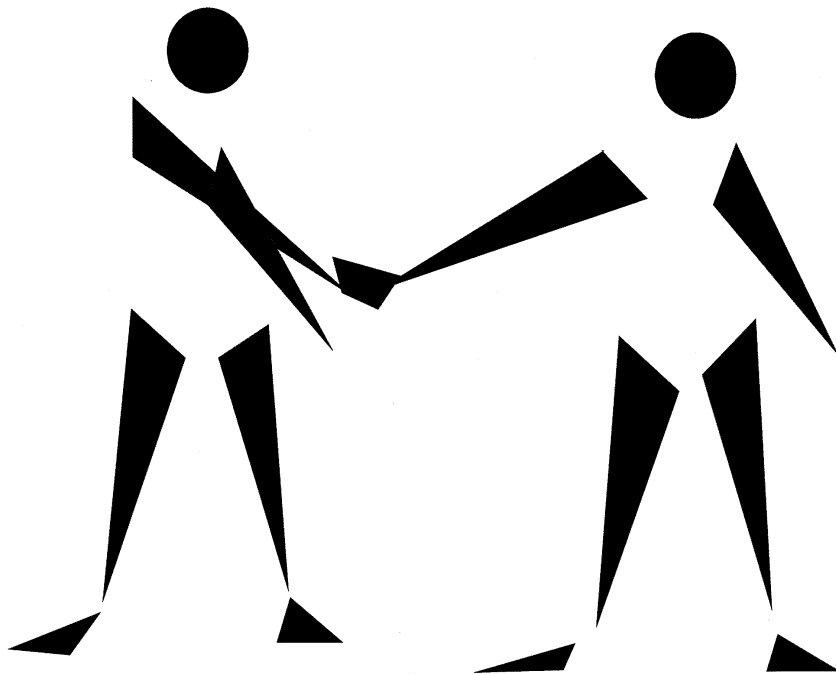

Kindergarten

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.K.A.1 Identify characteristics that describe self as special and unique (e.g., physical characteristics, abilities, gender...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences, GLO 5—Celebrate and build community (appreciate diversity) MA: Statistics and Probability (sorting/organizing)</p> </div>	
	<p>◆ Circle of Friends</p> <p>Have students take turns introducing themselves in a classroom or gymnasium setting and say something that describes them (e.g., My name is... I have brown eyes... and I like...” or “My name is... and I like to play [sport/activity]...”). If students need help in making introductions, they may use photographs, name cards, colour charts, and so on, posted on the bulletin board. As an Aboriginal link, have students pass a stone or feather as they take turns in a Sharing/Talking Circle. (See Talking Circle, <i>Success for All Learners</i>, 7.5.)</p>
<p>❖ K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...).</p>	<p>◆ Here I Am!</p> <p>Have students look at pictures of living things (e.g., dog, bird, butterfly, girl) that illustrate the uniqueness of each. Have students bring to class recent photographs of themselves or use pictures taken at school. Post photographs on the class bulletin board. Ask students to identify what is the same and different, using physical traits (e.g., human: girl/boy; colour of eyes/skin/hair; height) or interests (e.g., favourite toy, clothes, physical activity, television program, food). Create a personalized booklet or album for each student.</p>
<p>❖ 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...).</p>	<p>◆ Equipment Exploration</p> <p>In a physical education class, have students identify the type of equipment they enjoy using (e.g., “I like playing with ...”). List suggestions on the chalkboard and group them according to interest, allowing students to see that others have the same interests. Select a piece of equipment and have the whole class participate in a physical activity using that equipment for a short period of time. Then select another piece of equipment.</p>



TEACHER NOTES

Every student has unique characteristics. Developing a good self-image is essential to growth. Guide students to identify and develop their traits and talents by providing opportunities where they can be successful. Use songs and chants that reinforce a positive self-image.

Remind students that everyone is unique and has likes and dislikes, but it is important to try new and safe things.

The personalized booklet or album can contain the following elements:

- Cover: recent photograph and name of student
- Page 1: date of birth; photograph of family or people with whom student lives
- Page 2: outline of face (or body), with eyes and hair coloured in
- Page 3: student’s handprint
- Page 4: special talents or favourite things. Have students cut and paste pictures of things they know how to do or enjoy doing (e.g., run, skate, dance, play ball) or have them circle sentences such as: I know how to dance. I like to play hockey.

Be aware that some students may not have family photographs and provide options for students of different family backgrounds.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Circle of Friends**

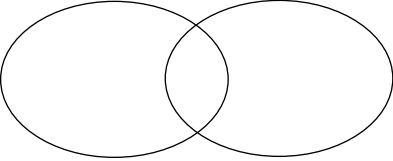
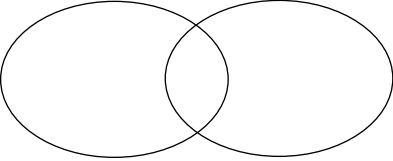
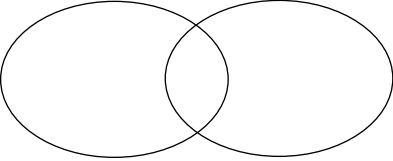
Teacher: Checklist

Observe students as they participate in the activity.

Suggested Criteria:

The student

- introduces herself or himself
- describes some physical characteristics (e.g., hair colour, eye colour)
- names a sport/activity she or he likes
- identifies a characteristic that makes him or her unique
- other examples

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION				
<p><i>Students will...</i></p>					
<p>☐ K.4.K.A.3 Identify daily decisions and/or choices (e.g., what to wear, eat, play; what is safe...) and how choices are made for health and well-being.</p> <div data-bbox="115 537 548 743" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information MA: Patterns and Relations (Venn diagram) PE/HE: GLO 5—Healthy Lifestyle Practices (nutrition, active living)</p> </div>	<p>◆ Choices, Choices!</p> <p>Present samples or illustrations of several types of snacks (e.g., fruit, chocolate bars, cookies, cereals) and ask students to say which ones they prefer. Use the same strategy to present different types of clothing related to weather and/or activities. Show that people have to make decisions/choices every day.</p> <p>Variation: Have students paste pictures of snacks (e.g., cookies, cereal, apples, carrots, candy, chocolate bars, cheese, milk, pop, juice, bananas, celery) into a Venn diagram to show healthy choices.</p> <div data-bbox="954 571 1409 865" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">Healthy Choice</td> <td style="width: 50%;">What I Prefer</td> </tr> <tr> <td colspan="2" style="text-align: center;">  </td> </tr> </table> </div> <p>◆ “What if...” Game</p> <p>Have students answer “What if...” questions to help them understand that even at their age they make healthy decisions and choices daily.</p> <p>Examples: What if...</p> <ul style="list-style-type: none"> • it were cold outside, what would you wear? • it were rainy outside, what would you wear? • you were hungry after school, what snack would you choose? • there were a car coming just as you were going to cross the street, what would you do? • you were bored, what activity could you choose to do? <p>◆ Good Choices Feel Good</p> <p>Divide students into groups so that they can choose what to share for the next group snack. Show the link between a good choice and good health.</p> <p>Variation: Choose the appropriate clothing for the next field trip based on the anticipated weather or the planned activity. Make a connection between choices made and how they affect well-being (e.g., forgetting to wear a hat when it is very hot outside can cause a headache).</p>	Healthy Choice	What I Prefer		
Healthy Choice	What I Prefer				
					



TEACHER NOTES

The purpose of the suggested learning activities is to help students acquire the techniques, attitudes, and knowledge required to meet personal needs and show responsible behaviours for their personal health and safety.

Post an “I Can Choose!” table on the bulletin board of the good daily choices and decisions students make at home or school. Encourage students to present their ideas to the class.






SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Choices, Choices!**

Teacher: Checklist

Have students draw or select pictures that indicate daily choices they have made for a particular time of day:

Morning	Recess	Night
		

Suggested Criteria:

The student

- identified a choice
- determined whether it was a healthy or unhealthy choice

◆ **Paper and Pencil Task: “What if…” Game**

Teacher: Checklist

Have students draw the appropriate clothes for different weather conditions listed in the “What if…” Game.



See BLM K–3: Be Ready for the Weather.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ 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 schoolyard.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (encourage, support, and work with others) MA: Shape and Space (measurement) PE/HE: S.4.K.A.3 (responsible social behaviour)</p> </div> <hr style="margin-top: 20px;"/> <p>❁ 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...).</p>	<p>◆ “R” Is for Responsibility</p> <p>Have students make a chain of strips with the letter “R” on each strip. Create classroom situations (e.g., show and tell, learning centres, group games) that foster the practice and use of behaviours that show social responsibility (e.g., listening attentively, speaking kindly, sharing). Each time a student demonstrates a responsible behaviour, he or she receives an “R” strip to add to his or her own chain. Set a classroom goal (e.g., “If we link all our chains together on Friday, I predict that we can reach...”). Test the prediction on the set day.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Measure the length of each chain and calculate how many chains would be needed to reach a set distance. Work toward reaching a class goal of completing several “R” chain strips in order to reach the specified distance. Have students encourage each other to contribute to the class goal. • Use puppets to demonstrate desirable behaviours. Have students practise these behaviours during subsequent learning activities. • Have each student create his or her own Fair Play badge. These badges can be worn during play periods. <p>◆ Responsible Behaviours</p> <p>Identify with students responsible ways of acting (e.g., listening, following rules, taking turns, speaking kindly). Have students participate in a classroom, gymnasium, or outdoor game and report back examples of fair play and responsible behaviours.</p> <p>◆ Words to Use</p> <p>List “responsible words” on cards. After a physical activity or game, pull out the cards and put them up under a happy face if students used them and a sad face if they didn’t.</p> <p>◆ Sharing Circle</p> <p>During discussion times, have students sit in a Sharing/Talking Circle. When the rock/feather comes to them it is their turn to speak. Traditionally in Aboriginal communities, the Sharing Circle was used to ensure that all were given the opportunity to speak. The circle is not complete until all present have had a turn to participate.</p>



TEACHER NOTES

Explain to students that in order to get along well with others, everyone has to choose responsible behaviours in all partner or group activities (e.g., work together on the Internet, in games, in a “show and tell,” when introducing a partner).

Look for “teachable moments,” while students are playing, to reinforce positive and responsible behaviours.

Aboriginal Link: The Sharing/Talking Circle is a useful strategy to reinforce sharing, taking turns, being courteous, listening, and following rules. (See *Success for All Learners*, 7.5.)



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: “R” Is for Responsibility**

Self-Assessment: Rating Scale

Work together with students to determine the behaviours that show social responsibility in class activities. When students demonstrate one of these behaviours, they receive an “R” strip. Have students count how many “R” strips they have. Adjust the suggested rating scale according to the pre-established class expectations and/or timeline (e.g., two days).

Rating Scale	
Scale	The student
3 Excellent	<ul style="list-style-type: none"> collects the maximum number of “R” strips expected.
2 Good	<ul style="list-style-type: none"> collects 75% or more of the “R” strips expected.
1 Improvement Required	<ul style="list-style-type: none"> collects less than 75% of “R” strips expected.

◆ **Observation: All Activities**

Teacher: Checklist

Observe students participating in an activity.

Suggested Criteria:

The student

- spoke kindly to others
- showed patience
- took turns
- followed rules
- listened actively



See BLM K–4: Responsible Behaviours.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> 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.	<p>◆ Attentive Listening and Viewing</p> <p>Have students listen to a story read to them twice and view illustrations. The first time, ask students about the story. The second time, ask some students to be observers and report what the others did while listening.</p> <p>Have students practise attentive listening skills during a presentation (e.g., to a partner).</p> <p>◆ Stop, Look, Listen, Think, and Respond</p> <p>Have students move around the gymnasium using different transport skills. On a given cue (e.g., hand signal, music stopping, beat of a drum, whistle), students freeze where they are, look at the teacher, and get ready to listen. Continue the game, having students move in a different way.</p>
<p>Curricular Connections</p> <p>ELA: GLO 5—Celebrate and build community, GLO 4—Enhance the clarity and artistry of communication (attentive listening and viewing)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Demonstrate active listening and viewing when teaching and reading aloud.

◆ **Paper and Pencil Task: Attentive Listening and Viewing**

Teacher: Checklist

As students participate in the Attentive Listening and Viewing activity, use a checklist to record observations.



See BLM K–5: Active Listening and Viewing.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.K.B.2b Identify activities that friends do together (e.g., communicate with each other, play games, share toys...).</p>	<p>◆ What Friends Do</p> <p>Read books about friendship. Have students</p> <ul style="list-style-type: none"> • list what the friends do, based on the books • share how the friends treated each other (link to learning outcome K.4.K.B.1a) • draw a favourite activity • share with a friend
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community</p> </div>	
<hr/> <p>❖ K.4.K.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression...) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).</p>	<p>◆ Pair and Share</p> <p>In the gymnasium, ask pairs of students to select one piece of equipment (e.g., scoop, hoop) and work on how they can use it together. After a certain length of time, have students switch partners to play with a new friend and discover new ways to use the equipment. Have students share their ideas.</p>
<hr/> <p>❖ K.4.K.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).</p>	
<hr/> <p>❖ K.4.K.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) to avoid or reduce potential conflict situations (i.e., in class, at play).</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Move around the room, observing positive and responsible behaviours while students are working.



◆ **Paper and Pencil Task: What Friends Do**

Teacher: Checklist

Have students draw two pictures of things that they would do with a friend.

Suggested Criterion:

Look for

- a variety of activities that friends can do together

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.K.B.4 Recognize appropriate response (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) in potentially dangerous situations.</p>	
<p>Curricular Connections PE/HE: GLO 3 (safety of self and others)</p>	
	<p>◆ See the Danger</p> <p>Prepare two traffic lights (green and red) for each student: cut, colour, laminate, and mount them on sticks. (They could also be used for learning activities in GLO 3—Safety.) Explain that the green light means go ahead, everything is okay, while the red light indicates danger. Explain that some dangerous situations should be avoided, such as crossing the street without looking. Ask students to imagine that when there is a danger, a red light goes on inside their heads to make them stop. Then show students pictures of situations that are/are not potentially dangerous. Have them raise the light that corresponds to the appropriate response to the situation presented (e.g., red light for touching stove in the kitchen).</p> <p>◆ I Can Say “No!”</p> <p>Explain to students that they may be asked to participate in dangerous situations and must learn to say “no.” Show them pictures of situations that are/are not potentially dangerous in the home, school, and community. Also use cartoons, stories (e.g., “Three Little Pigs”), videos, or fairy tales, and ask students to identify the appropriate response to the situation(s) presented. Have students nod their heads for situations that are not dangerous and wag their fingers for those that are dangerous.</p> <p>Variation: The same activity can be done with little green and red paper flags, with happy and sad faces, or by simply having students call out, “Yes!” or “No!”</p> <p>◆ Look before You Leap</p> <p>Set up an obstacle course with unsafe equipment. Lead students on a tour while explaining the activities and ask them what is safe and what is not safe. Make the course safe and then allow students to play, making repairs by themselves when required (e.g., separated mats, hoops in the wrong place).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Students need to understand that good choices can be made through appropriate responses to potentially dangerous situations and that at times it is necessary to ask for help.

Use Red Face, Green Face face plates (refer to learning outcome S.4.K.A.2) as an alternative to laminated traffic lights.

Develop a list of potentially dangerous situations that are important for Kindergarten students to know. Include pictorial representations where possible.

If a play stove is available, use it to demonstrate potential dangers.

Remind students to check equipment every time before using it and to learn to recognize potentially dangerous situations. Encourage them to report potentially dangerous situations in the gymnasium or on the playground before participating in any physical activity/sport or lesson.



◆ **Observation: See the Danger and I Can Say “No!”**

Teacher: Checklist

As students participate in the activity and nod their heads in recognition of dangerous situations in the home, school, and community, use the class list to check off students’ names.

Examples:

- hot stove—home
- pushing in a lineup—school
- crossing a street without looking—community
- other examples

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.K.C.1a Identify a range of feelings and emotions (i.e., happy, sad, angry, scared, surprised, anxious, excited) in a range of contexts (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...).</p>	<p>◆ Feelings in Context</p> <p>Cut out pictures of people in a range of contexts (e.g., friends talking or involved in a sport, people working, people who are angry). Paste each picture on a sheet of paper and distribute the sheets to students. Have them try to identify the feeling expressed by the person on the sheet and to suggest why the person has these feelings.</p> <p>◆ Feelings and Emotions</p> <p>Define “feeling” and “emotion.” Explain that all human beings experience and express feelings and emotions. Then have students identify various feelings and emotions (happy, sad, angry, scared, surprised, anxious, excited) using pictures, posters, magazine illustrations, real-life experiences, films, cartoons, and stories (read alone or aloud). Link feelings and emotions to a range of contexts (e.g., a party can elicit surprise, happiness, and excitement or anger, sadness, and anxiety). A happy situation does not necessarily produce happy feelings (e.g., some students may feel anxious at a birthday party because they feel uncomfortable or ignored). Ask students to mime certain emotions and present them to the class, followed by a discussion.</p> <p>◆ Exit Slip</p> <p>Have students choose a happy or sad face after participating in a physical activity to display on a bulletin board.</p> <p>Variation: Use other expressions of faces or words to describe feelings for other activities.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Use available resources such as books, videos, cartoons, puppets, plays, presentations, group games and activities, and picture cards that represent different feelings and emotions.

Provide students with opportunities to talk about their own feelings and express their emotions during class activities. It is important for them to know that anger and sadness are acceptable human feelings, but that there are appropriate ways to express them. Suggest some appropriate ways of expressing feelings/emotions and provide numerous opportunities for students to put them into practice.

Play or sing songs such as “If You’re Happy and You Know It...”

When making exit slips, use double-sided sticky fabric fastener for easy mounting on a display board.



◆ **Observation: Feelings in Context**

Teacher: Inventory

Distribute the pictures prepared for the Feelings in Context learning activity. Name one of the feelings/emotions and have the student who is holding the picture representing that feeling/emotion hold it up for the class to see.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.K.C.1b Recognize ways emotions are expressed by others (e.g., laughter, teary-eyed, smile, frown, body language...).	◆ Emotion Charades Whisper a feeling into a student’s ear. Have the student express the emotion as the rest of the class tries to guess the emotion.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences	◆ Emotion Express After playing a game such as “Cat and Mouse,” have students name the verbal or non-verbal expressions of others’ emotions when they are caught, when they catch someone else, or when someone does not play fair (e.g., laugh, yell, become teary-eyed, smile, frown). Link these expressions to emotions (e.g., happy, sad, angry, scared, surprised, anxious, excited).
	◆ Picture Show Have students use different verbal and non-verbal expressions to respond to pictures or actions representing various emotions. Examples: <ul style="list-style-type: none">• cartoon—funny book• picture of an accident—acting injured• picture of a cute animal—waving “Hi”• picture of someone leaving—waving “Good-bye” Discuss the behaviour or body language that students used.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Define emotional behaviour and what it does (i.e., it is a message that warns, or informs us of what is going on inside someone).

It is important that students feel comfortable sharing their feelings (in particular sadness, fear, and anger) with a safe adult, such as a parent, teacher, or babysitter.

Encourage students to use kind words with one another and to comfort one another. Post these words on the class bulletin board.

◆ **Performance Task: Emotion Charades**

Teacher: Checklist

While students are expressing the stated emotion, check whether other students recognize and correctly identify the emotions.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.K.C.2 Identify situations (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) **that cause feelings of anxiety or stress.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences

PE/HE: GLO 3—Safety (safety of self and others), S.4.K.A.5 (stress management skills)

◆ **What Makes Me Anxious?**

Have students identify situations that cause feelings of anxiety or stress by using videos, books, and pictures, or by sharing personal stories and experiences (e.g., first day of school, going on a school bus, trying something new).

◆ **What Is Stress?**

Present students with examples of situations that cause anxiety and stress, such as being called names, losing a toy, getting lost, being harassed at the park. Ask students to suggest ways of dealing with the situations. Let them know that there are safe and reliable adults to whom they can turn, if necessary.

◆ **Healthy and Unhealthy Stress**

Discuss with students situations that may be stressful for them and the difference between healthy and unhealthy stress. Have students draw pictures of what makes them feel tired, scared, angry, worried, uncomfortable, sick, or excited.

**TEACHER NOTES**

Whereas we experience *anxiety* as a physical and emotional feeling of concern or fear, we experience *stress* when we feel that a situation is demanding more of us than we can provide. Stress can both drain and renew our strength.

For suggested strategies in handling stress, see learning outcome S.4.K.A.5.

Address this issue at the start of the school year when students are experiencing changes and new situations. Help students understand that everyone may experience anxiety and stress but that human beings are capable of adapting to many different situations and can, therefore, manage their stress. Stress can be positive and stimulating and can allow for change and adaptation. It is also important to know where to find help (e.g., parent, teacher, police officer, safe adult) when dealing with a difficult and stressful situation.

Students, even in the Early Years, need to learn to handle their personal stress in a positive manner.

Encourage stress awareness and stress management skills (e.g., going outside to play, taking a deep breath, taking a time out).

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: What Makes Me Anxious?**

Teacher: Anecdotal

As students describe a situation that makes them anxious, note student responses and use the information in future planning and discussion.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.K.C.4a Identify the people (e.g., parents, siblings, teachers, Block Parent, religious leader...) who can provide support in stressful situations.	<ul style="list-style-type: none"><li data-bbox="610 331 1424 615">◆ Stress Attack Designate two or three students as taggers (stressors) and have the class play a tag game. When students are caught by the “stressors” they go to a helper station (e.g., parent station, teacher station, place of worship, Block Parent station), marked by pictures, and perform a relaxation exercise, after which they return to the game. Caught players cannot use the same station more than once. Switch taggers (stressors) throughout the game. <li data-bbox="610 663 1424 856">◆ Block Parent Tag In a game of tag, hold up a Block Parent sign in a special area, indicating that when the sign is up the students in this area are safe from the taggers. Variation: Have a student hold up the sign. <li data-bbox="610 905 1424 1014">◆ Looking for Help Use classroom or fictional situations to make students aware that they can look for help.

Curricular Connections
ELA: GLO 3—Manage ideas and information (identify sources), GLO 5—Celebrate and build community (compare responses)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explain that students can find support from reliable adults around them (e.g., parent, guardian, teacher, babysitter, police officer, lifeguard, Block Parent, religious or spiritual leader).

◆ **Paper and Pencil Task: Stress Attack**

Teacher: Inventory

At the conclusion of the Stress Attack activity, have students draw pictures of the people who can provide support.

Suggested Criterion:

Look for

- people whom the student is able to identify as helpers

◆ **Performance Task: Block Parent Tag**

Teacher: Checklist

On a class list, check off the names of students who recognize the absence/presence and meaning of the Block Parent sign.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

❖ S.4.K.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).

❑ S.4.K.A.2 Sort decisions and/or choices that are made daily, based on their positive or negative consequences (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful...).

Curricular Connections

ELA: GLO 3—Manage ideas and information

MA: Statistics and Probability (sorting, organizing information)

PE/HE: K.3.K.B.1 (traffic), K.3.K.B.3 (safety of self and others), K.4.K.A.3 (decision making), K.4.K.B.4 (avoidance/refusal skills), K.3.K.B.1 (community and safety awareness)

SC: Cluster 2—Colours

◆ Red Face, Green Face

Show that we make choices and decisions daily, such as brushing teeth, getting dressed for school, crossing the street, and playing with friends. Sometimes we make good choices but sometimes we make poor choices that have negative consequences (e.g., cavity, frostbite, accident, injury). Next, present pictures of

- healthy/unhealthy situations (e.g., healthy/unhealthy food choices)
- safe/unsafe situations (e.g., wearing a bicycle helmet/playing with matches)
- helpful/harmful situations (e.g., cleaning up toys left on stairs/pushing near stairs)

Ask students to raise the face plate (red or green—see teacher notes) that best describes the situation presented. For example, if the situation presented is healthy, safe, or helpful, students raise the green face, which means that everything is fine. However, if the situation is unhealthy, unsafe, or harmful, they raise the red face, which means stop, there is a problem. Show the link between the choice/decision and its consequence.

Variation: Read aloud sentences that describe various healthy/unhealthy, safe/unsafe, and helpful/harmful situations. Ask students to raise the appropriate plate and to explain why the decision is or is not a good one. These activities can be reinforced in the gymnasium with regard to safe/unsafe movement.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The use of additional resources (e.g., films, texts, software programs, guests) and specific activities (e.g., puppets, drawings, mime) is recommended to promote creative and critical thinking.

Make students aware that what is funny or entertaining is not always safe.

For making red and green face plates, provide each student with two paper plates. Ask students to draw a happy face in green crayon on one plate and a sad face in red crayon on the other. Explain that

- the green happy face is like the green traffic light—go ahead, no problem
- the red sad face is like the red light—stop, there is a problem

Link this learning activity to the traffic safety strategy suggested for learning outcome K.3.K.B.1.



◆ **Questioning/Interview: Red Face, Green Face**

Teacher: Inventory

Observe students as they lift either their red sad face or their green happy face in response to the following situations:

- Brush your teeth.
- Run across the street without looking.
- Eat a lot of vitamins at one time.
- Play kindly with a friend.
- Push someone off the play structure.
- Other examples.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.K.A.3 Demonstrate behaviours that show social responsibility in class activities (e.g., listen attentively, speak kindly, share...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community, GLO 4—Enhance the clarity and artistry of communication (active listening and viewing) MA: Shape and Space (measurement) PE/HE: K.4.K.B.1a (responsible social behaviours)</p> </div>	<p>◆ “R” Is for Responsibility</p> <p>Have students make a chain of strips with the letter “R” on each strip. Create classroom situations (e.g., show and tell, learning centres, group games) that foster the practice and use of behaviours that show social responsibility (e.g., listening attentively, speaking kindly, sharing). Each time a student demonstrates a responsible behaviour, he or she receives an “R” strip to add to his or her own chain. Set a classroom goal (e.g., “If we link all our chains together on Friday, I predict that we can reach...”). Test the prediction on the set day.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Measure the length of each chain and calculate how many chains would be needed to get to a set distance. • Work toward reaching a class goal of completing several “R” chain strips in order to reach the specified distance. Have students encourage each other to contribute to the class goal. • Use puppets to demonstrate desirable behaviours. Have students practise these behaviours during subsequent learning activities. • Have each student create his or her own Fair Play badge. These badges can be worn during play periods. <p>◆ “Mother, May I?”</p> <p>Play “Mother, May I?” to encourage students to ask politely and listen carefully.</p> <p>Variation: Have students ask questions that represent a positive social behaviour (e.g., “May I share a book with my friend?”). Depending on the behaviours, respond with, “Yes, you may.” or “No, you may not.”</p>



TEACHER NOTES

Kindergarten is an early stage of socialization in students’ lives. Frequent repetition of activities that encourage the practice of behaviours that show social responsibility will foster the progressive acquisition of interpersonal skills.

Use posters (pictograms, drawings) as reminders of proper social responsibility.

Reinforce positive and responsible social behaviours while students participate in games, physical activities, and Sharing/Talking Circles.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: “R” Is for Responsibility**

Self-Assessment: Rating Scale

Work together with students to determine the behaviours that show social responsibility in class activities. When students demonstrate one of these behaviours, they receive an “R” strip. Have students count how many “R” strips they have. Adjust the suggested rating scale according to the pre-established class expectations and/or timeline (e.g., two days).

Rating Scale	
Scale	The student
3 Excellent	<ul style="list-style-type: none"> collects the maximum number of “R” strips expected.
2 Good	<ul style="list-style-type: none"> collects 75% or more of the “R” strips expected.
1 Improvement Required	<ul style="list-style-type: none"> collects less than 75% of “R” strips expected.

◆ **Observation: Responsibility in Class Activities**

Teacher: Frequency Index

Identify a responsible behaviour on which the class will focus for the week (e.g., question politely). During that week, after each student asks a question politely, that student or a classmate may put a token in a jar or bag. Check the jar daily and set a reasonable goal of how many tokens should be in the jar after a predetermined length of time (i.e., one week).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.4.K.A.5 Experience activities for relaxation (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...).	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences	
	<p>◆ Take a Break</p> <p>Create a relaxation centre with the appropriate atmosphere, including music and headphones, cushions, plush toys, books, modelling clay, soft manipulative objects, and so on. Set up a management system using a sign-up sheet or card system so that everyone gets a turn. Encourage students to use the centre at appropriate times when they feel tired, upset, or in need some of quiet time.</p> <p>◆ Activities for Relaxation</p> <p>Ask students to name the things they do when they are tired, after hard work or intense physical exertion (e.g., sleep, dream, listen to music, read a book, watch television, lie down, play outside). Point out that after working or running, it is important to stretch out, to relax.</p> <p>◆ Relaxation Exercises</p> <p>Have students do a variety of relaxation exercises, such as the following:</p> <ul style="list-style-type: none">• Lie down on the carpet in a personal space, close eyes, and remain silent while relaxing music plays.• Do side, front, up, and down stretching exercises to relax the muscles.• Do visualization exercises (body relaxed and stretched out, eyes closed, breathing deeply).• Listen to the teacher read a (descriptive) story and make mental images of the story elements.• Have interludes that include musical or physical exercises, or both, during class (e.g., “Simon Says,” folk dancing, mimic [copy cat]). <p>◆ Clown Around</p> <p>Have students tell a riddle, make funny faces, or walk in unusual ways to create laughter.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Explain that the human body needs food and exercise to work well, but that it also needs rest and relaxation.

For effective relaxation, students need an uncluttered personal space, a relaxed body (do not cross arms or legs or support head with hands), comfortable clothing, and shoes removed. Use the carpet, individual mats, or a more open area, such as the gymnasium or playground, as required. Several types of relaxation music are available (music therapy): nature sounds (sounds of water, birdsong); classical music; Aboriginal music; stories with musical accompaniment.

◆ **Questioning/Interview: Take a Break**

Teacher: Inventory

After students have relaxed at the relaxation centre, confer with them individually or in small groups to discuss the relaxation activities that they liked.





Personal and Social Management Outcomes: Kindergarten



Knowledge

- K.4.K.A.1 Identify characteristics that describe self as special and unique** (e.g., physical characteristics, abilities, gender...).
- K.4.K.A.3 Identify daily decisions and/or choices** (e.g., what to wear, eat, play; what is safe...) **and how choices are made for health and well-being.**
- 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 schoolyard.**
- 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.4.K.B.4 Recognize appropriate response** (e.g., avoid the danger, do not touch, seek out safe adult help, say “no” assertively...) **in potentially dangerous situations.**
- K.4.K.C.1a Identify a range of feelings and emotions** (i.e., happy, sad, angry, scared, surprised, anxious, excited) **in a range of contexts** (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...).
- K.4.K.C.1b Recognize ways emotions are expressed by others** (e.g., laughter, teary-eyed, smile, frown, body language...).
- K.4.K.C.2 Identify situations** (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) **that cause feelings of anxiety or stress.**
- K.4.K.C.4a Identify the people** (e.g., parents, siblings, teachers, Block Parent, religious leader...) **who can provide support in stressful situations.**

Skills

- S.4.K.A.2 Sort decisions and/or choices that are made daily, based on their positive or negative consequences** (e.g., health-enhancing/unhealthy, safe/unsafe, helpful/harmful...).
- S.4.K.A.3 Demonstrate behaviours that show social responsibility in class activities** (e.g., listen attentively, speak kindly, share...).
- S.4.K.A.5 Experience activities for relaxation** (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...).

Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.