

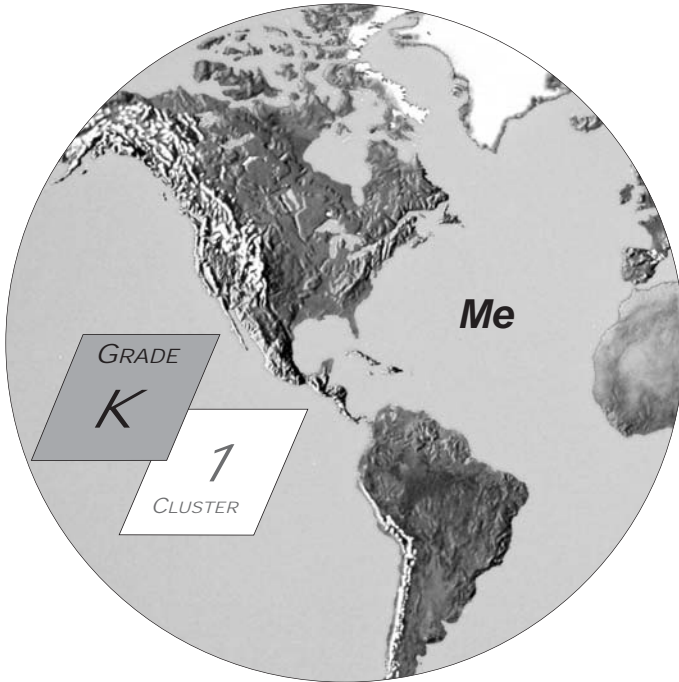
Being Together

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Cluster 1

Learning Experiences: Overview

K.1.1 Interests and Abilities

KI-008 Recognize that everyone has particular interests and abilities.

VI-002 Value their own and others' interests and abilities.

VI-002A Value the special talents or strengths that are given to them.

K.1.2 My Basic Needs

KE-025 Give examples of basic needs.

Examples: food, clothing, shelter..

K.1.3 My Important Groups

KI-007 Identify groups that are important to them.

K.1.4 Rules Help Us

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

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

VE-007 Respect their own and others' property.

K.1.5 My Responsibilities



KC-001 Describe their responsibilities at home and in school.

KC-002 Recognize that their actions affect others.

K.1.6 Remembrance Day

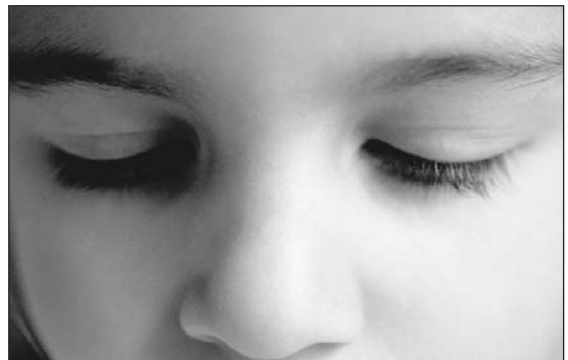
KC-006 Identify Remembrance Day as a time to think about peace and war.

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 explore what makes them unique, considering their abilities and interests, and identify groups and places that are important to them. They also examine rules and responsibilities and study basic needs.



Engaging Students in the Cluster

- Invite guests (e.g., older students, staff members, community members...) to share their interests and abilities.
- Students contribute pictures of themselves engaged in a group activity to a bulletin board display.
- Take photos of students acting responsibly in the classroom and create a “Classroom Helpers” bulletin board display.
- Create a literature center of books featuring characters with a variety of interests and abilities.
- Share your abilities and interests with the class and describe why they make you unique.
- Provide students with mirrors to observe themselves and others and describe their interests and abilities and what makes them unique.
- Students make images of their fingerprints and examine them under magnifying glasses to observe how fingerprints are different and unique.
- Play “I’m thinking of someone in our class who...”. Students describe a peer who acts responsibly.

Learning Experiences Summary

K.1.1 Interests and Abilities

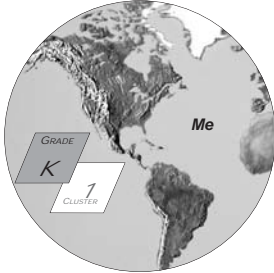
K.1.4 Rules Help Us

K.1.2 My Basic Needs

K.1.5 My Responsibilities

K.1.3 My Important Groups

K.1.6 Remembrance Day



Learning Experience: K.1.1 Interests and Abilities

KI-008 Recognize that everyone has particular interests and abilities.

VI-002 Value their own and others' interests and abilities.

VI-002A Value the special talents or strengths that are given to them.

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

Description of the Learning Experience







Every person is unique and has special interests, abilities, and talents to contribute to his or her communities.

Vocabulary: interest, ability, talent (See Appendix D for Vocabulary Strategies.)





K.1.1 Interests and Abilities

Assessment	Outcomes	Strategies
	KI-008	<p>Activate</p> <p>Students read or listen to stories and identify various characters' interests and abilities.</p> <p>Students discuss ways in which they might discover other peoples' interests and abilities and then illustrate examples of interests and abilities.</p> <p>_____ or _____</p> <p>Using a sharing circle, students describe their interests, abilities, and talents, and give examples of ways in which they are expressed at home, at school, or in the community.</p> <p>Tip: A sharing circle is an Aboriginal tradition. Students sit in a circle and pass a natural object (e.g., rock, stick...) clockwise around the circle. Only the person holding the object may speak.</p> <p style="text-align: right;"><i>(continued)</i></p>
	VI-002	
VI-002A		
	KI-008	
	VI-002	
	VI-002A	
Teacher Reflections		




K.1.1 Interests and Abilities

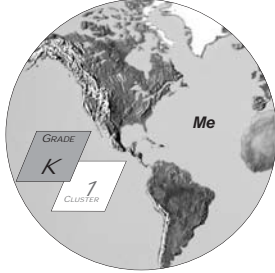
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KI-008 VI-002 VI-002A	Provide students with examples of interests, abilities, and talents (e.g., painting, skating, making cookies, dancing...). With each example, students to whom the example applies stand and act out participating in the activity. Students discuss examples of interests and abilities they observe in their classmates.
or		
 	KI-008 VI-002 VI-002A	Students sing piggyback songs about interests, abilities, and talents. As a class, students compose a piggyback song that includes examples of everyone’s interests, abilities, and talents. Tip: A piggyback song is created by writing new words to a familiar tune (e.g., “I am Special” sung to the tune of Frère Jacques).
Acquire		
	KI-008 VI-002 VI-002A	Collaborative groups of students explore new interests, abilities, and talents through games (e.g., hopscotch, soccer, skipping, four square...). As students develop new skills, peers encourage them through the process of their learning. List new interests and abilities on a “Our Class Talents” poster.
or		
	KI-008 VI-002 VI-002A	Students create an interests, abilities, and talents “Treasure Box”. Each student decorates a box with pictures that represent their particular interests, abilities, and talents (e.g., images of children engaged in sports, music, reading, art...). They fill the box with objects representing their interests, abilities, and talents. Students share their treasure boxes with peers, describing their strengths. In a group discussion they identify similarities and differences in classmates’ interests and abilities.
<i>(continued)</i>		
Teacher Reflections		

K.1.1 Interests and Abilities

Assessment	Outcomes	Strategies
<i>Acquire (continued)</i>		
or		
	KI-008 VI-002 VI-002A	Students create a class tally of their interests, abilities, and talents (e.g., drawing, reading, singing, soccer...) and using a spreadsheet, graph the results. Students compare and contrast the interests and abilities represented in the classroom and discuss ways in which everyone is unique and has special interests and abilities.
or		
	KI-008 VI-002 VI-002A	Students create pages for a “Class Experts” directory identifying interests, abilities, and talents of students in the class. Each student prints their name on a page, and adds a photograph or picture of themselves, and a drawing illustrating their interests, abilities, and talents. As a class, create a table of contents for the directory and compile student pages accordingly. Students use the book as a reference when they are looking for help with a specific activity.
		 BLM: Abilities—Class Experts
<i>Apply</i>		
	KI-008 VI-002 VI-002A	Students create an illustration of their interests, abilities, and talents. Students make a handprint on a circle of paper in paint and write or illustrate an “I can...” statement, describing an individual interest, ability, or talent. Students post their hands on a bulletin board and identify peers who share similar interests.
<i>(continued)</i>		
Teacher Reflections		

K.1.1 Interests and Abilities

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
	KI-008 VI-002 VI-002A	Using a word processor, students create a clip-art collage of images representing their interests, abilities, and talents. In a Gallery Walk, students describe what their images represent and look for peers who share similar interests.
or		
	KI-008 VI-002 VI-002A	Students create a book illustrating several of their interests, abilities, and talents. On each page, students feature a specific body part (e.g., hands, feet, mouth...) and illustrate or describe how that body part helps them express a particular interest or ability (e.g., These are my hands. I use my hands to draw. This is my mouth. I use my mouth to sing...). Students compare their interests and talents.
or		
	KI-008 VI-002 VI-002A	Students create “Interests, Abilities, and Talents” collages. Students draw an outline of their body and cover it with pictures representing their interests, abilities, and talents. Students post their collages and identify peers who share similar interests.
Teacher Reflections		



KE-025

Learning Experience: K.1.2 My Basic Needs

Give examples of basic needs.




Examples: food, clothing, shelter...

Description of the Learning Experience







Every person has the same basic needs (e.g., food, clothing, shelter, air, water, safety...). Students identify basic needs and explore various ways in which basic needs may be met.

Vocabulary: need, want, food, clothing, shelter, air, water, safety

K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
		Activate
	KE-025	Students brainstorm various things from their daily life (e.g., apple, candy, sweater, toy...). Sort and record the items according to needs and wants. Students guess the sorting rule and once it has been identified, they discuss the basic needs that are met by the items in the “needs” category.
or		
	KE-025	Students listen to stories or read books that deal with basic needs, and discuss what humans need to live (e.g., food, shelter, water...). They brainstorm ways in which basic needs are met (e.g., fruit, homes, milk...).
or		
	KE-025	Students play “I spy with my little eye” to identify items in the classroom (e.g., “I spy something that is round.” “I spy something that is red.” “I spy something that grows.” Answer: Apple). Once the item is correctly identified, students discuss whether it represents basic needs or wants.
Teacher Reflections		








K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
	KE-025	<p>Acquire</p> <p>Students browse magazines, catalogues, and flyers and cut out pictures of everyday items. Students sort the pictures according to whether it is a need or a want, and glue them on a chart. Students discuss the basic needs that are met by the pictures in the needs column.</p> <p> BLM: My Basic Needs—Needs or Wants</p> <hr/> <p>_____ or _____</p>
	KE-025	<p>Students view pictures of humans, plants, and animals and brainstorm the basic needs of each living thing (e.g., food, water, air, shelter, light, warmth...). Students create a symbol or icon to represent each basic need and attach the symbols to pictures of humans, plants, and animals that have the particular needs. In a gallery walk, students describe how the humans, plants, and animals meet each need.</p> <hr/> <p>_____ or _____</p>
	KE-025	<p>Students brainstorm sounds or words associated with basic needs (e.g., food—hungry, yummy; water—milk, juice...). As a class, students compose a piggyback song that includes examples of basic needs and ways in which they are met.</p> <p>Tip: A piggyback song is created by writing new words to a familiar tune (e.g., “If you’re hungry and you know it” sung to the tune of “If you’re happy and you know it.”)</p> <hr/> <p>_____ or _____</p>
	KE-025	<p>As a class activity, students use concept mapping to discuss ways in which humans meet their basic needs. They identify basic needs, and draw or insert pictures in their concept map representing how each need is fulfilled.</p> <p> BLM: My Basic Needs—How We Meet Our Needs</p>


(continued)

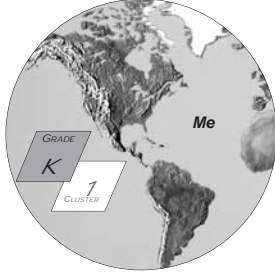
Teacher Reflections

K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
 	KE-025	On a community walk or field trip, students identify examples of ways in which humans meet their basic needs (e.g., homes, gardens, water sources...). Students sketch the examples which may be collated in a class book illustrating the community walk.
		Apply
 	KE-025	Collaborative groups of students dramatize examples of basic needs and ways in which they are met. Peers identify the basic needs being dramatized and suggest alternative ways in which they may be met.
		or
 	KE-025	Collaborative groups of students create a multimedia presentation illustrating ways in which basic needs are met. Students insert a sketch-and-scan or digital picture of a human as a background and insert clip-art images representing basic needs onto the background. Students record and insert sound clips that describe each basic need and how it is being met. Compile group presentations into a class presentation.
		or
	KE-025	Students create a display of items and/or pictures representing basic needs and ways in which they may be met. Students divide a table or space within the classroom into sections, one section for each of the basic needs, and place items or pictures into the category representing the need it is associated with (e.g., water—juice box, milk container; warmth—mittens, picture of a campfire...). Students take turns describing how the items in a section help fulfill a basic need.
		<i>(continued)</i>
Teacher Reflections		

K.1.2 My Basic Needs

Assessment	Outcomes	Strategies
<p>Apply <i>(continued)</i></p>		
<p>or</p>		
	KE-025	Students create body collages to illustrate basic needs and ways in which they may be met. Students trace life-size outlines of their bodies on paper and cut them out. Students draw or cut out pictures representing their basic needs and how they are met (e.g., nutritious food, clothing, water, people who love them...) and glue them inside their body outline.
<p>Teacher Reflections</p>		



Learning Experience: K.1.3 My Important Groups

KI-007 Identify groups that are important to them.


Description of the Learning Experience

Every person belongs to a variety of groups and communities. Students explore the groups that are important to them.






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: group, belong, play, work, family, people, school, community (See Appendix D for Vocabulary Strategies.)








K.1.3 My Important Groups

Assessment	Outcomes	Strategies
	<p>KI-007</p>	<p>Activate</p> <p>Students play “Musical Groups”. Based on Musical Chairs, students play a movement game to create groups with different numbers of members. Students stand in an area where they can move around. Students listen to music and move freely about the area, not touching each other. Stop the music and call out the size of a group, (e.g., “Make a group of two.”) Students join together to make groups of two. After they have done several variations of groups sizes, they discuss and define the meaning of the word “group”.</p> <p>Tip: If space is not available to play this as a physical movement game, consider using concrete objects (e.g., blocks, marbles...) and have individual students make number groups with their objects.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





K.1.3 My Important Groups

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	<p>KI-007</p>	<p>Students listen to poems and stories about characters that are part of a group. Students identify various groups in the poems and stories and discuss what each group does together.</p>
or		
	<p>KI-007</p>	<p>Students read or listen to a story that explains the meaning of the word “important” (e.g., <i>The Important Book</i> by Margaret Wise Brown). Students give examples of important things in their lives and identify groups that are important to them. They create an “Important Groups” web.</p> <p style="text-align: center;">  BLM: My Important Groups—Web </p>
Acquire		
	<p>KI-007</p>	<p>Collaborative groups of students assemble a colour-coded puzzle. Each student is given one puzzle piece and is instructed to find other students with the same colour pieces. Together, as a colour group, they assemble their puzzle. Once assembled they discuss the importance of cooperation in groups and identify groups that are important to them.</p> <p>Tip: In order to do this activity, a number of copies of the BLM need to be made, each in a different colour.</p> <p style="text-align: center;">  BLM: My Important Groups—Puzzle </p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		

K.1.3 My Important Groups

Assessment	Outcomes	Strategies
	Acquire <i>(continued)</i>	
	or	
	K1-007	As an Admit Slip, students bring a photograph from home showing them as a member of a group (e.g., family, friends, sports team...). Students describe the photograph and identify other groups to which they belong. Photographs are posted on a class bulletin board entitled “My Groups.”
	or	
	K1-007	Through guided questioning, students discuss the meaning of the word “group” and why groups are important. They identify groups (e.g., family, friends...) that are important to them. Ideas are recorded on a class chart and students illustrate groups that are important to them.
		 BLM: My Important Groups—Illustration
	Apply	
	K1-007	Students create a picture of and write a sentence about a group that is important to them.
		 BLM: My Important Groups—I Belong
	or	
	K1-007	After a discussion about groups, during which key ideas are recorded on a class chart, students create a web illustrating four groups that are important to them (e.g., friends, family, school, community...).
		 BLM: My Important Groups—Web
		<i>(continued)</i>
Teacher Reflections		

K.1.3 My Important Groups

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KI-007	<p>Students draw images to represent the groups to which they belong, and sing a song about groups, sung to the tune of “Frère Jacques”.</p> <p> BLM: My Important Groups—Song</p>
	KE-007	<p>Students choose a group that is important to them and describe it to the class (e.g., who is in the group, why it is important, what goes on in the group...).</p>
	KI-007	<p>Students create a class book entitled, “Important Groups”. Using a sentence frame (e.g., “A family is a group.” “I belong to a family...”). Students illustrate their sentences, and individual pages are collated into a class book.</p> <p>Tip: Duplicate enough copies of the class book for each student to take home and read to their family members, or to share with their reading buddies in other grades.</p>
Teacher Reflections		



Learning Experience: K.1.4 Rules Help Us

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

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

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

Description of the Learning Experience






Rules are necessary for people to live together in society. Respect for both rules and for the property of others allows us live together peacefully. Students explore the purpose of rules, and promote the importance of respecting rules and others' property.

Vocabulary: respect, rules, property (See Appendix D for Vocabulary Strategies.)







K.1.4 Rules Help Us

Assessment	Outcomes	Strategies
	KP-022 VP-006 VE-007	<p>Activate</p> <p>Students brainstorm examples of groups that work and play together in their classroom, playground, and school. Students discuss the actions of group members that enable the groups to work and play together in a peaceful manner (e.g., sharing, respecting others...). As a class, students compose and sing a song describing ways in which groups work and play together (e.g., "I am a group member. This is what I do. I listen and take turns. I share things too"... sung to the tune of "Frère Jacques").</p> <p>_____ or _____</p>
	KP-022 VP-006 VE-007	<p>Students listen to stories involving rules. Students discuss the purposes of rules and the consequences of characters' actions and decisions related to obeying or disobeying rules. Students identify similar rules in their classroom, playground, and school.</p> <p>_____ or _____</p>
	KP-022 VP-006 VE-007	<p>Students share an example of a time they made a decision that demonstrated respect for rules and property, and a time that their lives were influenced by the decisions of others related to rules in the classroom, playground, or school. Students discuss why it is important to respect rules.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		









K.1.4 Rules Help Us

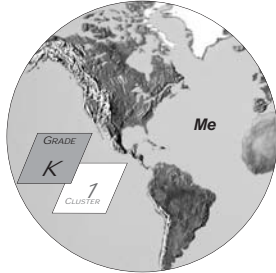
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-022 VP-006 VE-007	Students brainstorm examples of rules in their classroom, playground, and school. Students identify the purpose of each rule and give examples of consequences if people choose to disobey the rules.
or		
	KP-022 VP-006 VE-007	Students give examples of items that are their personal property and property that belongs to others. They discuss the difference between personal or private property and public property. Students discuss ways in which they may demonstrate respect for their own and others' property and give examples of rules related to the respect of property.
Acquire		
	KP-022 VP-006 VE-007	Post and read examples of classroom, playground, and school rules. Students discuss the purpose of each rule, give examples of consequences if people choose not to follow the rule, and describe why it is important to respect the rule.
or		
	KP-022 VP-006 VE-007	Students compose questions and interview school administrators to learn about the purpose of school rules and ways in which students can demonstrate respect for rules. Students illustrate an example of respecting a rule they learned about.
or		
	KP-022 VP-006 VE-007	Students compose questions and invite community helpers to the class (e.g., firefighter, conflict mediator, lifeguard, bus driver, police officer...) to discuss the purpose of safety rules and ways in which students can demonstrate respect for rules. Students illustrate examples of obeying rules.
<i>(continued)</i>		
Teacher Reflections		

K.1.4 Rules Help Us

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KP-022 VP-006 VE-007	Collaborative groups of students role-play classroom, playground, or school scenarios involving rules or respect for property. Students identify the rules being obeyed or disobeyed, describe the purpose of the rule being dramatized, and suggest alternative actions that may demonstrate respect for others.
or		
	KP-022 VP-006 VE-007	Collaborative groups of students discuss rules that will make their classroom, playground, and school a safe and happy place. Students share their examples with the class and develop a set of rules for the classroom, playground, and school that everyone agrees are important.
or		
	KP-022 VP-006 VE-007	Students view a video and/or digital pictures of students interacting in the classroom, playground, and school and discuss examples of ways in which students are obeying rules and respecting their own and others' property. Students identify positive actions and describe ways in which they may improve their actions to better demonstrate respect for others. Tip: Videotape or photograph students at work and play around the classroom, playground, and school for this discussion.
Apply		
 	KP-022 VP-006 VE-007	Students create posters illustrating examples of individuals obeying rules and respecting others' property in the classroom, playground, or school. Students display their posters and describe them to the class. TIP: Students may include digital photos of students in the classroom, playground, or school on their posters. Posters may be posted in public areas of the school to help promote respect for rules.
<i>(continued)</i>		
Teacher Reflections		

K.1.4 Rules Help Us

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
 	KP-022 VP-006 VE-007	Collaborative groups of students create a collage or mural illustrating examples of individuals obeying rules and respecting others' property in the classroom, playground, and school. Students display their collages or murals and describe them to the class.
_____ or _____		
 	KP-022 VP-006 VE-007	Collaborative groups of students compose and present piggyback songs that reinforce the importance of obeying rules and respecting others' property. Students sing the songs during regular classroom routines (e.g., clean-up time, bedtime, recess...). Tip: A piggyback song is created by writing new words to a familiar tune or nursery rhyme (e.g., "This is the way we clean the blocks, clean the blocks, clean the blocks. This is the way we clean the blocks, when we're finished playing." sung to the tune of "The Mulberry Bush".)
_____ or _____		
 	KP-022 VP-006 VE-007	Students choose a class mascot to represent the importance of obeying rules and respecting others' property in the classroom, playground, and school. If conflict arises, students role-play the situation with the mascot in order to find a peaceful resolution. As a class, students compose a story describing ways in which the class mascot obeys the rules and respects others' property, and present the story to another class or at a school assembly.
_____ or _____		
 	KP-022 VP-006 VE-007	Collaborative groups of students create a multimedia presentation illustrating examples of rules and their purpose, and the importance of respecting rules and others' property. Students choose an area of the school (e.g., classroom, playground...) and create a slide illustrating examples of students interacting with one another. Students record and insert sound clips describing how the example illustrates respect for rules and others' property. Using a map of the school and playground as the title slide create links to group presentations and compile in a class presentation.
<p>Teacher Reflections</p>		



Learning Experience: K.1.5 My Responsibilities

- KC-001 Describe their responsibilities at home and in school.
- KC-002 Recognize that their actions affect others.

Description of the Learning Experience

Just as respecting rules allows us to live together peacefully, so too does acting responsibly. Students explore various responsibilities they have at home and in school and identify ways in which their actions affect others.





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

Vocabulary: responsibility, actions, affect (See Appendix D for Vocabulary Strategies.)






K.1.5 My Responsibilities

Assessment	Outcomes	Strategies
 Appendix A Skill 1	KC-001 KC-002	<p>Activate</p> <p>Students listen to stories about responsibilities and ways in which one person’s actions affect others. Students discuss ways in which characters in the stories help others by exercising their responsibilities and how individual actions affect others.</p> <p style="text-align: center;">_____ or _____</p>
 Appendix A Skill 2	KC-001 KC-002	<p>Students brainstorm ways in which they help others at home and in school. Ideas are recorded on a class chart, and students discuss examples of how their actions affect others.</p> <p style="text-align: center;">_____ or _____</p>
 Appendix A Skill 4	KC-001 KC-002	<p>Students participate in cooperative games. Students discuss ways in which their actions affect others as well as the outcome of the game, and give examples of responsible behaviour while participating in cooperative games.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		








K.1.5 My Responsibilities

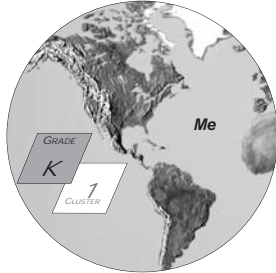
Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-001 KC-002	Demonstrate one or two physical examples of cause and effect (e.g., knocking over a series of dominoes, blowing bubbles...), as well as one or two personal examples (e.g., give a student a pat on the back and ask how they feel...). Students share an example of a time their actions affected others or a time their lives were influenced by the actions of other people. Students discuss why it is important to act responsibly and respect others through their actions.
Acquire		
	KC-001 KC-002	Collaborative groups of students cut out pictures that represent helpful actions and sort the pictures according to whether they represent home or school responsibilities. Each group chooses a picture to share with the class. They describe the responsibility being illustrated and give examples of ways in which their actions affect others.
or		
	KC-001 KC-002	Collaborative groups of students work together to complete a task (e.g., painting a mural, building a structure with blocks...). Students discuss what went well in their group and what areas they need to improve upon to ensure that everyone in the group is treated respectfully. As a class, students create a list of responsible school and classroom behaviours.
or		
	KC-001 KC-002	Students compose questions and interview school helpers (e.g., custodian, conflict mediator, support staff...) to learn about their roles and responsibilities in the school and ways in which the actions of others affect them. Students illustrate an example of ways they benefit from school helpers and describe how their own actions may make it easier for the school helper to fulfill their roles and responsibilities.
<i>(continued)</i>		
Teacher Reflections		

K.1.5 My Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-001 KC-002	As an Admit Slip, students share an example of one of their responsibilities at home and describe who is helped when they exercise that responsibility.
or		
	KC-001 KC-002	Students sit in a circle and toss a ball of string from one classmate to another, letting the string unravel as it is thrown in order to create a spider web. As each student tosses the ball of string he/she holds their end and makes a positive statement about the actions or responsibilities of the classmate receiving the ball. Students discuss ways in which each member is important to the whole group.
or		
	KC-001 KC-002	Collaborative groups of students dramatize examples of their responsibilities at home and in school. Peers identify the affects of the actions and describe who will benefit.
Apply		
	KC-001 KC-002	Students illustrate “Responsibility Cards”, identifying ways in which they can exercise their responsibilities and contribute at home and in school (e.g., raking leaves, setting the table, cleaning the sand table, helping a friend...). Students present their cards to those who will be affected by their actions.
		 BLM: My Responsibilities—Cards
<i>(continued)</i>		
Teacher Reflections		

K.1.5 My Responsibilities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KC-001 KC-002	Students create a “Helping Hands” collage of examples of ways in which they can exercise their responsibilities at home and in school. Students trace and cut out outlines of their hands and illustrate responsible behaviours. Students take turns adding their coloured hands to the collage and describing the affects their actions have on others.
 	KC-001 KC-002	Students create a “Responsibilities” multimedia presentation. Each student creates a slide with images illustrating an example of a home responsibility and another slide with images illustrating a school responsibility. Students record and insert sound clips describing the responsibility and the affect of their actions on others. Compile student’s slides to create a class presentation.
	KC-001 KC-002	Using a word processor, students create a clip-art collage illustrating ways in which they can exercise their responsibilities at home and in school. Students describe how the actions identified in the collage may affect others.
 	KC-001 KC-002	Students brainstorm actions they could initiate to contribute to the school or community (e.g., pick up litter, planting flowers, making safety posters and posting them around the school or community...). Through discussion and consensus decision making, they agree upon and conduct a community action project. Students present the results of their project during a school assembly and describe the positive influence their actions had on others.
<p>Teacher Reflections</p>		



Learning Experience: K.1.6 Remembrance Day

KC-006

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

Description of the Learning Experience

Remembrance Day is an important day in the lives of Canadians. Students explore the concepts of peace and war and peaceful conflict resolution, as well as the symbols of Remembrance Day.







Note: In order to provide students with appropriate learning activities and before introducing the concept of war, conduct a class inventory to determine if students have parents involved in the military, or friends or family members who are veterans, have personal experiences of war, and other related experiences. Be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience.

Vocabulary: remember, remembrance, peace, war (See Appendix D for Vocabulary Strategies.)










K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KC-006	<p>Activate</p> <p>At the beginning of November, students identify upcoming events on the calendar. They highlight Remembrance Day and discuss what they know about the meaning of the day.</p>
	KC-006	<p>Students read books or listen to a story that deals with the concept of memories. Through guided questioning, they discuss examples of what is important to remember, and share personal memories that are important to them.</p>
<i>(continued)</i>		
Teacher Reflections		







K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KC-006	Students read books or listen to a story about peace. They discuss the concept of peace and share examples of peaceful and non-peaceful experiences and give examples of ways to avoid conflict.
or		
	KC-006	Students watch a video about Remembrance Day or peace. They discuss what they know about Remembrance Day and brainstorm words and phrases related to Remembrance Day. As they share examples, create illustrated Word Cards and post them on a class bulletin board.
Acquire		
	KC-006	As an Admit slip, students bring items from home that are associated with Remembrance Day, (e.g., poppies, pictures, letters from veterans...). They discuss the significance of each item and explore the meaning of new vocabulary associated with the items (e.g., remembrance, day, cenotaph, war, memorial, veteran, wreath, poppy, army, peace...).
or		
	KC-006	Students read books or listen to a story about peace and war. Through guided questioning, they explore ideas related to peace and war, and discuss the importance of Remembrance Day as a time to think about peace and war.
or		
	KC-006	Using oral, print, and electronic resources (e.g., music, video clips, pictures...), students explore the meaning of and discuss the importance of Remembrance Day as a time to think about peace and war.
		 Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
	or	
	KC-006	<p>Students generate questions and invite a community member to discuss with them the meaning of Remembrance Day and the importance of Remembrance Day as a time to think about peace and war.</p> <p>Tip: Contact a local branch of the Canadian Legion for the name of a veteran in the local community who can share experiences with the class or school.</p>
	or	
	KC-006	<p>Students listen to poems about poppies (e.g., <i>In Flanders Fields...</i>) and discuss the wearing of poppies as a reminder of the importance of Remembrance Day as a time to think about peace and war.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Remembrance Day—Poems</p>
	or	
	KC-006	<p>Students brainstorm and discuss appropriate behaviour during a Remembrance Day ceremony/assembly (e.g., wearing a poppy, quiet and respectful behaviour...). Ideas are recorded on a class chart and posted for review before attendance at a Remembrance Day ceremony/assembly.</p>
	or	
	KC-006	<p>Students take a field trip to a local cenotaph. They discuss the purpose of cenotaphs and war memorials as symbols of Remembrance Day. Students brainstorm words related to cenotaphs and Remembrance Day, which are recorded on a class chart, and then they complete sentence frames (e.g. Remembrance Day _____).</p> <p>Tip: The online version of the Cenotaphs blackline master referenced below provides a direct link to pictures and descriptions of cenotaphs in Manitoba.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Remembrance Day—Sentence Frames</p> <p> BLM: Remembrance Day—Teacher Resource: Cenotaphs</p>






K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
	KC-006	<p>Apply</p> <p>Students listen to poems related to Remembrance Day and discuss the importance of Remembrance Day as a time to think about peace and war. Students memorize a short poem to recite in a class or school Remembrance Day ceremony.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Remembrance Day—Poems</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KC-006	<p>Students plant poppy seeds (e.g., in containers in the classroom or in school flower beds) to commemorate Remembrance Day and discuss the importance of Remembrance Day as a time to think about peace and war.</p> <p>Tip: Play songs about peace as students plant their poppy seeds.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KC-006	<p>Students make a class “Peace Wreath”. Students discuss things they can do to make the classroom and school a more peaceful place. Record their ideas on a class chart. Students trace and cut out the shape of their hands, and write an idea for peace in the centre of the hand. They glue their hands in a circle to create a wreath, which may be displayed at a school or class Remembrance Day ceremony.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KC-006	<p>Students create peace messages. They discuss what they can do to contribute to a more peaceful community and their ideas are recorded on a class chart. Students cut out an outline of an image associated with Remembrance Day (e.g., dove, poppy...) and write a message of peace in the centre. They share and display their peace messages in a class or school Remembrance Day ceremony.</p>

(continued)

Teacher Reflections

K.1.6 Remembrance Day

Assessment	Outcomes	Strategies
		Apply <i>(continued)</i>
	or	
 	KC-006	<p>Students go on a “Peace March”. They write a class poem/song for peace, using the model “1, 2 buckle my shoe” (e.g., 1, 2, peace for you 3, 4, no more war...). They memorize the poem/song and recite it while marching about the classroom.</p> <p>Tip: Have students demonstrate their “Peace March” for other classes in the school.</p>
	or	
 	KC-006	<p>Students plan a class Remembrance Day ceremony and invite parents, community members, and school staff to attend. Activities might include student work from this learning experience displayed in a Gallery Walk, opportunities for students to publicly share their thoughts on Remembrance Day, performance of the “Peace March”, or other dramatizations, etc.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Teacher Reflections		

Cluster 1—Connecting and Reflecting

Using their “Me” portfolio, students share examples of ways they are unique and show how they can help others.



BLM: Me: Connecting and Reflecting

Teacher Reflections