.
_____ or _____		
 	KC-006 KE-029 VC-002 VI-004	Collaborative groups of students create a mural illustrating ways in which people depend upon and help one another and work together to accomplish tasks in their families, school, and community. Students explain their murals to peers, and describe why it is important to contribute to their groups and communities.
<i>(continued)</i>		
Teacher Reflections		

1.3.3 Living with Others

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KC-006	Collaborative groups of students role-play working together to accomplish a task in their family, school, or community. Peers guess the job that is being dramatized and describe how people working together are important in their groups and communities.
	KE-029	
	VC-002	
	VI-004	
or		
	KC-006	Students create a thank-you card to send to someone who has helped them and/or shared work in their family, school, or community. Students express why the help and co-operation was important to them.
	KE-029	
	VC-002	
	VI-004	
Teacher Reflections		



Learning Experience: 1.3.4 Getting Along

- KP-022 Give examples of decision making in their daily lives.
Examples: families, schools, communities...

- KP-023 Describe how other people may influence their lives and how they may influence the lives of others.

- KP-024 Explain purposes of rules and laws in the school and community.

- VP-011 Respect rules and laws in their school and community.

- VP-011A Respect the traditional laws of their Aboriginal community.

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




Description of the Learning Experience

When people live and work together in groups and communities they need to understand that their decisions and actions affect others around them. Students explore rules, laws, and decision making in their families, schools, and communities.






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

Vocabulary: decision, influence, rules, laws (See Appendix D for Vocabulary Strategies.)





1.3.4 Getting Along

Assessment	Outcomes	Strategies
	<p>KP-022 KP-023 KP-024 VP-011 VP-011A</p>	<p>Activate</p> <p>Using concept mapping, students brainstorm various ideas related to rules, laws, and decision making (e.g., Why do we have rules? How are rules made? Who must follow rules? When are rules important? What happens if rules are not followed?). Students discuss ways in which rules influence their lives and why it is important to respect rules and laws in their school and community.</p> <p style="text-align: center;"> 1.3.4 a BLM: Getting Along - Rules</p> <p style="text-align: center;">or</p>
	<p>KP-022 KP-023 KP-024 VP-011 VP-011A</p>	<p>Students brainstorm examples of decisions and rules in their homes, school, and community. Students identify the purpose of each decision/rule, and give examples of consequences if people choose to go against the decisions and rules.</p>
<i>(continued)</i>		
Teacher Reflections		






1.3.4 Getting Along

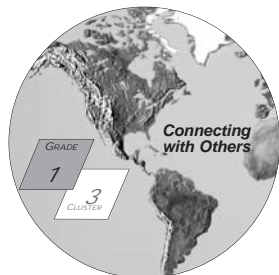
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students read or listen to stories about rules and decision making. Students discuss ways in which rules, decisions, and actions influence the characters in the story and why it is important to respect rules and laws.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students share an example of a time they made a decision that influenced others' lives, and a time when they were influenced by the decisions of other people. Students discuss why the decisions were made and why it is important to respect decisions.
Acquire		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students compose questions and interview people responsible for making and/or enforcing rules, laws, and decisions (e.g., bus driver, principal, police officer, Aboriginal Elder...) to learn about ways in which rules and decisions influence people's lives, and the purposes of rules and laws in the school and community. Students write or draw about what they learned and share examples with the rest of the class. Students discuss the importance of rules, laws, and decisions, and ways in which rules, laws, and decisions influence their lives.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students discuss the differences between rules, laws, and decisions. Post the words "rule," "law," and "decision" on different walls in the classroom, and read statements that are examples of each. Students listen to each statement, decide whether it represents a rule, law, or decision, and move to the appropriate wall. Once group consensus has been reached, students discuss the purpose of the rule, law, or decision, ways it influences students' lives, and whether the rule, law, or decision applies to the home, school, or community. Students write additional examples of rules in the home, school, and community.
 BLM: Getting Along - Rules, Laws, and Decisions		
<i>(continued)</i>		
Teacher Reflections		

1.3.4 Getting Along

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students develop sets of rules they believe to be important in homes, schools, and communities. Students share the rules with peers, and discuss who is affected, the purpose of the rules, and ways to encourage others to respect each rule.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Students discuss the purpose and influence of rules and decisions on the playground, in the classroom, and in organized games and sports. They also discuss the consequences of ignoring rules and decisions. Students share examples of times when they influenced others or were influenced by others' decisions related to rules in games and sports. Students list reasons why it is important to respect rules, laws, and decisions.
Apply		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students role-play scenarios involving rules, laws, and decisions in their families, schools, and communities. Peers identify the rule, law, or decision being dramatized and discuss how each character in the scene was influenced. Students propose alternative actions that would demonstrate respect for rules, laws, and decisions.
or		
	KP-022 KP-023 KP-024 VP-011 VP-011A	Collaborative groups of students list and illustrate rules and decisions in their homes, school, or community. Students present the rules/decisions to the class, describing their purpose, possible consequences if they are not followed, and ways in which people may be encouraged to respect the rules in their schools and communities. Compile group rules in a class book.
<i>(continued)</i>		
Teacher Reflections		

1.3.4 Getting Along

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KP-022	Students create posters illustrating examples of rules, laws, and decisions in their homes, school, and community. Students present their posters to their peers, describing the purpose of the rule and advocating respect for rules in their schools and communities.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
	KP-022	Students play “Rules and Decisions Beach Ball.” Mark the segments of a beach ball as representing either rules or decisions (e.g., yellow sections = rules, blue sections = decisions). Sitting in a circle, one student calls out a peer’s name, followed by the word “family”, “school”, or “community”, and throws the ball to that student. The student catching the ball gives an example of a rule or decision, based on the called-out word and the colour their right thumb was touching on the ball when they caught it. Students discuss the purpose of the rule and decisions, and why they need to be respected.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
 	KP-022	Students plan and conduct a “Citizenship Recognition Day”. Students illustrate stickers and badges and present them to other students in the classroom, school, or community whom they observe respecting rules and laws, and/or making decisions that have a positive influence on others. At the end of the day, students share examples of respect for rules and laws that they observed, and describe how those actions contributed to their school and community.
	KP-023	
	KP-024	
	VP-011	
	VP-011A	
<p>Teacher Reflections</p>		



Learning Experience: 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 Integration:

Grade 1, GLO 3 – Safety; Violence Prevention

Grade 1, GLO 4 – Personal and Social Management; Conflict Resolution

Description of the Learning Experience

Every student belongs to a number of groups and communities, and, as such, experiences differing levels of conflict in the natural course of engaging in relationships with others. Students explore issues related to conflict, including bullying, and focus on peaceful conflict resolution.







NOTE: Be sensitive to students who may be in bullying situations and may require individual counselling.

Vocabulary: conflict, solve, solution, bully, peace, feeling, emotion, victim, bystander (See Appendix D for Vocabulary Strategies.)







1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<p>Appendix A Skill 2</p>	KP-025 KP-026 VP-012	<p>Activate</p> <p>Students sing songs that deal with feelings and emotions (e.g., “If You’re Happy and You Know it...”). They brainstorm different emotions, and give examples of what might cause particular emotions. Ideas are recorded on a class chart.</p>
		<p>or</p> <p>Students read or listen to stories about conflict and bullying. They give examples of and solutions to conflict from the stories and identify ways to deal with bullying. TIP: Conflict is a disagreement between two or more people with differing ideas. Bullying occurs when a stronger person deliberately hurts or intimidates a weaker person—mentally, physically, and/or emotionally.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KP-025 KP-026 VP-012	Students share personal examples of a time they experienced conflict, and how the conflict was resolved. If the examples provided by students were not resolved peacefully, students discuss peaceful solutions.
	KP-025 KP-026 VP-012	Students brainstorm examples of conflict and bullying, and discuss how the terms differ.
	KP-025 KP-026 VP-012	Students read or listen to stories about bullying, and discuss the meaning of the terms “bully” and “victim.”
	KP-025 KP-026 VP-012	Students brainstorm places in the school and community where conflict or bullying might take place (e.g., school bus, play structure, on the way home from school...), and people who can help them deal with conflict or bullying (e.g., bus driver, teacher, neighbourhood watch parent...).
	KP-025 KP-026	Students share feelings they have experienced during situations involving conflict or bullying. The different feelings are recorded on a class chart. Students select one feeling and, using an upside-down Y-chart, draw a facial expression to describe what the emotion “looks like,” write words to describe what the feeling “sounds like,” and write a sentence about the feeling.
		 BLM: Conflict Resolution - Y-Chart
<i>(continued)</i>		
Teacher Reflections		




1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
_____ or _____		
 <p>Appendix A Skill 3a</p>	KP-025 KP-026 VP-012	Using self-stick notes, students draw or write about a conflict they have experienced. They post them on a “Solving Problems” area of a class bulletin board. At a specific time each day (e.g., after opening exercises), one student selects one note for the daily discussion, and students discuss possible causes for the conflict, as well as alternate and peaceful ways of resolving the conflict.
_____ or _____		
 <p>Appendix A Skill 4</p>	KP-026	Collaborative groups of students use a Word Splash to explore vocabulary related to bullying. They identify words they know and discuss words they do not know. In a large group, students discuss situations where bullying is involved, and identify ways to deal with bullying.
		 BLM: Conflict Resolution - Word Splash
_____ or _____		
 <p>Appendix A Skill 9f</p>	KP-025 KP-026 VP-012	Students brainstorm examples to complete the following sentences: “Conflict is _____.” “Bullying is _____.” Student ideas are recorded on a class chart. Using a Word Frame, students write sentences about conflict and bullying. They share their sentences with each other, and discuss solutions to conflict and ways to deal with bullying.
		 BLM: Conflict Resolution - Conflict and Bullying
_____ or _____		
 <p>Appendix A Skill 3a</p>	KP-025 KP-026 VP-012	Students read books or view videos that illustrate situations involving conflict or bullying. They identify different people involved in the conflict/bullying situations (e.g., bully, victim, bystanders...). Students discuss what a bully is and various ways to deal with bullies.
<i>(continued)</i>		
<p>Teacher Reflections</p>		

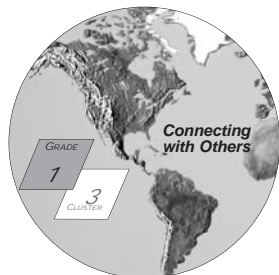
1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
	KP-025 VP-012	Students generate questions and invite a guest speaker to the class who is involved in conflict resolution (e.g., guidance counsellor, principal, student mediator...) to discuss causes of conflict and solutions to conflict in the school and community.
Apply		
	KP-025 KP-026 VP-012	Students create anti-bullying or anti-conflict posters, which are posted around the school to encourage peaceful conflict resolution.
	KP-025 KP-026 VP-012	Collaborative groups of students select a situation that involves conflict or bullying, and present mini-role-plays to their peers, illustrating a peaceful way to resolve the conflict or to deal with the bullying. Peers suggest alternative ways of resolving conflict and dealing with bullying. TIP: Present the role-plays to other classes/grades to encourage peaceful conflict resolution.
	KP-025 KP-026 VP-012	As a class or individually, students write letters to individuals involved in conflict resolution (e.g., police officer, guidance counsellor, principal, student mediator...), describing the importance of peaceful conflict resolution, and thanking them for their efforts to help others resolve conflicts peacefully.
<i>(continued)</i>		
Teacher Reflections		

1.3.5 Conflict Resolution

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
	KP-025 KP-026 VP-012	Using index cards, students create “Conflict Cards.” Each student draws or illustrates a conflict situation, and the cards are placed in a box. One at a time, students draw a card and describe the conflict to the class, and present solutions to resolve the conflict peacefully.
	KP-025 KP-026 VP-012	Using a word processor, collaborative groups of students create “Conflict Resolution” brochures to identify causes of and solutions to conflict in the school or community, or “Bullying” brochures to identify ways to deal with bullying. Print multiple copies and have students share their brochures with other classes in the school to encourage peaceful conflict resolution.
	KP-025 KP-026 VP-012	Collaborative groups of students use pictures from various media (e.g., magazines, newspapers...) to create “Peaceful Conflict Resolution” posters. Students present and discuss their posters with peers.
Teacher Reflections		

Teacher Reflections



Learning Experience: 1.3.6 Global Connections

- KG-020 Recognize that people all over the world have similar concerns, needs, and relationships.

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

- VG-010 Be willing to consider the needs of people elsewhere in the world.
Examples: Project Love, UNICEF...

Description of the Learning Experience







No matter where people live, they all have the same basic concerns, needs, and relationships. Students explore the similarities among peoples, and discover the many connections they have with the rest of the world.

Vocabulary: world, relationships, connections, needs, concerns (See Appendix D for Vocabulary Strategies.)








1.3.6 Global Connections

Assessment	Outcomes	Strategies
 Appendix A Skill 2	KG-020 KG-021 VG-010	<p>Activate</p> <p>Using a simple frame such as “People everywhere need...,” students brainstorm examples to demonstrate that people all over the world have similar concerns, needs, and relationships. Ideas are recorded and posted.</p> <p style="text-align: center;">or</p>
 Appendix A Skill 3a	KG-020 KG-021 VG-010	<p>Students read or listen to stories about people who live in other places. They identify events from the stories that demonstrate that people all over the world have similar concerns, needs, and relationships. Students also identify examples of relationships or connections they have with people in other places in the world.</p> <p style="text-align: center;">or</p>
 Appendix A Skill 7b	KG-020 KG-021 VG-010	<p>As an Admit Slip, students identify the country of birth of their ancestors. Using a world map, and with assistance if needed, students place a push-pin or self-stick note on a world map to identify the geographical location of their country of origin.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		







1.3.6 Global Connections

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KG-020 KG-021 VG-010	Students view video clips of people in other places in the world. They discuss examples from the video that demonstrate that people all over the world have similar concerns, needs, and relationships.
Acquire		
	KG-020 VG-010	Students browse magazines and cut out pictures of people in other places in the world engaged in the activities of daily life. Students present their pictures to the class, and describe aspects of the pictures that demonstrate that people all over the world have similar concerns, needs, and relationships. Pictures may be posted on a class bulletin board.
	KG-020 VG-010	Collaborative groups of students play “Global Scavenger Hunt.” They browse travel magazines, brochures, and fiction and non-fiction books to identify examples demonstrating that people all over the world have common concerns, needs, and relationships. They record their ideas and share them with the class.
 BLM: Global Connections - Scavenger Hunt		
	KG-020 KG-021 VG-010	As an Admit Slip, students share an artifact from home that illustrates a connection they have with people in other places in the world (e.g., picture or letter from a friend or relative, food or clothing item from outside of Canada, travel souvenir...). Using a world map, and with assistance if needed, students place a push-pin or self-stick note on a wall map of the world to identify the geographical location of their connection.
	KG-020 VG-010	Students prepare questions and invite a community member involved in a helping project (e.g., local food bank, UNICEF representative...), to discuss why it is important to consider the needs of other people, locally and elsewhere in the world.
<i>(continued)</i>		
Teacher Reflections		

1.3.6 Global Connections

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-020 KG-021 VG-010	Working individually or in collaborative groups, students complete a “Global Connections” Mind Map. As a large group, they discuss examples that demonstrate that people all over the world have similar concerns, needs, and relationships.  BLM: Global Connections - Mind Map
or		
	KG-020 KG-021 VG-010	Students generate questions and email people in other places in the world to discover similar concerns, needs, and relationships. Students share responses with peers and, using push-pins or self-stick notes, locate their email contact on a wall map of the world. Supporting websites can be found at <http.www3.edu.gov.mb.ca/cn/links/ss>
or		
	KG-020 KG-021	Students view video clips from other parts of the world demonstrating people in need. Students identify concerns and discuss how they can make a difference in the world.
Apply		
 	KG-020 KG-021 VG-010	Through consensus, students select a local or world concern, and engage in a class project that demonstrates they are willing to consider the needs of people elsewhere in the world (e.g., Project Love, UNICEF, Winnipeg Harvest, Coats for Kids, Christmas Cheer Board, a local Food Bank...) TIP: Social action projects are most successful and meaningful when they arise naturally from authentic learning activities and reflect the true concerns of the students.
<i>(continued)</i>		
<p>Teacher Reflections</p>		

1.3.6 Global Connections

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KG-020 KG-021	Students create a visual display illustrating that people all over the world have similar concerns, needs, and relationships.
 	KG-020 KG-021	Students write letters to their E-pals elsewhere in the world. In their writing, they identify the concerns, needs, and relationships they have in common with their E-pals, and explain why it is important for everyone, everywhere, to consider the needs of people elsewhere in the world.
 	KG-020 KG-021 VG-010	Students engage in a “Children Helping Children” project to demonstrate that they are willing to consider the needs of others. They regularly connect with younger students in the school or nearby community (e.g., Kindergarten, local daycare...) to help the younger students with various tasks (e.g., weekly recess buddies, monthly reading pals, daily walking to and from school...).
<p>Teacher Reflections</p>		

Cluster 3 — Connecting and Reflecting**Student:**

Using their “Connecting with Others” portfolio, students describe ways in which people in communities help one another meet their needs and ways in which the students themselves can help others.



BLM: Cluster 3–Connecting and Reflecting

Teacher Reflections