

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Kindergarten
Main Subject:	Social Studies
Big Idea:	Peace Education
Title:	PEACE LITERACY
Cluster:	Me, The People Around Me
Duration:	2 weeks
Materials:	Optional: Paper, coloured markers/paints
Short Description:	<p>This teacher-led activity promotes Peace Literacy and encourages students to take collective action for peace. Students can work individually or groups, virtually or in-class, to create individual paper hearts or peace doves (or have students choose another symbol of peace) that can be arranged into a collective peace message. These creations will then be used to decorate a designated area around the school or community. Having an opportunity to discuss what makes them feel the world around them is a safe and peaceful place will not only be a positive way to engage discussion around International Days such as The Day of Peace (September 21) but it will also give students an opportunity to create artwork that helps change the feeling of their school and surrounding community. Students can work on this project independently with teacher check-ins or Kindergarten children will benefit from support from their grown-ups and will learn through active exploration and play. No synchronous (real-time) instruction is required.</p>

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr7

0-KC-004, 0-KC-006

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Power and Agency, Exploration and Design, Sense Making, System

Visual Arts

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
											X	X	X

Original concept created by: Linda Connor, Debra Mayer, Val Noseworthy

LEARNING EXPERIENCES AND ASSESSMENT

Question: Overall

Communicate observations made about ***What does Peace looks/sounds/feels like?*** orally and through drawings. Record and communicate examples of peace in their community. Observe and describe what peace looks/feels/sounds like in our community.

Teacher's instructions:

Beyond citizenship, the General Learning Outcomes for this assignment include identity, culture and community, power and authority, and global interdependence. The assignment targets the outcomes for Kindergarten Social Studies Cluster 1 and 2.

During periods of remote learning, Kindergarten students will engage in one to two hours per day of play-based learning. Kindergarten teachers will connect with the student, along with parents/ caregivers, a minimum of once per week to facilitate connection and provide support and play-based learning ideas. Select modes of communications based on what works best for each family including videos, applications such as Google Hangout or SeeSaw, social media, text, email, phone, and print-based materials. The project could be done online or as a hands-on project. Students can work on this project independently with teacher check-ins.

Children learn best when developmentally appropriate learning experiences are connected and integrated in a holistic way building upon what they already know and can do. The experiential learning presented in this Peace Literacy project takes an integrated approach to the Kindergarten curriculum and provides many ideas to share with parents/caregivers. However, **there is no expectation that every single idea will be undertaken.**

Conversations with children and families, review of photos or video of children learning through play, and children's completed projects help teachers to assess what the student knows and can do, and to suggest meaningful next steps, within the authentic learning experiences undertaken in each student's unique family context. Parent/caregiver support will be required to facilitate children's learning.

To support child and family interactions and engagement, teachers may pull out content from the step-by-step instructions for parents provided. While remote learning generally requires access to a laptop with a camera and Internet, Kindergarten children are not expected to participate in synchronous online learning with peers. They will, however, look at videos and photos online with their families. If Internet access is not possible, then teachers may provide print-based options to support the learning in this project (e.g., printing off colour photos of peace symbols for children to examine).

Step-by-step instructions for students:

Part 1: Building a Peaceful Community

- Pre-reading: Ask the child to share their ideas about what “peace” looks/sounds/feels like.
- Have child watch *The Snake & Frog Story* (www.youtube.com/watch?v=E538wBut8YQ&feature=youtube), a story of friendship shared by storyteller Jamie Oliviero.
- Question: Why didn’t Snake and Frog’s parents want them to be friends? How do Snake and Frog feel about each other? Why?
- Discuss: What does making friends have to do with “peace”?
- Engage child in a discussion around how their behaviour at play and while learning may be different in different places. How can we create a “peaceful” space in our community where everyone feels safe? Brainstorm a list of possible ideas. Create a list of ideas that can be posted. Focus on describing what “peace” looks/sounds/feels like in a classroom, or what an individual can do to make their spaces at home, school, or in their community peaceful.
- Explain students will have a chance to create pieces of art that connect to “peace”. This art may be displayed in windows for the neighbourhood to see as a virtual or “Neighbourhood Gallery Walk”, so it can help promote peace in their community.
- **(Possible Activity) Pre-walk:** Imagine you are going to take a walk outside to find a place where they can display their art. Think about a place in their community that feels special. Have students imagine what they would like to see walking/riding to that place would make them feel happy and safe. What could they create that would make others in their community understand their thoughts and feelings about “peace”?

Part 2: Power of Words

- Discussion: How do we get along in our communities? What are the rules or words that help us understand each other in our classroom and/or in their home community (ex. “We are **kind when**”)? Create the list of words on chart paper and display them. Discuss how words help us explain how we feel. What words can we use to help us understand the idea of “peace”?
- Pre-Reading: Do you think peace means the same thing to every person no matter what language they speak?
- Read *Can You Say Peace* by Karen Katz (likely in your school library) or you can use the video link for *Can You Say Peace* read by Karen Katz (www.youtube.com/watch?v=k4HRSOW62rk) and/or *When We Are Kind* read by author, Monique, Gray Smith (www.youtube.com/watch?v=VtJuM6loljc).
- Post-Reading: Ask: Why do you think all these languages have a word for peace? What word is used in your own family? Create a chart with the words used by your family.

Part 3: Individual Action

- Discussion: Have the class reflect on the “What does peace look/feel/sound like?” list they created. What actions can they take themselves?
- Ask the class to think about what kinds of images are connected to the idea of “peace.” Explain that many people use doves as a symbol of peace. Why do they think a dove represents “peace”? What are other ideas or images that the students feel represent the idea of “peace”? What monuments or statues or wall murals have they seen that look “peaceful.”
- Activity: Explain that they are going to create images of peace that reflect what they think and feel about their classroom/school community. These images will eventually be displayed. Child should discuss what kind of visual presentation would help spread a message of peace?
- Child can use images/written pieces as their individual creation. As the educator, you can direct their discussion toward an image or standard of your choosing (such as a dove or a heart). Have students create their own individual artistic representation of peace. A Peace Dove Creation video link is included in the appendix as a starting point.

Part 4: A Peaceful Community

- Discuss: Once the child has completed their peace image ask them to consider how they could combine their individual creation into something with a group. What ideas do they have about how to share a message of peace using their individual creations as a starting point.
- Have a class discussion about how to present all of the individually created pieces of art into a unique group expression of peace. How can the individual creations “work together” to create something unique and express the collective thoughts and desires. (See appendix for ideas of wall art.)
- Have child finalize their class creations. Child should discuss how best to make an impact or share something meaningful with the community. Give child time to complete their final product and then display them for the community to see as a “Neighbourhood Gallery” (if possible).
- Child may be given an opportunity to view the work they have created virtually.

Inquiry Question

Teacher’s instructions

What does Peace look/sound/feel like? Educational leaders are encouraged to seriously consider students’ ideas for sharing or creating a display. This page contains just one option for visually representing and sharing work. (See appendix.)

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Kindergarten: Peace Dove Creation Video (www.youtube.com/watch?v=CqWE5tp4Do0)

A short video with directions for how to create a peace dove using construction/origami paper.



Assessment Level of Development Questions and Guide

When teachers talk to parents/caregivers, invite families share what they themselves have observed about their child, such as:

- What kinds of learning experiences most engage the child?
- What are some favourite activities?
- How does the child demonstrate curiosity? How does the child demonstrate perseverance?
- What do you or your child want to know more about?

Assessment Level of Development Guide

Sprouting- Not Yet Demonstrated (NY)

Budding Developing (D)

Blooming Met (M)

ELA Assessment Tool

Grade: Kindergarten Peace Education Project

The following chart is one way to record your body of evidence of student learning. It is important to consider the identified grade band descriptors in relation to the practices and elements as you look through the body of evidence. You are describing the extent to which students enacted the descriptors. Transfer this information into the appropriate report categories.

Evidence of Learning in English language arts https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview		Interrelated Dimensions of Learning Growth (IDOL-G) https://app.mapleforem.ca/en/groups/229/wiki/pages/2205			
		Independence	Breadth	Depth	Transformation
		Emerging Expanding Extending	Emerging Expanding Extending	Emerging Expanding Extending	Emerging Expanding Extending
<i>4 ELA Practices & Elements</i>	<i>Grade Band Descriptors Identified</i>				
Power and Agency <ul style="list-style-type: none"> Recognize and analyze inequities, viewpoints, and bias in texts and ideas Investigate complex moral and ethical issues Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives 	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.				
	Learners are expressing opinions and judgments.				
Exploration and Design <ul style="list-style-type: none"> Research and study topics and ideas Interpret and integrate information and ideas from multiple texts and sources Manage information and ideas Invent, take risks, and reflect to create possibilities 	Learners are actively partaking in communities to explore ideas and deepen thinking.				
	Learners are using different sources to explore ideas and to deepen and extend thinking.				

Sense Making <ul style="list-style-type: none"> • Access, use, build, and refine schema • Select from and use a variety of strategies • Be aware of and articulate the ways that one engages with text. 	Learners are responding to text in different ways to build and share understanding.				
	Learners are making decisions about how to communicate ideas.				
System <ul style="list-style-type: none"> • Recognize, apply, and adapt rules and conventions • Identify, analyze, and apply understandings of whole-part-whole relationships 	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.				