

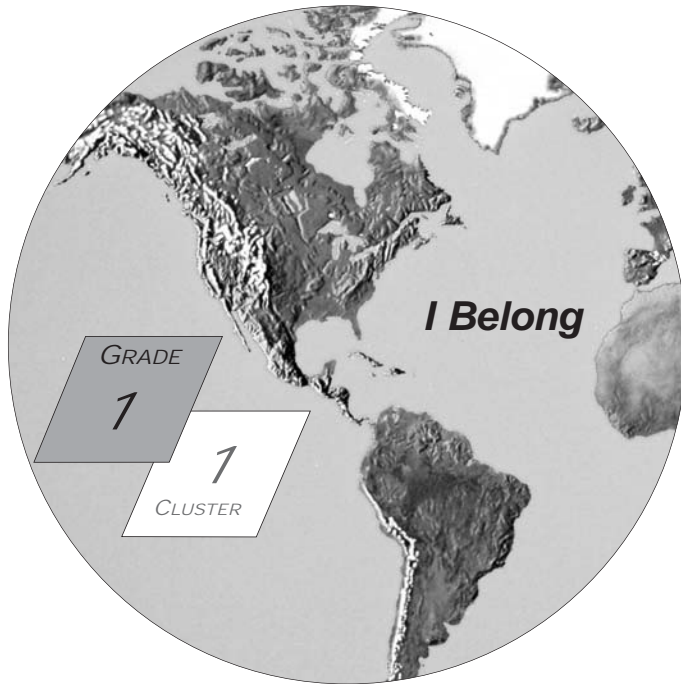
Connecting and Belonging

I Belong

1
CLUSTER

GRADE
1





Cluster 1

Learning Experiences: Overview

1.1.1 Personal Identity

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

Examples: cultural, linguistic, community...

KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.

KI-007F Recognize that they are members of a francophone community.

1.1.2 Cultural Expressions*

KI-009 Describe ways in which their family expresses its culture and identity.

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

VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.

***Errata: Please note that the Grade 1 poster that accompanies this document incorrectly lists four extra distinctive learning outcomes. The list on this page is correct.**

1.1.3 Connections to the Past

KH-017 Give examples of traditions and celebrations that connect them to the past.

KH-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.



KH-018 Identify family connections to previous generations.
Examples: grandparents, parents, aunts, uncles...

VH-009 Value stories of the past as an important way to learn about the present.

1.1.4 Remembrance Day

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

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 examine their relationships with others as they explore groups in communities. They discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.



Engaging Students in the Cluster

- Students share pictures and describe themselves as part of a group (e.g., family, teams, clubs...).
- Students illustrate examples of their participation in groups and communities.
- Students display items that represent their membership in a group (e.g., cultural, linguistic, community...).
- Invite community members to share cultural traditions and expressions with students (e.g., dance, art, food...).
- Create a bulletin board display of people participating in various groups and communities.
- Take a field trip to a community cultural event.
- Students dress in attire representing groups to which they belong (e.g., cultural, sports, dance...).
- Create a display of books related to groups and communities and stories of the past.

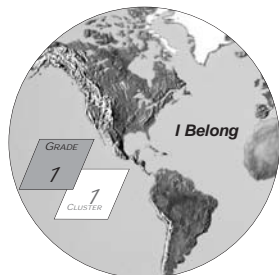
Learning Experiences Summary

1.1.1 Personal Identity

1.1.3 Connections to the Past

1.1.2 Cultural Expressions

1.1.4 Remembrance Day



Learning Experience: 1.1.1 Personal Identity

- KI-007 Give examples of groups with which they identify.
Examples: cultural, linguistic, community...
- KI-007A Recognize that they are members of a First Nation, Inuit, or Métis community.
- KI-007F Recognize that they are members of a francophone community.



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

Description of the Learning Experience








Every person in every society identifies with a variety of groups. Belonging to groups helps connect us to others. Students identify various groups within the school and the local community. They explore their own participation in the groups with which they identify, and come to understand and appreciate their many group connections.

Vocabulary: group, belong, tradition (See Appendix D for Vocabulary Strategies.)







1.1.1 Personal Identity

Assessment	Outcomes	Strategies
	<p>KI-007</p> <p>KI-007A</p>	<p>Activate</p> <p>Students brainstorm various groups in their school and community, and discuss why groups are important to them. Students illustrate examples of groups with which they identify, describe their pictures to the class, and post the pictures on a bulletin board.</p>
	<p>or</p>	
	<p>KI-007</p> <p>KI-007A</p>	<p>Students read or listen to stories about identifying or connecting with others. Students discuss ways in which various characters identify with groups, and give examples of similar groups with which they identify at home, in school, and in the community.</p>
<i>(continued)</i>		
Teacher Reflections		

1.1.1 Personal Identity

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	<p>KI-007 KI-007A</p>	<p>As an Admit Slip, students submit a picture or artifact representing a group with which they identify (e.g., team photograph, uniform, musical instrument, cultural item...). Students describe the group to peers, write the name of the group on an index card, and display both the artifact and index card in a “Groups We Belong To” centre. Students take turns matching the pictures/artifacts with the index cards.</p>
Acquire		
	<p>KI-007 KI-007A</p>	<p>Students use a W-5 strategy (who, what, where, when, and why) to describe groups with which they identify (e.g., Who belongs to the group(s)? What activities do they do? Where do they meet? When do they meet? Why do they meet? How am I connected with this group?). Students describe to peers the groups with which they identify.</p> <p> BLM: Personal Identity - My Groups</p>
or		
	<p>KI-007 KI-007A</p>	<p>Using concept mapping, collaborative groups of students list examples of groups with which they identify (e.g., family, friends, language, clubs, activities, sports, community, culture, school...). Students discuss their participation in various groups and describe why groups are important to them. Students share examples of groups with which they identify and describe their importance.</p> <p> BLM: Personal Identity - I Belong</p>
or		
	<p>KI-007 KI-007A</p>	<p>Over the course of a week, students use pictures and/or words to record the daily activities they participate in as individuals and as part of a group. At the end of the week, students reflect on their participation in different groups, make a list of groups with which they identify, and share the list with their peers.</p> <p>TIP: Make several photocopies of the Activity Journal page to make a weekly journal for recording.</p> <p> BLM: Personal Identity - Activity Journal</p>
<i>(continued)</i>		
Teacher Reflections		

1.1.1 Personal Identity

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-007A	Students participate in a Sharing Circle, describing their experiences in groups with which they identify.
Apply		
	KI-007 KI-007A	Students draw pictures to illustrate their participation in groups with which they identify. Students share their pictures and explain why belonging to different groups is important to them.
		 BLM: Personal Identity - Illustrations
or		
	KI-007 KI-007A	Collaborative groups of students role-play examples of their participation in the groups with which they identify. They may use appropriate props (e.g., baseball and glove, musical instruments, Brownie tam and sash...) that help identify the nature of the group. Peers guess the type of group being dramatized and describe how groups help them connect with others.
or		
	KI-007 KI-007A	Students prepare an oral presentation describing their participation in groups with which they identify. Students describe various ways in which they participate in groups, share examples of items and/or practices that are important to the group, and explain why the group is important and how it connects them to others. Peers ask questions to learn more about the presenter's participation in the group. TIP: As an extension to accompany their oral presentations, have students prepare personal posters that illustrate their participation in groups.
		 BLM: Personal Identity - Oral Presentation
Teacher Reflections		

Teacher Reflections



*Learning Experience: 1.1.2 Cultural Expressions**

- KI-009 Describe ways in which their family expresses its culture and identity.
- VI-003 Respect the stories, traditions, and celebrations of others.
- VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.

***Errata: Please note that the Grade 1 poster that accompanies this document wrongly lists four extra distinctive learning outcomes. The list on this page is correct.**

Description of the Learning Experience

Families have unique ways of expressing their culture and identity. Students explore the traditions of their own families and those of their peers, and come to appreciate the importance of stories, languages, traditions, and celebrations in expressing culture and identity.







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: tradition, culture, identity, respect (See Appendix D for Vocabulary Strategies.)







1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
	KI-009 VI-003 VI-005	<p>Activate</p> <p>Students draw pictures of members of their family and describe their pictures to a partner, explaining what is special about their family. Students must listen closely to their partner’s description, and then describe one or two special features of their partner’s family to the class. Students discuss ways in which different families express their culture and identity.</p>
	KI-009 VI-003 VI-005	<p>or</p> <p>Students view pictures representing diverse families (e.g., large, urban, rural, single-parent...) in various settings (e.g., at home, on vacation, during celebrations...), and discuss ways in which different families express their culture and identity.</p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		



1.1.2 Cultural Expressions

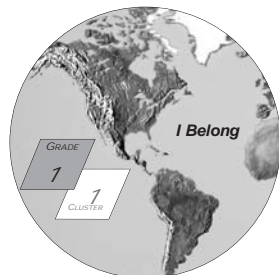
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KI-009 VI-003 VI-005	Students brainstorm familiar celebrations and traditions (e.g., family traditions, holiday celebrations, community events...), and discuss ways in which stories, traditions, and celebrations are expressions of family and community culture and identity.
	KI-009 VI-003 VI-005	Students read or listen to stories that describe different families, and discuss ways in which the families in the stories express their culture and identity.
Acquire		
	KI-009 VI-003 VI-005	Using Think-Pair-Share, students share family stories, traditions, and celebrations, and describe what is special about each and how they are observed. Students discuss various ways families and communities express their culture and identity.
	KI-009 VI-003 VI-005	Students read or listen to stories about families and communities from different cultures. Students compare the stories, traditions, and celebrations described in the stories with similar ones from their own family and community. Students discuss various ways families and communities express their culture and identity.
	KI-009 VI-003 VI-005	Students interview parents/caregivers to learn about the origins of various family stories, traditions, and celebrations, and what makes them important in their family. Students share information with peers and discuss ways different families express their culture and identity.
		 BLM: Cultural Expressions - My Family
<i>(continued)</i>		
Teacher Reflections		

1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KI-009 VI-003 VI-005	In a Sharing Circle, students describe a family story, tradition, or celebration and explain why it is special to their family. After the Sharing Circle, students describe other ways in which their family expresses its culture and identity. TIP: In a Sharing Circle, students sit in a circle and take turns sharing. An item from nature (e.g., rock, stick, feather...) is passed to the left and only the person with the item is allowed to speak, giving everyone an equal opportunity to express ideas.
or		
	KI-009 VI-003 VI-005	Collaborative groups of students create a “Culture and Identity” multimedia presentation. Students include images illustrating ways in which different families express their culture and identity through stories, traditions, and celebrations, and a sound clip or written description explaining what is special about each. Compile group presentations in a class presentation.
or		
	KI-009 VI-003 VI-005	Working with a partner, students compare and contrast family traditions and celebrations. Students describe and illustrate a family tradition or celebration, and discuss and identify the similarities and differences. Students share the similarities and differences in how families express their culture and identity.  BLM: Cultural Expressions - Family Tradition Comparison
or		
	KI-009 VI-003 VI-005	Students illustrate ways in which their family and a family or community they have learned about express culture and identity through stories, language, traditions, or celebrations. Compile student illustrations in a class “Cultural Expressions Book.” Students take turns reading the class book and describing ways in which families and communities express their culture and identity.  BLM: Cultural Expressions - Mine and Others
		<i>(continued)</i>
Teacher Reflections		

1.1.2 Cultural Expressions

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
	KI-009 VI-003 VI-005	Collaborative groups of students create a mural illustrating ways in which their families express culture and identity through stories, traditions, and celebrations. Students include pictures illustrating the stories, traditions, and celebrations of other families and communities. Students share their murals with peers.
	KI-009 VI-003 VI-005	Collaborative groups of students plan and conduct a “Cultural Expressions” celebration. Students include examples of stories, traditions, and celebrations (e.g., family artifacts or heirlooms, special foods, traditional clothing, music, dance...), and describe how each is important in expressing a family’s or community’s culture and identity. TIP: Invite family or community members to share in the “Cultural Expressions” celebration.
Teacher Reflections		



Learning Experience: 1.1.3 Connections to the Past

- KH-017 Give examples of traditions and celebrations that connect them to the past.

- KH-017F Recognize that stories, traditions, and celebrations of the francophone community connect them to previous generations.

- KH-018 Identify family connections to previous generations.
Examples: grandparents, parents, aunts, uncles...

- VH-009 Value stories of the past as an important way to learn about the present.

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

Description of the Learning Experience

Family stories, traditions, and celebrations help connect us to previous generations and to the past. Students describe important family traditions and celebrations, and learn about similar experiences of their classmates.

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: generations, celebrations, connections, past, present (See Appendix D for Vocabulary Strategies.)




1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
Activate		
	KH-017 KH-018 VH-009	As an Admit Slip, students share an example of a family tradition or celebration that has its origin in the past (e.g., “We always have a special food during the holidays because my grandmother and great-grandmother always made it and passed on the recipe...”), and describe why it continues to be observed. Students discuss how it makes them feel to recognize these special traditions and celebrations.
or		
	KH-017 KH-018 VH-009	Students listen to community members (e.g., parents, grandparents, principal...) tell stories from the past, and share examples from their lives of traditions and celebrations that connect them to the past.
<i>(continued)</i>		
Teacher Reflections		



1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KH-017 KH-018 VH-009	Using Think-Pair-Share, students describe family traditions and celebrations, using a W-5 strategy. In pairs, students share their family traditions and celebrations, describe why it is special to have relatives and friends participate, and identify the similarities and differences in their family celebrations. BLM: Connections to the Past - Family Celebrations
	KH-017 KH-018 VH-009	Students read or listen to stories or watch a video about family traditions and celebrations or connections with previous generations, and discuss ways in which the characters are connected to the past. Students describe similar experiences they have had.
Acquire		
	KH-017 KH-018 VH-009	Using concept mapping, students identify members of their immediate and extended families. Students share their maps with peers and describe traditions that involve their family members. BLM: Connections to the Past - Family Connections
	KH-017 KH-018 VH-009	Students compose questions and interview immediate and/or extended family members to learn about the origins of family traditions and celebrations and their connections to previous generations. Students share traditions, celebrations, and stories with the class, and describe why they are special to them.
<i>(continued)</i>		
Teacher Reflections		

1.1.3 Connections to the Past

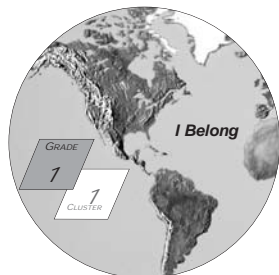
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-017 KH-018 VH-009	Students profile a family member who helps them feel connected to the past. Students illustrate or share items that remind them of the family member (e.g., grandmother—knitting needle, picture of a family celebration, apron, bobby pin...) and join them on a “Story Vine/Story Braid.” Students use the Story Vine to describe how the family member connects them to previous generations. TIP: Information on the Story Vine/Story Braid strategy can be found in <i>Kindergarten to Grade 8 English Language Arts: Strategies That Make a Difference</i> , p. 212.
or		
	KH-017 KH-018 VH-009	Students create a family tree identifying their connections with previous generations (e.g., parents, grandparents, aunts, uncles...). Students include illustrations of traditions and celebrations involving family members that connect them to the past. TIP: Students may put family members’ names on colour-coded leaves (e.g., red for grandparents, orange for aunts and uncles...).
Apply		
	KH-017 KH-018 VH-009	Students create a poster or mural illustrating a family tradition or celebration. Students include photographs or pictures of family members involved in the celebration, and describe how participating in the tradition or celebration helps connect them to the past.
<i>(continued)</i>		
Teacher Reflections		

1.1.3 Connections to the Past

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
— or —		
 <p>Appendix A Skill 7d</p>	<p>KH-017 KH-018 VH-009</p>	<p>Collaborative groups of students create a timeline of traditions and celebrations. Students illustrate important traditions and celebrations and place them on a timeline. Students share their timelines with the class, describing ways in which the traditions and celebrations connect them to previous generations and to the past.</p>
— or —		
 <p>Appendix A Skill 10</p>	<p>KH-017 KH-018 VH-009</p>	<p>Students illustrate a tradition and/or celebration on a uniform-sized piece of paper or fabric. Students join the squares together to create a “Traditions and Celebration Classroom Quilt.” Students describe ways in which their tradition or celebration helps connect them to the past and to previous generations.</p>
<p>Teacher Reflections</p>		

Learning Experience: 1.1.4 Remembrance Day

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





Description of the Learning Experience

Students explore Remembrance Day as an important day for Canadians, a time to think about peace and war, and the contributions of Canada’s military to helping maintain peace in Canada and around the world. Students brainstorm and discuss ideas related to Remembrance Day, listen to and read books related to the topic, and attend a Remembrance Day ceremony.






Note: Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience.

Vocabulary: Remembrance Day, peace, war, remember, memory, poppy, veteran, war memorial (See Appendix D for Vocabulary Strategies.)






1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
	KC-004	<p>Activate</p> <p>Several weeks in advance of Remembrance Day, students review important dates on the calendar, including holidays, birthdays, and Remembrance Day. They discuss and select a symbol to represent Remembrance Day (e.g., cross, poppy, dove, picture of a soldier...) to mark the upcoming date on the class calendar.</p> <p>TIP: Count down the days to Remembrance Day as part of the preparation for attendance at a school Remembrance Day service.</p>
		KC-004
<i>(continued)</i>		
<p>Teacher Reflections</p>		









1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
 	KC-004	Students listen to or read a story about war. They discuss what they know about the idea of war as learned through viewing or listening to media, from personal experiences in other countries, or through discussions with family or friends. Collaborative groups of students create a concept map related to war, illustrated with words and/or images.
Acquire		
	KC-004	Students prepare questions and listen to invited guests from the community speak about their experiences related to peace and war (e.g., war veteran, peacekeeper, someone who has visited a country involved in conflict...). Following the discussion, students brainstorm important ideas related to peace and war which are recorded on a class chart. Students also individually record words and images related to “Peace and War.” TIP: Consult a local legion for contact information for veterans or peacekeepers.  BLM: Remembrance Day - Peace and War
	KC-004	Students listen to or read books related to the concept of memory. They discuss similarities between the words <i>memory</i> , <i>remember</i> , and <i>remembrance</i> , and discuss why November 11th is called Remembrance Day. Ideas are recorded on a class chart.
<i>(continued)</i>		
Teacher Reflections		


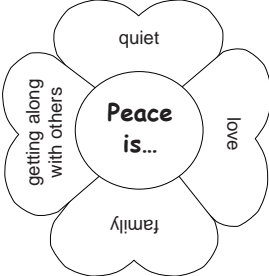


1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i> or
	KC-004	<p>Students listen to or read the poem “In Flanders Fields” by John McCrae, a Canadian veteran from Guelph, Ontario. They listen for and identify important Remembrance Day words related to peace and war in the poem (e.g., poppy, cross...), which are recorded on a class chart. They discuss how and why a poppy is worn on Remembrance Day, and create an illustration to accompany the poem “In Flanders Fields.”</p> <p>TIP: A poppy is worn on the left, over the heart.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 1.1.4 b BLM: In Flanders Fields</p>
		or
	KC-004	<p>Students visit a local cenotaph or war memorial or view images of cenotaphs or memorials. They discuss various aspects of the cenotaphs/memorials (e.g., who or what they commemorate, date built, location, why people build cenotaphs and memorials...) and the relationship between cenotaphs and Remembrance Day as a time to think about peace and war. Students’ ideas are recorded on a class chart as they discuss the topic, and students individually record their ideas about Remembrance Day as a time to think about peace and war.</p> <p>TIP: The online version of this BLM is a hot-linked list of cenotaphs in Manitoba. The linked sites provide a picture and information about each cenotaph.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 1.1.4 c BLM: Remembrance Day Cenotaphs</p> <p> 1.1.4 d BLM: Remembrance Day Cenotaphs 2</p>
		<i>(continued)</i>
Teacher Reflections		

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
 	KC-004	<p>Students prepare questions and invite people from within the school (e.g., principal, older students, other teachers...) who have attended a Remembrance Day service. They discuss Remembrance Day as a time to think about peace and war, and to make preparations to attend an upcoming Remembrance Day service in the school. They also discuss and record on a class chart appropriate behaviour for a Remembrance Day service (e.g., no clapping, respectful behaviour, silence at appropriate times...), and record in their journals ideas related to their own behaviour at a Remembrance Day service.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Apply		
	KC-004	<p>Students create an alphabetized “Poppy Book.” They brainstorm ideas or images related to Remembrance Day and peace or war (e.g., one idea for each letter of the alphabet...), which are recorded on a class chart (e.g., “A is for Accept others, B is for Best behaviour...”). Students choose a different letter to illustrate and write about, and their work is collated in a class book.</p> <p> BLM: Remembrance Day Poppy Book</p>
or		
 	KC-004	<p>Students demonstrate their understanding of Remembrance Day as a time to think about peace and war by participating in a class or school Remembrance Day service or participating in a school walk for peace. Students create poems, reflections, or images related to Remembrance Day and present them at the service.</p>
or		
	KC-004	<p>Collaborative groups of students create “Peace Wreaths” to display at a Remembrance Day service. Each group colours an outline image of the Earth, and students trace their hands on construction paper and cut out the tracings. Students write messages on the hands related to Remembrance Day as a time to think about peace and war, and glue them around the circular Earth.</p> <p> BLM: Remembrance Day - Peace Wreath</p>
<i>(continued)</i>		
Teacher Reflections		

1.1.4 Remembrance Day

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	<p>KC-004</p>	<p>Students create “Peace Poppies” to demonstrate their understanding of Remembrance Day as a time to think about peace and war. Using the frame “Peace is...,” students’ ideas are recorded on a class chart. Each student writes four words/phrases on four red heart-shaped petals. The red petals are glued around a green circle that has the words “Peace is...” in the centre, forming a poppy. Students display and/or share their “Peace Poppies” at a Remembrance Day service.</p> <p>Example:</p> 
	<p>KC-004</p>	<p>Using print and electronic sources, students write reflections and draw and/or electronically import pictures regarding Remembrance Day as a time to think about peace and war. Student writings/illustrations can be compiled in a class electronic or print book.</p> <p>TIP: Images are available at the Veterans Affairs Canada website. Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
	<p>KC-004</p>	<p>Students listen to songs that relate to peace (e.g., “What a Wonderful World” by Louis Armstrong...). While listening to the songs, they draw pictures and/or write reflections that relate to Remembrance Day as a time to think about peace and war.</p> <p>TIP: Consider sending student illustrations/reflections to members of the Canadian military. The Veterans Affairs Canada website provides details on how to do so. Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Teacher Reflections		

Cluster 1 — Connecting and Reflecting

Student:

Using their “I Belong” portfolio, students describe the groups they belong to and explain how belonging to a group helps them.



BLM: Cluster 1–Connecting and Reflecting

Teacher Reflections

Teacher Reflections