

BE THE CHANGE

<p>Grade: K</p> <p>Curriculum Area: Social Studies: Demonstrate understanding of the natural world Science: the five senses</p>	<p>Topic: Survival and Development</p> <p>Title: Outside My Window</p>
<p>U.N. Rights of the Child Article(s):</p> <ul style="list-style-type: none"> Education should teach children to respect the natural environment (Article 29) All children should have clean water, nutritious food and a clean environment so they stay healthy (Article 24) 	<p style="text-align: center;">Teaching Strategies</p> <p>Session 1 Ask students if they have ever planted something. Share planting stories. Sing “Oats, Peas, Beans and Barley Grow” (see black line master) with actions. Share Home. Invite observations, focusing on the changes that occur as time passes in the story.</p>
<p>Information Studies: Overall Expectations Inquiry and Research</p> <ul style="list-style-type: none"> relate prior knowledge to information task collaborate with others to share findings and ideas synthesize findings and formulate conclusions reflect on and evaluate process <p>Information Technologies</p> <ul style="list-style-type: none"> use Draw applications to reflect ideas (optional) <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	<p>Session 2 Take a sensory tour of two spaces in or near your schoolyard. The first should be a paved area, with little vegetation. The second should be the greenest, most naturalized space you can access easily. At each sight, ask the students to share the information they can collect using their senses. E.g. <i>What do you see? Smell? Hear?</i> (<i>this latter is preferable with eyes closed</i>) Record students’ responses on a notepad. Once you have returned to the classroom, transfer the notes you have taken onto chart paper. Ask the students, 🤔 <i>How did you feel in each space?</i></p> <p>Session 3 Browse through Home again. Review the observations made from the sensory tour. Ask students to reflect on how the main character made her environment more beautiful? Ask them if they can think of any way that they can make the school environment more beautiful. Encourage a wide range of contributions. Tell them that one way would be to plant tulip bulbs. Give each child a bulb, and invite sensory explorations, and discussion. Now take the children outside, to a pre-arranged place in your schoolyard, and demonstrate how to plant a bulb. Each child uses the proper tools (a small spade, gardening gloves, a watering can) to plant one bulb for the spring. This is an excellent opportunity to utilize parent volunteers. An optional extension of this activity is to ask students to draw what they think their flower will look like in the spring. Some students could do this using Appleworks Draw or Kidpix (Ministry-licensed software). This, along with photographs of the planting session, would make an excellent bulletin board display.</p>
<p>Resources: Home (<i>Big book version would be ideal</i>) Wonderful Houses Around the World</p> <p>Black Line Masters:</p> <ul style="list-style-type: none"> “Oats, Peas, Beans and Barley Grow” Schoolyard drawing template <p>Flower bulbs – one for each child</p>	<p>Session 4 This session is optional, depending on the maturity of the group. Simply helping to beautify the environment is part of “being the change”.</p>
<p>BE THE CHANGE...</p> <ul style="list-style-type: none"> Use the black line master to draw a picture of your schoolyard, including the bulb garden you planted. Sign your name to agree with the statement “I think all children should have a clean environment so they stay healthy”. Send it to the Prime Minister, or the Minister of the Environment or OWL or Chickadee magazine. 	