**Kindergarten – Specific Outcomes**

**W – K**

### Personal Health

*Students will:*

- 1. describe ways, and make choices, to be physically active daily
- 2. identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions
- 3. identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape
- 4. identify external body parts, and describe the function of each
- 5. recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks
- 6. recognize that some household substances may be harmful; e.g., medication, household products

### Safety and Responsibility

*Students will:*

- 7. identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone
- 8. identify safety symbols; e.g., Block Parents, hazardous goods symbols
- 9. describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground
- 10. describe and demonstrate ways to be safe at home and away from home; e.g., demonstrate telephone skills, and know when to share personal information

### Understanding and Expressing Feelings

*Students will:*

- 1. demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement
- 2. explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay

**L – K**

### Learning Strategies

*Students will:*

- 1. select, engage in and complete some independent learning tasks; and seek assistance, as necessary
- 2. demonstrate curiosity, interest and persistence in learning activities
- 3. develop an awareness of situations where decisions are made
- 4. N/A

### Life Roles and Career Development

*Students will:*

- 5. express preferences, and identify basic personal likes and dislikes
- 6. demonstrate awareness of the ways in which people take care of responsibilities in the home and school

**Volunteerism**

*Students will:*

- 7. identify ways to help
- 8. perform volunteer tasks as a class; e.g., draw pictures to show appreciation

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**WELLNESS CHOICES—General Outcome**

*Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

**Interactions**

*Students will:*

- 5. identify ways of making friends; e.g., introduce self, invite others to join activities
- 6. demonstrate a positive, caring attitude toward others; e.g., express and accept encouragement, demonstrate fair play
- 7. identify causes of conflict in school or in play, and, with adult assistance, suggest simple ways to resolve conflict

**Group Roles and Processes**

*Students will:*

- 8. demonstrate sharing behaviour; e.g., at home and in school
- 9. recognize that individuals are members of various and differing groups

**LIFE LEARNING CHOICES—General Outcome**

*Students will use resources effectively to manage and explore life roles and career opportunities and challenges.*

**RELATIONSHIP CHOICES—General Outcome**

*Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*
Note: Literature suggestions

A number of learning activities in these illustrative examples refer to specific pieces of literature. These listings do not imply departmental approval for the use of these resources. These titles have been provided as an illustration of how literature can be used to support and enhance learning. Teachers need to preview any resources and assess their appropriateness before using them with students.
Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

W–K.1 The student will describe ways, and make choices, to be physically active daily.

Get ready

- Discuss the difference between an active and a quiet activity. Brainstorm classroom examples of these two kinds of activities. Make a list on the board and record suggestions by making simple drawings of each activity.
- Introduce the term physical. For example, physical means you use your body to do it. Brainstorm examples of physical activities in the classroom.

Explore and apply

- Go around the circle so students can share their favourite physical activities. Encourage children to consider activities they do at home, at school and in the community.
- Discuss the reasons why physical activity is important, such as it helps us to:
  - feel more energetic and alert
  - feel happy and calm
  - grow strong
  - move easier
  - stand tall
  - prevent future illnesses.
- Students indicate how much physical activity they get each day by giving a “thumbs up” or a “thumbs down” to questions such as the following.
  - Who walks to school? Who comes by bus or by car?
  - Who runs around at recess? Who prefers to sit and talk?
  - Who plays outside after school? Who watches television?
  - Who plays soccer or takes dance classes?
- Draw a picture showing one way you will be physically active today.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome A, General Outcome B or General Outcome D and click on activities.
Wellness

Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-K.1 (continued)

Extend and commit

- Set up a physical activity learning centre in the classroom with hula hoops, skipping ropes and simple ball activities.
- Incorporate simple physical activities into the daily classroom routine by moving to music several times throughout the day.

- At circle time, invite students to tell about one physical activity they:
  - did at recess
  - will do after school
  - will do on the weekend
  - enjoy with their family.
- Draw a picture that shows two types of physical activities that students in Kindergarten can enjoy.
Wellness Choices

The student will identify and use positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions.

Get ready
- Ask if any students wore bathing suits to school today. Discuss why or why not. Brainstorm a list of the type of clothing students did choose to wear to school today.
- Discuss why different clothes are appropriate in different weather. For example:
  - to be comfortable outside
  - to have dry, comfortable clothes when they return to class
  - to stay healthy.

Explore and apply
- Make a weather and clothing mural by dividing a long piece of paper into three columns—sun, rain and snow. Students can use magazines, flyers and catalogues to find pictures of appropriate clothing to wear in each type of weather, then tear out pictures and glue them in appropriate columns.

What kinds of clothing would you wear in each type of weather?

<table>
<thead>
<tr>
<th>Sun</th>
<th>Rain</th>
<th>Snow</th>
</tr>
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<tbody>
<tr>
<td>☀️</td>
<td>🌧️</td>
<td>🌨️</td>
</tr>
</tbody>
</table>

- Discuss the clothing choices for each type of weather.

Extend and commit
- Use a science demonstration to illustrate why people wear hats in cold weather. You need:
  - one very cold day
  - two bowls with lids
  - one toque
  - boiling water.
Pour very hot water into two bowls. One bowl will wear a “hat” outside (this bowl will have a lid and a hat) and the other bowl will not. Put both bowls of hot water outside, one with a lid, one without. Children can predict what will happen to the water in each bowl. Check temperature in 15 minutes and bring bowls inside when lidless bowl is cold and other water is still warm. Children can test the temperature of both bowls of water with their fingers and share observations.
Wellness Choices

Outcome W-K.2 (continued)

- Use a felt board and cut-outs of different clothing items to make choosing clothes appropriate for the weather a regular routine during calendar time. A student volunteer can choose the appropriate clothing to dress a felt figure of a child or bear.

- On the way out for recess children can point to one piece of your own clothing that will protect you from the weather.
Wellness
Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

W–K.3

The student will identify general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape.

Get ready
- Display pictures of people of different ages. As a group, sort the pictures into age categories, such as babies, children, teenagers, adults. Discuss how we know the age of a person—what are the physical clues we look for?

Explore and apply
- Students can bring in baby photos of themselves to make a class display called *Look how we’ve changed!* Display each child’s baby photo beside a recent photo and discuss how each child has physically changed since babyhood. (This needs to be a voluntary activity; some children may choose not to bring in a personal photo.)
- Invite a parent to bring a baby to visit the class. Measure and record the height and the weight of the baby. Make a paper outline of the baby’s hands and feet. If possible, trace around the baby and make a paper outline of the baby’s body. Discuss how the baby is differently from the typical Kindergarten child. Discuss what the baby might look like and what he or she will be able to do by the time he or she is 5 years old.
- Create a display with the paper cut-outs of the baby’s hands, feet and body. Each student can compare their own hand or foot to the baby’s and discuss how they compare in size and shape.

Extend and commit
- Use adding machine tape to make individual growth charts for each student in the class. Personalize with children’s names and photos. Display the charts on a wall and have adult volunteers measure students at regular intervals during the school year. Record children’s height and the date recorded and use the opportunity to talk about what this chart shows and why students are getting taller.

- Draw a picture showing one way your body has changed since you were a baby.
Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Get ready
- Brainstorm parts of the body. Make simple drawings of each body part listed.

Explore and apply
- Use the song “Head and shoulders, knees and toes” to review and reinforce the names and locations of external body parts.
  Head and shoulders, knees and toes,
  Knees and toes
  Head and shoulders, knees and toes
  Eyes, ears, mouth and nose.
  (Students point to each part of the body as they sing its name.)
Encourage students to make up additional verses of the song by naming other body parts, such as elbows and fingers, neck and chest and so on.
- Draw a picture of different body parts on single file cards. Students choose a card, name the body part and then demonstrate an action that body part can do. For example, a foot could kick a ball or go for a walk, a hand could wave and a finger could point.

Extend and commit
- Create a learning centre by making a number of external body parts out of felt. Students can put the parts together to create a person’s body and name each body part as they move it around the felt board.
- Design a worksheet with four boxes. Students listen for the teacher to name a body part and then draw that body part in a numbered box. On the back of the page students can draw three different things a mouth (or any other body part) can do.

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<table>
<thead>
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<tr>
<td>1.</td>
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<tr>
<td>shoulder</td>
<td>toe</td>
<td>arm</td>
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</tbody>
</table>
Use your class newsletter or a letter home to let parents know that students will be learning and reviewing the names and functions of external body parts. Encourage families to take this opportunity to teach and/or reinforce the names of private external body parts with their children at home. Explain that using the proper names for genitals (e.g., vagina or vulva, penis, buttocks or bottom) can be a protective factor against abuse. Children who can demonstrate this knowledge are less susceptible to abuse. Using the proper names of body parts shows that the children have talked about their bodies with an adult, are more aware of boundaries and can more effectively communicate their questions or concerns.
The student will recognize that nutritious foods are needed for growth and to feel good/have energy; e.g., nutritious snacks.

Get ready
- Discuss the kinds of foods students eat for snacks and brainstorm a list of favourite snacks students bring to school. Record the snacks on the board, and if possible, add pictures.

Explore and apply
- Discuss reasons why children need snacks. For example, to feel more energetic and alert, to help your body grow. Discuss how some foods do the job of providing energy better than others. We describe foods that provide energy as nutritious. We try to eat nutritious snacks “most of the time.”
- Fruits and vegetables are examples of nutritious snacks. Check off any fruits and vegetables on the brainstormed list. Snacks made with milk and grain are often nutritious snacks. Check off any milk and grain snacks from the brainstormed list.
- There are snacks that taste good but are not nutritious—they don’t do a good job of making people’s bodies feel energetic and healthy. These snacks often have lots of sugar for taste but don’t have good things like fruit, vegetables, milk or grains to help your body be healthy. These snacks are “once in a while” snacks. Put a line through all the “once in a while” snacks on the brainstormed list.
- Sing this song to the tune of “Twinkle, Twinkle Little Star”
  Healthy and strong I want to be,
  Fruit and vegetable are good for me.
  Apples, oranges—from the tree
  Carrots, potatoes, turnips and peas
  Healthy and strong I want to be,
  Fruit and vegetables are good for me!
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome B and click on activities.

Extend and commit
- Feature a different food group each week for a month and encourage children to bring snacks from that food group for snack time. Provide parents with a calendar and ideas for easy and nutritious snacks from the featured food group. Use snack time to discuss examples of nutritious snacks and how they make our bodies feel.
- Design a worksheet with four to six pictures of common snacks that children might bring for recess. Students can circle the nutritious (or “most of the time”) snacks.
Outcome W-K.5 (continued)

Ideas for promoting healthy snack choices
Students can:
• commit to eating healthy or “most of the time” foods when choosing snacks
• enjoy regular meals and snacks (three meals plus two or three snacks each day)
• ask their parents for help in preparing school lunches or snacks.

Parents can:
• involve children in the selection and preparation of a wide variety of nutritious snack foods
• talk to children about the agricultural origins of the foods they eat; for example, milk comes from cows; pudding comes from milk, which comes from cows; crackers are made from wheat flour made from wheat
• provide nutritious snacks at regular intervals throughout the day.

Communities can:
• implement healthy snack programs in schools
• support policies that make healthy snack foods widely available in schools, while discouraging less-nutritious food choices, such as soft drinks
• include healthy food choices at school events, such as submarine sandwiches that include low-fat meats, vegetables, cheeses and whole-grain buns.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.
Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Get ready
- Display two glass or plastic bottles, one with sugar and one with salt. Students try to guess which is which. Discuss how difficult it is to accurately guess what things are just by looking, smelling or touching them. Children can be harmed when they touch, taste or smell substances around the house that they mistakenly believe are safe.
- Read a picture book about harmful household substances, such as Poisons Make You Sick by Dorothy Chlad.
- Discuss what poisonous means. For example: it is a product to kill bugs, weeds or other things and it can make humans and animals very sick. Many containers that hold products that could harm us are marked with a warning, such as a skull and crossbones or other symbol.

Explore and apply
- Collect pictures or containers of food products, such as crackers, cereals, milk, cookies, soup and canned fruit. Collect additional pictures or containers of products that could be poisonous if swallowed, touched or breathed. Make sure that all containers are empty and clean. Point out the hazardous symbols on the containers. Discuss why harmful substances may be stored in containers that do not have warning symbols. (For example, an adult may store left-over product in a smaller container that is unmarked or labelled for something else.)
- Discuss rules for avoiding harmful products at home. They could include guidelines such as the following.
  - Don’t touch, taste or smell products around the house or garage without checking first with an adult.
  - Keep harmful substances out of the reach of younger children.
  - Get help if someone is poisoned.
The student will make responsible and informed choices to maintain health and to promote safety for self and others.

**Outcome W-K.6 (continued)**

- Make mats for sorting safe and not-safe products on green and red paper. Print the word **Safe** on the green mat and **Not safe** on the red mat. Discuss what kinds of items would fit onto each mat.

  ![Safe and Not safe mats](image)

- Working in small groups, students sort pictures and empty containers of common household products as safe or unsafe. If a product is unfamiliar or students are unsure how to sort it, the product should be considered unsafe. When all the products are sorted, students walk around the tables to examine and discuss how other groups sorted their products.

**Extend and commit**

- Discuss the signs that indicate someone may have been poisoned. For example, they may experience burning or stinging eyes, mouth or skin; upset stomach; vomiting; or loss of consciousness.

- Name three products in your home that could be harmful if you ate, smelled or spilled them on your skin.

- Tell a partner what you would do if you found a product that might be harmful.

**Children and poisons**

Children are at significantly greater risk from poisoning exposure and death than adults because they are smaller, have faster metabolic rates and are less able to physically handle toxic chemicals. In addition, their natural curiosity and desire to put everything in their mouths increases their risk.


- More than 90 percent of poisonings occur at home.
- Over 80 percent of poisonings involve swallowed substances.
- More than 50 percent of poisonings are medications.
- Nearly 70 percent of people who are poisoned are children ages 1 to 5.

**For more information**

Learning about the safe and responsible use of household substances continues in Grade 1 learning outcome W–1.6. See *Student information master 2: Is it safe?* on page B.2 in Appendix B for graphics of the hazardous symbols.
Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

The student will identify unsafe situations, and identify safety rules for protection; e.g., avoid walking alone.

Get ready
- Read aloud *Little Red Riding Hood*. Discuss how the story would have been different if Little Red Riding Hood had followed safety rules for protection including the following.
  - Walk with a friend.
  - Stay on the sidewalk or path.
  - Don’t talk to strangers.

Explore and apply
- Brainstorm situations in the classroom that could be unsafe. Discuss ideas for turning these situations into safe situations. For example: by using tools, toys and furniture properly; by asking the teacher if you are unsure how to use something; or by walking instead of running.
- Brainstorm and discuss safety rules for a number of typical situations, such as:
  - shopping with your family
  - going to the playground with a friend
  - waiting for a parent to pick you up after a swimming lesson
  - walking to the corner store.
- Discuss the general safety rules that could apply to all of the situations. For example:
  - Always tell your parents where you are going.
  - Stay with your parents in crowded places.
  - Walk with a friend.
  - Keep your eyes open for cars and other traffic.
- Use the safety rules to role-play situations such as the following.
  - You are playing in the park with your older cousins and follow the path through the woods to the river. Your cousins think it would be fun to try and cross the river. What do you do?
  - You are in a toy store with your parent. You are looking at a neat new toy. Suddenly you look around and your parent is not there. What do you do?
  - You are waiting outside the swimming pool for your parent to pick you up. Another parent sees you there and says, “I’ll drive you home.” What do you do?
  - You and a friend are playing in the playground and you find a loony on the ground. Your friend says, “Let’s go to the store and get a treat.” What do you do?
K Wellness Choices

Outcome W-K.7 (continued)

Extend and commit
- Create a class display with the heading I am safe because … Students can draw pictures of safe behaviours and the teacher can write a caption describing that behaviour. For example:
  - I look both ways before I cross the street.
  - I walk in the hallways.
  - I keep my hands and feet to myself.
- Think about all the centres in your Kindergarten class. Draw a picture of yourself using the safety rules in your favourite centre.
The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Get ready
- Read aloud a story about the importance of reading warning labels, such as *Petunia* by Roger Duvoisin. Draw one of the animals that were injured because Petunia couldn't read the warning signs.

Explore and apply
- Introduce hazardous goods symbols by displaying a collection of clean and empty product containers and pictures. Discuss the four symbols and why some household products might have more than one symbol.
  - Poisonous—can cause injury, sickness or death; for example, bug killers, cleansers, gasoline.
  - Flammable—can catch fire if it is near flames, sparks or heat; for example, fuels, cleaning fluids.
  - Explosive—container will explode if heated or if a hole is punched in it; for example, hair spray, oven cleaner.
  - Corrosive—can hurt or burn the skin; for example, toilet bowl cleaner, oven cleaner.
- Brainstorm safety signs and symbols that students see at home, at school and in the community. Display samples of these signs on a bulletin board.
- Make *Walk, Don’t Walk* signs after a discussion of which sign means it is safe to walk across the street and which sign indicates it is unsafe to cross. Trace a hand on red paper and cut out. Trace and cut out a walking figure on white paper. Glue both symbols on black paper.

Extend and commit
- Add picture books about symbols and signs, such as Tana Hoban’s *I Read Symbols* and *I Read Signs*, to the class library.
- Choose nine common signs and symbols and design a Safety Sign Bingo card. Each player receives a card and as the teacher calls out the sign, players identify the sign by placing a bean or other marker on the correct picture.
- Pull a sign or symbol out of a bag so individual children can identify the sign and explain what it means.

For more information
See *Student information master 2: Is it safe?* on page B.2 in Appendix B for graphics of the hazardous symbols.
The student will make responsible and informed choices to maintain health and to promote safety for self and others.

**Wellness Choices**

**K**  
The student will describe and observe safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground.

### Get ready
- Create a display called *Play safe and have fun on the school playground*. Students can contribute drawings of safe play on the playground. Add captions describing the safe play.

### Explore and apply
- Brainstorm and discuss safety rules for the playground. Consider guidelines such as the following:
  - Take turns.
  - Tell a grown-up if the equipment is broken.
  - Walk behind the swing, never in front of it.
  - One person on the swing at a time.
  - Swing sitting down.
  - Stop the swing before getting off.
  - One person on each seat of the teeter totter, and both people get off at the same time.
  - Use two hands and two feet when climbing the monkey bars.
  - Slide sitting down.
  - Wait to start until the person ahead of you has slid all the way to the bottom and gotten off the slide.
  - No throwing sand.
- Tour the playground and discuss the safe way to use each piece of equipment. Individual students can model safe play on each piece of the equipment. Give students 10 minutes to practise safe play. In the classroom, discuss and record specific examples of students following safety rules, such as:
  - *Amy walked behind the swing.*
  - *Tooker waited his turn on the slide.*
  - *Mohammed used two hands and two feet to climb the monkey bars.*
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on Teacher Resources, go to General Outcome D and click on activities.

### Extend and commit
- Videotape students on the playground. View the tape with the class and identify and discuss examples of students playing safely.
- Design and award Safety-grams to students who follow safety rules on the playground.
- Prepare a checklist of safety rules tailored for the school playground and observe students using the playground at recess.
Get ready

• Read aloud a story about home safety, such as *Dinosaurs Beware* by Marc Brown.
• Using a hand set from a portable phone, discuss how the numbers are arranged in order from left to right, top to bottom. Students can chant the numbers as they take turns touching the appropriate buttons.

Explore and apply

• Discuss telephone manners and brainstorm a list of guidelines such as the following.
  – Check with an adult to see if you should answer the phone. Different families have different rules.
  – Speak clearly and slowly.
  – If the person asks to speak to another person in the house say, “Just a moment please. I will get them” and put the phone receiver down gently.
  – If the caller asks to speak to someone who cannot take the phone say, “I’m sorry, they cannot come to the phone right now. May I take your name and tell them you called?”
  – Do not give out any other information to callers you do not know. Just say, “You will have to talk to my mother or father about that.”
  – Discuss people it may be okay to give information to or answer their questions.
• Work in pairs or small groups and use toy telephones to role-play telephone scenarios, such as:
  – *Your parent is taking a shower and cannot answer the phone.*
  – *Someone wants to speak with your parent and asks “When will they be home?”*
• Discuss how students can use the telephone to keep safe when they are away from home. For example, they can phone home to ask for permission to go somewhere with a friend or to tell their parent if they will be late.
• Children can memorize their own telephone numbers by singing the numbers over and over to the tune of “Twinkle, Twinkle Little Star.”

Extend and commit

• Create a template so students can make a personal ID card listing their home number, their parents’ work number, and the phone number of other adults who could help them if their parents were not available. Laminate these cards and encourage students to carry them in a secure place in their knapsack. Discuss how they could use the ID cards if they needed to phone home.
Wellness Choices

Outcome W-K.10 (continued)

- Working with individual students one at a time, use two toy telephones to role-play answering the phone. The adult can ask typical questions, such as:
  - “Who is speaking, please?”
  - “May I speak to your mother, please?”
  - “When would be a good time to phone back?”
  - “Are you home alone?”
  - “Who else lives in this house?”
  - “Can you write this message down please?”

Involve parents

Use your class or school newsletter to let parents know that the students are learning how to use the phone so they can take this opportunity to discuss their family rules about how to answer the phone safely in their homes.
**Relationship Choices**

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### R–K.1

The student will demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness, excitement.

#### Get ready

- Read aloud a story about different kinds of feelings, such as *Feelings* by Aliki. Use the story to brainstorm a list of feeling words. Record the words on chart paper.

#### Explore and apply

- Display pictures of adults and children expressing different types of feelings, such as excitement, anger, loneliness, shyness, happiness, sadness, fear or surprise. Discuss how the people are feeling in each picture and what kinds of things might have made them feel that way. Discuss clues that tell you that the person might be feeling happy; for example, the person is smiling.
- Discuss how facial expressions and body language can tell us a lot about how someone is feeling. Call out the name of different feelings so students can use facial expressions and body language to show these feelings.
- Use the song “If You’re Happy and You Know It” to demonstrate appropriate ways feelings can be expressed and identified through body language and facial expression. For example:
  
  *If you’re happy and you know it, give a smile*
  *If you’re sad and you know it, hang your head*
  *If you’re excited and you know it, wave your arms*
  *If you’re proud and you know it, stand up tall.*

#### Extend and commit

- Play a short selection of instrumental music that has a definite emotional quality. Students listen to the music and then discuss how the music makes them feel. They can use crayons and large paper to draw a picture or design that depicts these feelings. Display the pictures and discuss whether there are happy and sad colours. Students guess what specific feelings are reflected in others’ drawings.
- Spread out ten pictures that show people expressing a variety of feelings. Students choose two pictures, identify the feeling in the picture.
Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

The student will explore the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay.

Get ready

- Read a story about the relationship between feelings and behaviours, such as *I Was So Mad* by Mercer Mayer or *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst. Discuss how the character in the story handled his or her feelings. How did the character’s feelings affect how he or she behaved?

Explore and apply

- Brainstorm the kinds of behaviours that students may demonstrate when they are feeling frustrated or angry. Record these ideas on chart paper. Introduce the idea that feelings are okay but not all behaviours are okay. Some ways of acting could hurt others, don’t show respect and don’t help solve problems. Review the ideas on the chart and put an X through any behaviours that are not okay.
- Brainstorm a list of appropriate ways to deal with a strong feeling, such as anger. The list could include strategies such as the following.
  - Use words to tell how you feel.
  - Walk away.
  - Count to five.
  - Talk to yourself by saying “I am okay. I can handle this.”
  - Ask for help.
  - Record these ideas on chart paper.
- Students each take two sticky dots and place the dots beside two of the strategies they will use at school this week.
- Create scenarios for the students to practise using the strategies for handling strong feelings. Work through each of the strategies and model what to say and what to do. For example:
  - “If we are having a problem with another person we need to say what’s wrong. Use a friendly voice and polite words. Say something like ‘My name is Sam, don’t call me other names. I don’t like it’ or ‘Please don’t take my markers. I need them to draw pictures.’ ”
  - “Sometimes the best thing to do is walk away. Sometimes when we’re angry we need to get away from other people and be by ourselves.” Students can look around the room and name places they could go to spend time alone.
  - “When we are frustrated, we might feel like yelling or hitting but this can hurt others. Counting to five gives us time to calm down. Take a deep breath and let’s try counting to five.”
  - Sometimes just talking to yourself can help you feel better. Say things to help yourself feel calm and brave, such as “I can solve this problem.”
  - “There are times when you need to ask for help. Use a friendly voice and polite words.”
Relationship Choices

Outcome R-K.2 (continued)

Extend and commit
- Create a class display of positive ways to handle feelings. Students can contribute drawings and sentence strips describing behaviour that can help solve problems and shows respect and caring for others.
- Tell a partner:
  - two things it is not okay to do or say when you are feeling angry or sad
  - two okay things you can do when you are feeling angry.
The student will identify situations where strong feelings could result.

Get ready

- Working with partners, students identify feelings they might have in different kinds of situations. After they discuss the feelings with a partner they can contribute the name of the feeling to a class list. Ideas can be organized and recorded on chart paper. Discuss a variety of situations such as the following:
  - It’s your birthday!
  - It’s storming outside and there is lightning and thunder.
  - Your family is getting a new puppy.
  - A big dog runs up to you in the park and starts barking and growling at you.
  - You are at the beach on a sunny day.
  - You broke your favourite toy.
  - Your big brother pushed you.
  - It rained on the day you were supposed to go on a picnic.

Explore and apply

- Discuss what a strong feeling is. For example: it is a specific feeling that can affect how you act—it may affect your voice, your facial expression, your body language and what you choose to do.
- Review the list of feelings the class identified and circle the strong feelings. Discuss how most feelings have a range—they can be small little feelings or big strong feelings. Different people feel differently about different things at different times in their lives.
- Choose three examples of feelings that tend to be strong feelings, such as excitement, surprise, fear, sadness or happiness. As a class, brainstorm sample situations that might trigger each of these emotions.

Extend and commit

- Play a game of charades in which two students act out a strong feeling and the rest of the class guesses the feeling and the situation.
- Display three different pictures showing situations that might evoke a strong feeling. Students identify two or three strong feelings that people in these situations might experience.
- Students choose a strong feeling from the class list and name three situations in which a person might experience that feeling.
The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

**Relationship Choices**

*Teacher Background*
*Home/School/Community Connections*
*Student Information*
*Student Activity Master*

**Get ready**
- All students think of their favourite movie and on the count of three they tell each other about the movie. Everyone will be talking at once. Discuss how effective this situation was. For example:
  - Could you hear everyone’s ideas?
  - Did other people hear your ideas?
  - Was it easy to share your ideas?

**Explore and apply**
- Discuss what good listening looks like. Use a simple graphic such as the following, to cue the class to use their listening skills.

  **Listening**
  1. Look.
  2. Stay still.
  3. Think.


  - Talk through and model each step of good listening using the following kinds of strategies.
    - Show what “Look at the speaker” means. Practise this skill by having a person move around the room while talking to the class. Students follow him or her with their eyes.
    - Model “Staying Still.” Practise this in a variety of positions including sitting on floor, sitting on chairs and standing.
    - Discuss the importance of thinking about what a person is saying. Brainstorm the types of questions you might ask yourself, such as “What do I need to do now?”

  - For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.
Relationship Choices

Outcome R-K.4 (continued)

Extend and commit

- Play games like “Simon says …” or “I Spy …” to practise listening.
- Use listening games to make transitions from one activity to the next. For example:
  - “All students with red socks may get their coats.”
  - “All students who have a brother may put away their placemats.”
  - “All students with brown eyes may get a reading book.”

- Observe students during story time and check off demonstrated listening behaviours on a list they can bring home.

Sample Assessment

During story time

I showed listening by:       Yes  Not yet
- looking at speaker
- staying still
- thinking about what was said.
The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

**Relationship Choices**

- **Get ready**
  - Read aloud stories about friends, such as *We Are Best Friends* by Aliki or *A Friend Is Someone Who Likes You* by Joan Anglund. Discuss what a friend is, how you find friends, where you find friends and how you know someone is a friend. Focus discussion on how to make friends.

- **Explore and apply**
  - Record the students’ ideas about friendship on chart paper. They may include ideas such as the following.
    - A friend knows you, likes you and enjoys being with you.
    - Having friends makes people feel happier, safer and more connected to others.
    - Friends can be people, animals, toys or imaginary things.
    - Friends may be like you in some ways and different from you in others.
    - There are lots of places where children can make friends, such as school, the neighbourhood playground, Beavers or Sparks, or swimming lessons.
    - People in your family can be friends.
    - People show they are friendly in many ways, such as by sharing, caring, helping, listening and playing together.
    - People show they are unfriendly in other ways, such as by name-calling, hurting, hitting or taking things.
  - Discuss strategies such as the following for joining a game or activity at recess.
    - Stand near the activity or people you want to join.
    - Watch for a good time to approach, such as before the game begins, when the person is not talking with someone else.
    - Use a friendly voice and polite words and say something like “That looks like fun!” or “Could I play?”
  - Students practise role-playing these strategies with a partner.
  - Discuss strategies such as the following for meeting a new friend.
    - Use positive self-talk, such as “I’m good at making new friends” or “I feel shy but I can do it.”
    - Say “Hi,” tell your name and smile. “Hi, I’m Kyle, What’s your name?”
    - Suggest you do something together by saying something like “Do you want to play ball with me?”
  - Practise role-playing these strategies with a partner.
**Relationship Choices**

**Outcome R-K.5 (continued)**

- Sing new words to an old song demonstrating ways to show friendliness.
  For example:
  
  *If you're friendly and you know it, wave hello* (Say hello and wave)
  *If you’re friendly and you know it, wave hello.*
  *If you’re friendly and you know it, then how you act will show it*
  *If you’re friendly and you know it, wave hello.*

**Extend and commit**

- Create a “Practise friendship skills” learning centre with puppets and storybooks about friendship. Students can use puppets to role-play friendship skills, such as asking another person to join in an activity and saying friendly things to another person.
- Role-play inviting another person to join in a recess game.
**K**

**Relationship Choices**

*The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*

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**Get ready**

- Read stories about characters that demonstrate positive caring attitude toward others, such as *When Adie was Scared* by L. Bailey.
- Brainstorm things that students do to help someone else feel good. Record ideas on chart paper using student names.
  - Kyle helps his classmates do up their jacket zippers.
  - Alexis picks up placemats after snack.
  - Lilly shares art materials during centres.
- Discuss the ways teachers and students help each other. Make a classroom list of caring behaviours such as the following.
  - Listen to each other.
  - Smile.
  - Help each other.
  - Take turns.
  - Compliment each other.

**Explore and apply**

- Each student draws a name from a hat and keeps the name a secret. Throughout the school day do caring things for your secret buddy. Don’t tell anybody who your secret buddy is because at the end of the class, students will guess who their secret buddy was.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on Teacher Resources, go to General Outcome C and click on activities.

**Extend and commit**

- Cut out small paper hearts. Print “You show a caring heart” on each heart. Give hearts to students displaying a caring attitude to others. Continue activity until all students have an opportunity to earn a heart.
- Make a “Caring books” basket for the classroom library. Include books that explore caring behaviours, such as *Thank you* by B. Chessen, *All-Better Bears* by H. Oram or *Taking Care of Mom* by Mayer and Mayer.
- Draw a picture of how you show caring to others.
Content: K–R.7

Get ready

- Read aloud stories about conflict, such as *We Share Everything!* by Robert Munsch, *How to Lose all Your Friends* by N. Carlson or *The Grouchy Ladybug* by Eric Carl.
- Identify why the characters are fighting. Discuss how the characters might be feeling, what they did about the conflict and whether their actions solved the problem or made it worse.
- Brainstorm a list of the kinds of conflict students might experience in the Kindergarten classroom. Set the ground rule that there will be no names with the examples; children will refer to other students as “Someone” or “Another child.” Discuss how this important rule ensures no one is made to feel uncomfortable and everybody works together to solve the problem.

Explore and apply

- Choose three or four typical Kindergarten situations and use them to discuss ways to handle potential conflicts. Encourage students to come up with two or three appropriate responses. For example:

<table>
<thead>
<tr>
<th>Area</th>
<th>Conflict</th>
<th>What to do</th>
<th>What not to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand table</td>
<td>You are making a road, Billy wants to build</td>
<td>Split the table into two sides, one for you and</td>
<td>Tell him to go away or knock down his</td>
</tr>
<tr>
<td></td>
<td>castles</td>
<td>one for Billy</td>
<td>castle</td>
</tr>
<tr>
<td>Puppet theatre</td>
<td>Allana says “Only girls can play”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading corner</td>
<td>There are too many people and all the reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pillows are taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Discuss strategies such as the following students can use to handle minor conflicts.
  - Calm down.
  - Talk it out.
  - Ask for help.
- Create a space in the classroom for students to go when they need to work out problems with each other. Place two chairs facing each other and tell students that this is a place where they can come to talk to each other when they have problems to solve, such when two students disagree or are not sharing. These Talking Chairs are a safe and private place to talk about problems. This is a place to use friendly voices and polite words, ask questions and not call names. Individual students may need teacher guidance and support as they learn to work through these kinds of minor conflicts.

Adapted from Alberta Teachers’ Association, *Toward a Safe and Caring Curriculum: ATA Resources for Integration: ECS.* “Building a Safe and Caring School” (Edmonton, AB: Alberta Teachers’ Association, 2001) p. 34.
Relationship Choices

Outcome R-K.7 (continued)

Extend and commit

- Compile a collection of storybooks for the class library on the theme of “Working it out.” Students can identify the reason for the conflicts in each of the stories and discuss how the characters resolved their problems. There are many books on this topic, such as *Cuddly Duddley* by J. Alborough, *Franklin’s Bad Day* by P. Bourgeois, *The Berenstain Bears Get in a Fight* by Berenstain and Berenstain, *Let’s Talk About Fighting* by J. Berry or *The Quarrelling Book* by Charlotte Zolotow.

- Tell your partner two activities or centres in Kindergarten where you might have to practise your sharing.
- Role-play a scenario, such as your partner will not share the crayons at the art centre or another student knocks over your tower in the block centre. What will you do?
Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

The student will demonstrate sharing behaviour; e.g., at home and in school.

Get ready
- Introduce a discussion of sharing by using the riddle “This word rhymes with bear. It’s what you do when you have something and you give it to others.” If students need additional clues, use Kindergarten examples, such as “There is one glue stick at the art centre and two friends want to use it. What will they have to do?”

Explore and apply
- Read aloud stories about sharing, such as We Share Everything by Robert Munsch. Discuss how sharing is a special skill that helps people get along with each other.
- Students think of a time they took turns and tell a neighbour.
- Students think of a time when they asked someone to play and tell the person in front of them.
- Students think of a time when they shared school supplies and tell the person behind them.
- Students get into groups of three or four to draw a funny monster. Each group has a large piece of paper and one crayon. One student will start drawing the monster. At a signal (such as a bell or a clap), that student passes the crayon to the next group member to continue drawing the monster. Everyone in the group gets a turn and the members continue to pass the crayon at each signal. Discuss what it felt like to take turns and what kind of sharing behaviour group members demonstrated.

Extend and commit
- Have students sit in a circle. Every second student has a musical instrument. The teacher chants each line of the following verse and the students repeat it.
  You listen to me. I’ll listen to you.
  Here’s a rhythm for you to do.
  (Teacher plays a rhythm and students with instruments repeat it.)
  You share with me. I’ll share with you.
  Pass your instrument to someone new.
  (Students pass their instruments to other students.)
- Draw a picture showing one way you share at school and one way you share at home.
**Relationship Choices**

*The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*

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**The student will** recognize that individuals are members of various and differing groups.

### Get ready
- Display several pictures of friends and families doing a variety of activities together, such as sharing a meal, celebrating a birthday or driving in a car. Discuss each of the groupings and identify why these people are together.

### Explore and apply
- Tape off lines on the floor to create a graph that students can become part of. Invite students to join different lines if they belong to a particular group. For example: everyone who plays with other children at recess join Line 1. Students who take swimming lessons move to Line 2. Students who are in aftercare programs go to Line 3. Discuss how individuals can be in many different groups.
- As a class, brainstorm additional groups that Kindergarten students could be members of. Record the ideas on a chart. For example:

  **We are members of groups**

<table>
<thead>
<tr>
<th>At home</th>
<th>At school</th>
<th>In community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Class</td>
<td>Soccer team</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>Neighbourhood</td>
</tr>
<tr>
<td></td>
<td>Friends</td>
<td></td>
</tr>
</tbody>
</table>

### Extend and commit
- Organize a Family Reading Party and invite parents and siblings to join their Kindergarten student for an hour of stories, snacks and songs in the evening. As students assist in planning the event, discuss how different groups will be working and playing together at school for this special event.
- Brainstorm a list of groups students might want to be members of in the future. For example: the fire department, a sports team or a space mission. Draw pictures to illustrate these wishes and dreams.

- List a variety of groups and activities. Students stand up when they recognize a group they belong to. For example:
  - students who take music lessons
  - students who go to the library
  - students who like dogs
  - students who go to this school
  - students who have a brother
  - students who take the bus to school.
Outcome R-K.9 (continued)

- Divide a paper into two sections and draw pictures of two groups you are a member of.

<table>
<thead>
<tr>
<th>I am a member of …</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Get ready
- Read a story about learning to be independent, such as All By Myself by Mercer Mayer. Discuss how the characters in the story might feel when they are able to do things on their own.

Explore and apply
- Brainstorm examples of school tasks that students in the class can now do by themselves, but were unable to do on their own in September; for example, choosing centres, finding washrooms, using water fountains, coming in from recess when the bell rings, writing their own names and doing up their own jacket zippers. Record these tasks on chart paper.
- Discuss feelings you have when you learn to do something new. Feelings could include excitement, pride, confidence and happiness.
- Discuss what you might need in order to learn how to do new things. Sometimes you need help from another person. Brainstorm examples of how individual students received help from another person over the past week.
- There are many ways to ask for help. The teacher can demonstrate a few negative ways to ask for help, such as using a loud or demanding voice to say something like:
  - “Hey Binder, give me that glue. I need it now.”
  - “Teacher, get over here. I need help.”
  - “I can’t do this. Help me.” (Grabbing someone by the hand.)
- Discuss how asking for help these ways makes helpers feel. Individual student volunteers can model better ways to ask for help.
- How you ask for help is an important skill. All people need different kinds of help all the way through their lives. Create a poster like the following example showing simple steps for asking.

**Asking for help**

1. Try it.
2. Say “I need help.”

Life Learning Choices

Outcome L-K.1 (continued)

- Discuss each of the steps. For example:
  - It’s important to try things on your own before you ask for help. You never know what you can do until you try it.
  - It’s okay to ask for help if you really need it. Be polite and use a friendly voice when you ask for help. You can often ask your friends for help before you ask an adult. If your friends cannot help, then ask an adult.
- Generate a list of polite ways to ask for help, such as:
  “May I …?”
  “Is it ok …?”
  “Could I please …?”
- Working with a partner, practise using polite words and friendly voices to ask for help.

Extend and commit

- Use the tune of “Three Blind Mice” to sing a song about tasks that students can do by themselves. For example:
  Look what I can do,
  Look what I can do,
  All by myself,
  All by myself.
  I can count to ten,
  I can name my colours,
  I can write my name,
  Look what I can do,
  All by myself.

- Think about your day in Kindergarten and complete the following sentences about things that you did by yourself today.
  - “Today I worked on …”
  - “Today I finished …”
  - “Today I learned how to …”
  - “Today I asked for help when I …”
- Role-play asking your partner to help you find your mittens. Think of how you will use polite words and a friendly voice.
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Get ready

- Read a story about persistence, such as *Swim Polar Bear, Swim!* by Joan Stimson. Discuss what the story says about learning by asking questions about how the character learned a new skill. For example, for *Swim Polar Bear, Swim!* students could discuss the following types of questions.
  - How did the cub feel when he didn’t know how to swim?
  - How did the cub learn to swim?
  - Was it hard for the cub to learn to swim?
  - How did the cub feel when he learned something new?

- Compare how the cub learned to swim with something that students recently learned to do in Kindergarten. Ways of learning might include the following.
  - Practice, practice, practice.
  - Asking for help.
  - Watching how others do it.
  - Talking to yourself, saying “I can do this.”
  - Not giving up.

Explore and apply

- Brainstorm a list of skills that students are learning to do in Kindergarten. Make sentence strips for the pocket chart. Make simple drawings to illustrate each strip. For example:
  - I can paint a picture.
  - I can share with others.
  - I can choose books to read.

- Brainstorm a list of things students would like to learn more about this year. Record the ideas on chart paper and post in the classroom. Use these ideas for planning special activities and choosing books to read to the class throughout the year.

- Discuss why trying hard is important. Make a T-chart and brainstorm ideas of what trying hard looks and sounds like.

<table>
<thead>
<tr>
<th>Trying hard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looks like</strong></td>
</tr>
<tr>
<td>Eyes on the job</td>
</tr>
</tbody>
</table>
Life Learning Choices

Outcome L-K.2 (continued)

- Make a poster for the classroom outlining strategies for trying when it’s hard such as the following.

  **Trying when it’s hard**

  1. Stop and think.
  2. Say “It’s hard, but I’ll try.”
  3. Try it.


- Talk through each step. Discuss how all people, even adults, can get frustrated when things are hard. Brainstorm a list of things that Kindergarten students might find hard the first few times they try to do them on their own.
- Sometimes people have to try things more than once. That is called practice. Brainstorm a list of things that students practise everyday.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome D and click on activities.

**Extend and commit**

- Compile a collection of storybooks that illustrate the importance of curiosity and persistence in learning, such as *Franklin Rides a Bike* by P. Bourgeois, *Just Like Dad* by Mercer Mayer, *Froggy Learns to Swim* by J. London, and *Good Job, Oliver!* by L. Molk. Include classics, such as *The Tortoise and the Hare* and *The Little Engine that Could*. Display the books in the reading centre with a sign, such as “Learning means trying hard.”
- Give a large rubber ball to each child in the class and without instruction, let them try bouncing and catching the balls for three to five minutes. Gather up all the balls and sit in a circle for a five minute mini-lesson and demonstration on strategies that will help them be more successful with this task, such as:
  - keep the bounces small
  - have hands ready to catch
  - keep eyes on the ball.

  Students can try bouncing and catching their ball using new strategies. After five minutes of practice, ask students to demonstrate their new skill and tell a partner how they improved their ball-handling skills.
- Students can print their name on a dated file card on the first day of school. File this sample in a portfolio. Add new samples each month. Halfway through the year students can lay out all the printing samples and talk about how their printing has improved over the year. Discuss what kinds of things they had to do to become better printers.
Life Learning

Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will develop an awareness of situations where decisions are made.

Get ready

- Read aloud stories about decision-making situations, such as Red Is Best by K. Stinson, Thomas’ Snowsuit by Robert Munsch or Aaron’s Shirt by D. Gould. Discuss what kinds of decisions or choices the characters make in each of the stories.

Explore and apply

- Brainstorm a list of choices that students make in the morning before they come to school; for example, how long to brush their teeth, what clothes to wear, what they talked about at the breakfast table. Record on chart paper. Discuss how each of these choices is a decision.
- Look for opportunities throughout the day for students to make choices and decisions. Use these opportunities to discuss advantages and disadvantages of different choices.
- Create a poem or chant about the kinds of decisions available in the Kindergarten classroom. For example:
  
  Which pair of shoes will I put on my feet?
  Which kind of snack do I want for a treat?
  Where will I sit during snacktime today?
  Who will I be with outside when we play?
  Should I play ball or go to the swings?
  I make decisions about many things!

  Students can illustrate cards for each line of the poem. Write the poem on sentence strips so students can read it independently during centre time.
- At the end of the day, students can sing and act out the decisions they made during the day using the tune of “Here We Go Round the Mulberry Bush.” For example:
  
  These are decisions we made today,
  Made today, made today.
  These are decisions we made today.
  We’re decision makers.

  At recess we played on the swings,
  Played on the swings, played on the swings,
  This is the decision we made at recess
  We’re decision makers.
Life Learning
Choices

Outcome L-K.3 (continued)

Extend and commit

• Create a graph with the packages of three kinds of snacks, such as raisins, fruit leathers and sunflower seeds. Use the packages as headers for three columns. Students write their name on a post-it note and put it in the column of the snack they would like to have. Discuss the choices available and encourage students to think about their decision. Distribute snacks and ask students how they made their decision. What kinds of things did they consider?

• Compile a collection of storybooks that deal with decision making, such as The Little Red Hen, Just Go to Bed by Mercer Mayer, The Berenstain Bears and Too Much Junk Food by Berenstain and Berenstain, and Millicent Maybe by N. Weiss. Discuss the different kinds of decisions the characters have to make and what the consequences of some of these decisions are.

• Draw a picture of one decision you made at home and one decision you made at school this week. Write captions explaining the action in each drawing.
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

There is no L–K.4 outcome in Kindergarten.
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will express preferences, and identify basic personal likes and dislikes.

**L–K.5**

**Get ready**
- Post six large cards of different colours in different areas of the classroom. On the count of three, students walk to the colour they like best and sit down beside that card. Discuss why different students might like different colours. Discuss how it is okay to have different likes and dislikes but it is not okay to think that others have to have the same likes or dislikes as you. Discuss how people liking different things makes the world a more interesting place.

**Explore and apply**
- Read stories about personal preferences, such as *Amy Loves Snow* by J. Hoban. Use the patterns in these stories as a model for a class book *What we like and what we don’t*. When students identify something they do not like, encourage them to also identify a related thing that they do like. For example, if they name one vegetable they don’t like, they should also name a vegetable they do like. Students can make drawings to illustrate the book. For example:

  **In our class …**
  - Gino likes books about horses.
  - Mack likes to play games on the computer.
  - Connor likes birds.

  **In our class …**
  - Lilly does not like mittens. She prefers gloves.
  - Sherri does not like scary books. She likes funny books.
  - Dylan does not like carrots but he does like celery and raisins.

- Use students’ names and their likes and dislikes to make up a song to the tune of “Flies in the Buttermilk, Shoo, Fly, Shoo.” For example:

  *Austin likes pizza and that’s okay.*
  *Braden likes soccer and that’s okay* or
  *Rebecca doesn’t like peas and that’s ok.*
  *Colin doesn’t like hockey and that’s ok.*

- Each student writes his or her name and draws one of his or her favourite things on a narrow strip of paper. Link their strips to make a chain. When the chain is completed, discuss how although everyone may like different things, we can still work together.
Life Learning

Choices

Outcome L-K.5 (continued)

Extend and commit

- Make a felt board into a learning centre by collecting pictures of foods, games, television shows, animals, restaurants, seasons, sports, movies and books that are kindergarten favourites (and some that definitely are not). Mount the individual pictures on manilla tags and back with a piece of felt. Make three circles from construction paper, one with a smiling face, one with a frown and one with a neutral expression. Back these circles with felt. Set up the board so students can sort the pictures of their likes and dislikes. For example:

I like … I don’t like … Sometimes I like these things and sometimes I don’t …

- Divide a sheet of paper in half. Students draw pictures of things they don’t like on one side of the page and things they like on the opposite side of the page.

<table>
<thead>
<tr>
<th>I don’t like …</th>
<th>But I like …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Life Learning Choices

Get ready

- Discuss what a responsibility is. For example, a responsibility is a job that needs to be done. Discuss examples of a teacher’s responsibility. For example: a Kindergarten teacher makes sure students are safe and feel welcome at school. The teacher also has the responsibility to help students learn how to read, write and listen to stories.
- Discuss what students’ responsibilities are in the school. Record ideas on chart paper.

Explore and apply

- Brainstorm a list of responsibilities children may have at home. Record ideas on chart paper. Discuss how there are different responsibilities in different families.
- Throughout the school day, stop at various times to discuss who is responsible for jobs, such as:
  - hanging up jackets
  - putting away placemats
  - taking care of books
  - pushing in chairs
  - bringing in the balls after recess
  - cleaning up during snack.
- Include example of jobs that students are not responsible for so they gain an understanding that there are a broad range of responsibilities. For example:
  - vacuuming the carpet
  - shovelling the snow
  - cleaning the washrooms.
- Discuss what would happen if people didn’t take care of their responsibilities.

Extend and commit

- Make up riddles about responsibilities at school and challenge the students to identify the person who is being described. For example:
  - This person keeps our school clean. We can help this person by taking our shoes off by the door. Who is it?
  - This person answers the telephone in the office. Who is it?
  - This person chooses a special story to read to the class during story time. Who is this person?
**Life Learning Choices**

*Outcome L-K.6 (continued)*

- Students draw a picture of one responsibility they have at home and one responsibility they have at school.

<table>
<thead>
<tr>
<th>My responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home</td>
</tr>
<tr>
<td>At school</td>
</tr>
</tbody>
</table>
The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will identify ways to help.

Get ready
- As a class, brainstorm ways that individual adults helped students in the class over the last week. Record this list on chart paper.
- As a class, brainstorm ways that students in the class helped other people over the last week. Record this list on chart paper.

Explore and apply
- Brainstorm a list of daily jobs in the Kindergarten classroom, such as watering plants and putting away centres. Record on chart paper.
- Brainstorm additional ways to help that might be one-time jobs, such as picking up someone’s mittens off the floor or wiping up spilt paint. Discuss how students can look for opportunities to be helpful.
- Use these helping ideas to create a song sung to the tune of “If You’re Happy and You Know It.” Add actions that show helping behaviours.
  
  If you’re a helper and you know it,
  Pick up toys. (Pick up toys.)
  If you’re a helper and you know it,
  Pick up toys. (Pick up toys.)
  If you’re a helper and you know it,
  What you do will surely show it,
  If you’re a helper and you know it,
  Pick up toys. (Pick up toys.)

Use jobs from the brainstormed list to create additional verses.
- Without using words, student volunteers act out ways to help in the classroom. The rest of the class guesses what the helping jobs are.
Outcome L-K.7 (continued)

Extend and commit

- Use pictures to identify a number of classroom jobs and create a “Helper chart.” Students can rotate through the jobs on a daily or weekly basis. Introduce one new job at a time and model what the student needs to do to be successful in each job. Monitor the jobs and provide students with positive feedback letting them know that their efforts are helping make the classroom a better place to be. Include such tasks as feeding the fish, watering the plants, handing out placemats, pushing in chairs, holding the door and leading the line.

- Trace the shape of your hand on a coloured paper and cut it out. Then draw a picture of one way you help in the class and add your hand to a class display of “Helping hands.”
The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Get ready
- During circle time introduce one of the Kindergarten or school volunteers to the class. Discuss what this person does for the class and why he or she might do it. For example: a parent might organize and distribute home reading books everyday. He or she might do this because he or she:
  - has a child in the class
  - thinks reading books is fun
  - enjoys spending time with children
  - thinks it is important to share time with others.

Explore and apply
- Brainstorm other contributions that volunteers give to the Kindergarten class or the school.
- Discuss the meaning of the word volunteer. For example: it means doing something for others because you want to share and help make other people happier or safer.
- As a class, plan a simple service the Kindergarten students can give the rest of the school. For example: one class of students in an Edmonton school became the school’s official “Happy Birthday Wishers.” The birthdays of all students in the school were recorded on a class calendar and each morning as the Kindergarten students reviewed the day, date and other calendar activities, they also noted which students in the school had a birthday. Just before morning recess the teacher assistant would accompany a small group of Kindergarten students to the classroom of the birthday child where they would sing “Happy Birthday” to that student and deliver a birthday pencil. Over the year, the Kindergarten students got to know many of the teachers and older students through this activity. The students were proud of this service and their confidence and social skills grew each month. The older students enjoyed the visits from their younger buddies and tended to be friendlier to them on the playground.

Extend and commit
- As a class, compose thank-you letters to parents who participate in field trips, to classroom visitors or to other staff in the school who perform services for Kindergarten students.
- Complete the following sentences:
  - “My class gives to the school by …”
  - “We do this because …”
  - “Volunteering is …”