



KINDERGARTEN

PM Statue Project

Exploring the concept of

“Leadership”

PM Statue Project

Kindergarten: Exploring the concept of “Leadership”

(DRAFT)

Purpose

This Kindergarten resource is a foundational piece for the PM Project Educational Resource. It focuses on the concept of leadership and provides ideas and opportunities to learn about leadership through the integration of books, discussions, and classroom activities throughout the program.

Through this resource, children will learn how they themselves are leaders as well as appreciate and feel connected to various leaders they may interact with in their daily lives (children, family, school and community). They will have an understanding of what it means to lead as well as value good leadership qualities. A brief introduction of the concept of “Prime Minister as Leader” will also be explored.

Key Messages

- **We appreciate and feel connected to our leader**
We often best learn through stories and experiences. Spending time talking about our leaders will allow the students to feel connected to them as individuals.
- **We value good leadership qualities**
Hearing the stories of the exciting experiences we have with the leaders allows us to appreciate and understand good leadership qualities.

How to use this resource

This resource consists of:

- Key Concepts
- Leadership Web
- Learning Extensions
- Lesson Sample
- Resources; songs, games and suggested books
- Curriculum Expectation Tracking Grid which is intended to help educators track the curriculum as it unfolds.

The concept of “Leadership” may be explored over the course of a year through the *3 Key Concepts* and the time allotted can be utilized as the educator sees fit. This resource is meant to support scaffold learning. An open-ended approach has been provided here. Educators can adapt it to their particular learning environment. Children find it easiest to relate to themselves, so it is recommended that educators begin with child as leader concept first.

Leadership Web

Educators can use the web on page 5 to identify the skills that children may demonstrate.

Key Concepts

1. CHILD AS LEADER

- Child as leader within the classroom
- Child as leader in community
- Child as leader at home
- Children in the news as leaders

Over a period of time, explore the concept by reading several books (see suggested book list), while providing children play opportunities to experience leading the class in various scenarios. It is important to allow the students to share their experiences being a leader and follower.

Use the following guide to introduce experiences and follow-up discussions:

What is a leader?

What does a leader do?

Who are our leaders? (home, school, community and Canada)

What are the qualities of a good leader?

What to think of when choosing a leader?

2. FAMILY AND COMMUNITY LEADERS

- School: teacher, principal, librarian, custodian etc.
- Family: parents and guardians, extended family
- Community: community helpers, sports coaches, recreational instructors, babysitters, mayor, fire chief, police chief, CEO’s of companies, environmental leaders, etc.

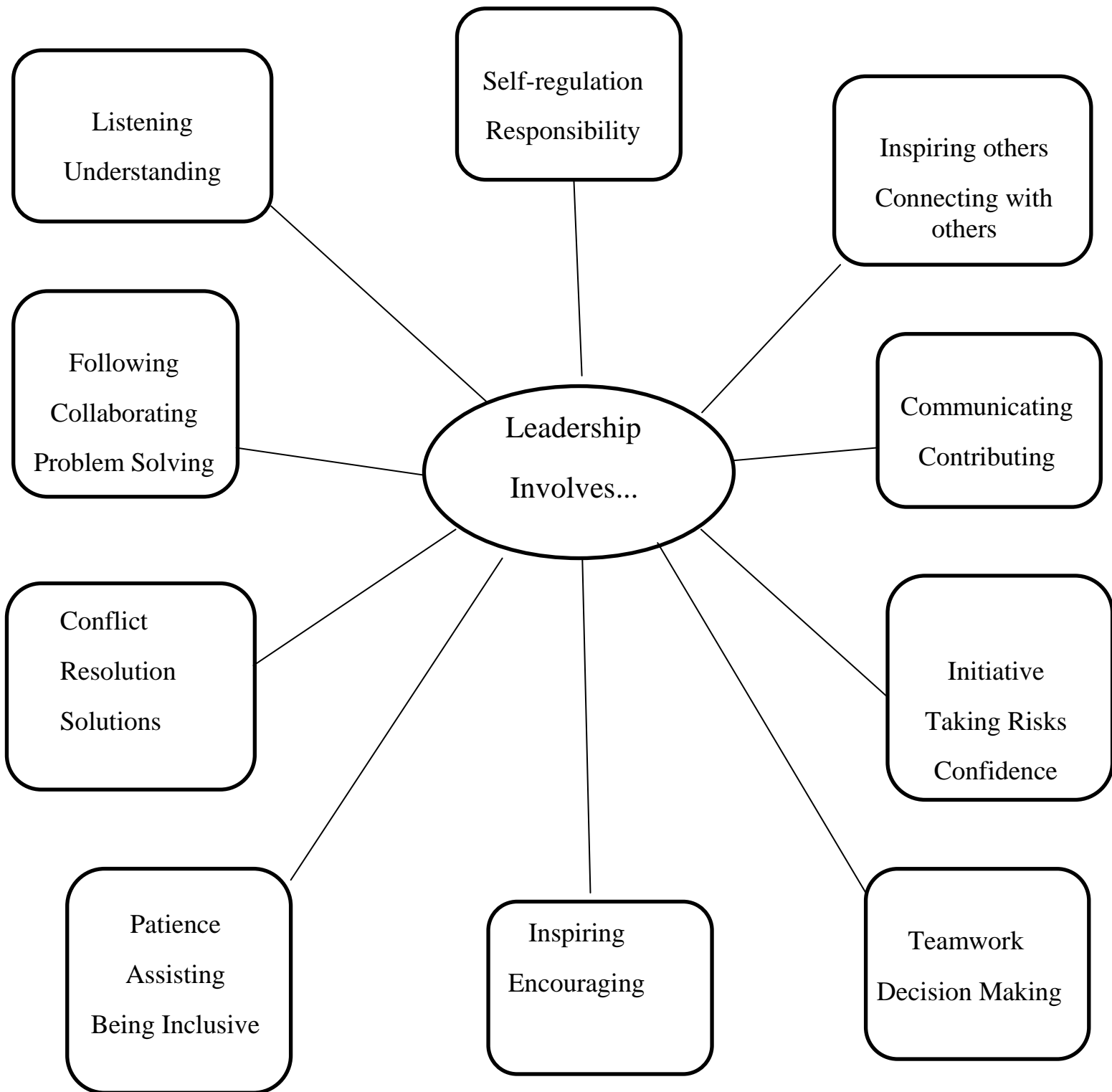
Once the children have a clear understanding of “Child as Leader”, branch out and begin to explore Family and Community Leaders. Again, through several read aloud books, discussions and activities, provide children opportunities to help understand leadership characteristics of other people in their lives. Continue to use the “guiding questions” as well as the provided “key messages” to help shape their understanding of the concept of leadership. This portion of the unit may take a few months to explore.

3. PRIME MINISTER AS LEADER

- A basic introduction of the prime minister as the leader of the country.

The educator may now introduce the Prime Minister as the students should have a thorough understanding and appreciation of leaders and leadership. This is not meant to be an in-depth portion of the guide, simply an introduction to the “Leader of Canada”. This introduction is the spring board to the primary unit (Grade 1-3) in which the topic of “The Democratic Classroom” will be explored.

Leadership Skills Web



Class Activity Plan

1. Read Aloud Books (see recommended book lists)

- Before reading: Introduce the book. Alert the children to the leadership idea in order to help them to formulate their thoughts and opinions during discussions. Discuss with the children their understanding of the term “leader”. Educators may scribe their answers on a chart paper to document the children’s ideas, questions and wonderings. These ideas can be brought forward for future gatherings with the children.
- After Reading: Lead the children in a discussion based on the book. Discuss the various aspects in the book that depict leadership and leadership qualities. Discuss the leadership characteristics that the book characters portray. Keep in mind the Leadership Skills Web when discussing the book as well as the guiding questions and key messages.

2. Class Discussion and Story Telling

After the read aloud:

- Allow children to share stories from their own personal experience. Their stories may or may not be based on the storyline of the read aloud book.
- Help the children to identify their feelings about the scenarios they are describing. Did they enjoy the experience? Why or why not? Use the leadership characteristics, guiding questions and key messages as prompts and educator guide during these discussions.
- Guiding questions;
 - ✓ What makes a good leader?
 - ✓ What is the difference between being bossy and being a leader?
 - ✓ How do you feel when someone else wants to be a leader?
 - ✓ What can you do to help them?

3. Songs and Games

After the class discussion:

- see attached sheets

Class Learning Extensions for Key Concepts

Child as leader

Classroom:

- Leader of the Day, Week
(Example: lunch leader, lights leader, line leader, greeter leader, library leader, clean leader, equipment leader, super leader)
- Child leads a group game or activity (example: Simon Says, Follow The Leader, daily gathering time leader, transition leader)
- Children helping children
- Allow children to lead games in the gym or outside (see suggested leadership games).
- Arrange for opportunities to take the children to help and volunteer.
 - Animal shelters- collect food, blankets and toys for the animals
 - Charity - collect and donate old clothes and toys
 - Fundraising for a cause
 - Senior centres- visiting with seniors, eating lunch, reading with them
 - School clean up- picking up trash or raking leaves
 - Recycling initiatives (classroom, school, home, community).
- Learning centres:
 - Puppet Theatre*: children may act out the read aloud using various materials and puppets provided
 - House Centre*: children may act out various scenes from the book or from their own experiences
 - Literacy Centre*: Create a class book. Title: "Look who's a Leader!" Children can select the book of the day.
 - Block/Building area*: job lead or foreperson

Family and Community Leaders

Classroom:

- Parent volunteers in the classroom (cooking, leading activities, class trips etc.)
- Learning Centres:
Role playing: children pretend to be various community leaders i.e.; fire-fighter, mayor, police officer, crossing guard, bus driver.

Class Trip:

- Visit locations to view/hear how a community helper leads and helps others during their day such as city hall, fire station, police station.

Guest Speakers:

- Invite the principal into the classroom to explain his/her role in leading the staff and students at school
- Invite parents into the classroom to discuss how they lead in their position at work or home
- Invite a community helper into the classroom to explain how they help and lead the community
- Invite soccer coaches, swim instructors, the mayor/councillor, fire chief, police officers, and leaders in nature/environment, nurses, doctors, conservationist, and nature interpreter to explain their leadership roles.

Prime Minister as Leader

Classroom:

- View photos of the Canadian flag
- View photos or videos of the Prime Minister
- Sing O Canada
- Class “votes” for various activities

Class Trip:

- View statues of past Prime Ministers

If You're a Leader and You Know It

Sung in the tune of "If You're Happy and You Know It"

Lyrics By Terri Bose

If you're a leader and you know it pump your fist!

(Do two fist pumps)

If you're a leader and you know it pump your fist!

(Do two fist pumps)

If you're a leader and you know it then your actions really show it!

If you're a leader and you know it pump your fist!

(Do two fist pumps)

If you're clever and you know it tap your head!

(Do two head taps)

If you're clever and you know it tap your head!

(Do two head taps)

If you're clever and you know it then your actions really show it!

If you're clever and you know it tap your head!

(Do two head taps). Pump your fist (Do two fist pumps)

If you're strong and you know it flex your arms! (flex, flex)

If you're strong and you know it flex your arms! (flex, flex)

If you're strong and you know it then your actions really show it!

If you're strong and you know it flex your arms! (flex, flex)

Tap your head! (Do two head taps)

Pump your fist! (Do two fist pumps)

Continue with additional verses:

Helpful... raise your hands

Friendly say... hello

Create your own verse!!

Prime Ministers of Canada

Sung to the tune of The Wheels on the Bus; Lyrics by Debby Carson

These are the Prime Ministers of Canada
(P.M.s) of Canada
(P.M.s) of Canada
These are the Prime Ministers of Canada
Won't you sing them with me?

The First Prime Minister was Sir John A MacDonald
Then Alexander MacKenzie
And Sir John A MacDonald again
Sir John Abbott and Sir John Thompson
And next Sir MacKenzie Bowell.

Sir Charles Tupper and Sir Wilfred Laurier
Sir Robert Borden and Arthur Meighen
William Lyon MacKenzie King and then
Arthur Meighen again.

After him was William Lyon MacKenzie King
That's his second time
Then R. B. Bennett
guess who followed him for his third time
Yes it was William Lyon MacKenzie King.

Louis St. Laurent and John Diefenbaker
Lester B. Pearson and Pierre Trudeau
Joe Clark was next but Pierre got another chance
to be the Prime Minister again.

John Turner then Brian Mulroney
next was Kim Campbell
the only woman so far
After her was Jean Chretien, Paul Martin
Then Stephen Harper.

Justin Trudeau is now Prime Minister
The leader of our country, he's Pierre Trudeau's son
These are the Prime Ministers of Canada and
We are so proud of them!

Who will be the next Prime Minister of Canada
The next prime minister
The next prime minister
Who will be the next Prime Minister of Canada
Will it be you or me?

Prime Minister Song

Sung To the tune of "Do you know the muffin man"

Lyrics by Jessica MacKenzie

Oh, do you know the Prime Minister,
Prime Minister, Prime Minister,
Oh do you know the Prime Minister,
Who lives in Ottawa?

Oh, yes I know the Prime Minister,
Prime Minister, Prime Minister,
Oh, Yes I know the Prime Minister,
She/He's the leader of Canada.

She/He helps to make the laws,
That keep, people safe,
She/He helps to make the laws,
That keeps our country safe.

She/He is like a principal,
But for, the country
She/He is like a principal,
Ensuring laws are followed.

She/He helps to keep the peace,
Keep the peace, keep the peace,
She/He helps to keep the peace,
Between the countries.

Oh, do you know the Prime Minister,
Prime Minister, Prime Minister,
Oh do you know the Prime Minister,
Who lives in Ottawa?

Oh, yes I know the Prime Minister,
Prime Minister, Prime Minister,
Oh, Yes I know the Prime Minister,
She/He's the leader of Canada.

Leadership Games

Leading the Blindfolded

- Teach children the importance of leadership and strong communication skills by playing a game called *Leading the Blindfolded*. Divide the children into two teams and provide enough blindfolds for each child. Take the children to a safe, large indoor or outdoor area that is tricky to navigate or features several obstacles such as a park with many trails.
- Place the teams at opposite sides of the space and instruct everyone but one member of each team to put on a blindfold. On “go,” the one member not sporting a blindfold must lead their team across the field by providing clear commands. After a set amount of time, instruct the leader on each team to put on their blindfold, while instructing another child on each team to take their off and lead the group. Continue to appoint one child on each team as the leader. The team able to successfully lead every child across their finish line wins.

Guess the Leader

- Chosen student leaves the room
- Class chooses a leader
- Class follows ongoing and changing actions of leader (i.e.: tapping knees, snapping finger, jumps on one foot)
- Student re-enters the classroom and guesses who the leader is (gets 3 guesses)
- Debrief:
 - How did they know who the leader was? What cues and clues did they use to help them?
 - How did it feel being a leader? Follower?
- *This game allows a variety of students to be the leader. It works on their skills of leadership along with following a leader*

Silently Organize

- Have students silently line up by various categories: (i.e. height, foot size, hair colour)
- Remind students to use communication cues other than talking
- Allow students the time to arrange themselves
- After a period of time, stop the activity and discuss the progress, as well as their experience in the activity
- Debrief:
 - How did you know where to go?
 - What were the struggles of not being able to talk?
 - What strategies worked well? What strategies didn't?
 - Was there a leader in this activity? If so how do you know?

- *This game allows a variety of students to be the leader. It works on their skills of leadership along with following a leader*

Simon Says

- A variety of students take turns being Simon
- Debrief:
 - How did it feel being a leader? Follower?
 - How did you feel when you performed the incorrect action? The correct one?
- *This game allows a variety of students to be the leader. It works on their skills of leadership along with following a leader*

Read Aloud Book List

Child as Leader Books

The 7 Habits of Happy Kids

By Sean Covey

Join Goob Bear, Sammy Squirrel, Jumper Rabbit and other adorable characters as they learn life lessons using the 7 Habits.

The Little Engine That Could

By Watty Piper

Although the Little Engine is not the biggest, the fastest or the newest, it just keeps trying. When all the other trains refuse to help, the Little Engine is proactive and a leader.

The Very Busy Spider

By Eric Carle

Throughout the story, the determined spider spins her web. She has an end in mind- to finish her web and catch a fly for dinner.

The Little Red Hen

By Paul Galdone (or any version)

The Little Red Hen found wheat seeds and wanted help to plant them. No one would help so the Little Red Hen planted, watered and weeded the plants by herself. The Little Red Hen put first things first and enjoyed the results.

Rainbow Fish

By Marcus Pfister

The Rainbow Fish believes he is the most beautiful fish in the ocean so he won't play with the other fish. Once he has no friends, he seeks out advice and is told to give away some of his beautiful scales. While he initially refuses, he decides to be a leader and think win-win. He gives away just one scale but when he realizes how good it makes everyone (including himself) feel, he shares even more scales and has never been happier.

The Runaway Bunny

By Margaret Wise Brown

The Runaway Bunny follows the thoughts of the little bunny who thinks he would like to run away. By Seeking First to Understand, Mother Rabbit truly listens to her little bunny. She then Seeks to Be Understood by offering assurance that she will always come and find him.

Swimmy

By Leo Lionni

Swimmy is a little fish swimming alone in the ocean. He finds a school of fish like him and encourages them to come with him to see the other amazing ocean animals- but they are too scared. Swimmy uses synergy and leadership to come up with a plan.

The Snowy Day

By Ezra Jack Keats

Peter finds all kinds of imaginative things to do in the snow and even puts some snow in his pocket for later. Peter shows us how playing in the snow, being imaginative and taking a warm bath afterwards are all part of being a leader and sharpening our saw.

I Am a Leader

(The Best Me I Can Be)

By David L. Parker and David Parker

This book is about being a leader. In today's ever-changing world, leadership and the role of the leader are very important. Any one of us can be a leader. We can all inspire support, model, and hope for something better. These abilities are learned and children can learn to be leaders at a young age.

Sheila Rae, the Brave

By Kevin Henkes.

When brave Sheila Rae, who usually looks out for her sister Louise, becomes lost and scared one day, Louise comes to the rescue.

Little Blue Truck Leads the Way

By Alice Schertle, Jill McElmurry

Zoom! Woeeee . . . ! "Make way!" The big city sure is a speedy, noisy place for a country truck like Blue. Everywhere Blue looks, he sees buses, police cars, taxis, vans, a street sweeper, and even the mayor's limousine. With everyone pushing to be first, soon there's a giant traffic jam! But even a wrangle-tangle is no match for Little Blue Truck, who comes to the rescue in true Blue style.

The Lorax

By Dr. Seuss

"UNLESS someone like you...cares a whole awful lot...nothing is going to get better...It's not." Long before saving the earth became a global concern, Dr. Seuss, speaking through his character the Lorax, warned against mindless progress and the danger it posed to the earth's natural beauty. His classic cautionary tale is now available in an irresistible mini-edition, perfect for backpack or briefcase, for Arbor Day, Earth Day, and every day.

Mayor for a Day

By Carl Sommer

As a reward for winning the soccer championship, Davy is chosen mayor for a day. The band and the whole town assemble together for this great event. Tired of his parents' rules, Davy's first official announcement as mayor is to eliminate all rules. The parents' groan, but the children jump up and down for joy. But the day without rules was a disaster for everyone. The whole town becomes angry, but Davy finally saves the day. In this graphically illustrated and fascinating story, Carl Sommer shows the importance of citizenship, rules for maintaining civic virtue, and respect for the law.

The Paper Bag Princess

By Robert Munsch, Michael Martchenko

The paper bag princess is about a beautiful princess whose castle was eaten and prince was taken away by a mean old dragon. The princess is left with nothing to wear but a brown paper bag, thus making her the paper bag princess. The princess sets off to save her prince only to realize how shallow the prince is and decides to leave him.

One

By Kathryn Otoshi

Blue is a quiet colour. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand — until One comes along and shows all the colours how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colours, they also learn about accepting each other's differences and how it sometimes just takes one voice to make everyone count

Extra Yarn

By Mac Barnett (2012)

Annabelle lives in a cold, colourless town where everything is covered with snow and soot. One day, she comes upon a box of colourful yarn, and knits herself a sweater. When she's finished, she knits one for her dog. When she's finished with that, she still has extra yarn. In fact, Annabelle's colourful yarn seems to be never-ending, and she knits and knits and knits until her town and all the people in it are adorned with Annabelle's colourful creations. Then one day, a rich and powerful archduke offers Annabelle one million, two million... ten million dollars for her box of yarn. When she declines his offer, he takes matters into his own hands and hires robbers to get the box for him. But once he's got it, things don't go quite as he'd hoped.

The Little Engine That Could

By Watty Piper,

The story of a train filled with toys and gifts for little boys and girls that breaks down before reaching the children. After asking several passing trains for help over the hill, a little blue train agrees to help the stranded toys. Even though she is small, the blue train tries her best to bring the toys to the children on the other side of the hill.

Click, Clack, Moo: Cows That Type (Farmer Brown's Barnyard Talles)

By Doreen Cronin,

Farmer Brown has a problem.

His cows like to type.

But Farmer Brown's problems REALLY begin when his cows start leaving him notes....

Squish Rabbit

by Katherine Battersby

Squish is just a little rabbit. But being little can lead to big problems. Sometimes Squish is hard to hear . . . or see. (Which is how he got his name.) And no one notices him. But Squish notices things- especially when someone is about to get into trouble and needs help. Here is little Squish's BIG chance.

Family and Community Leadership Books

Miss Nelson Is Missing!

By Harry G. Allard (Author), James Marshall (Illustrator)

The students don't proffer a shred of respect for their good-natured teacher Miss Nelson, but when the witchy substitute Miss Viola Swamp appears on the scene, they start to regret their own wicked ways.

We Share Everything! Paperback

By Robert Munsch (Author), Michael Martchenko (Illustrator)

It's the first day of kindergarten and Amanda and Jeremiah have a problem. They both want to read the same books. They want to paint with the same paints. And they refuse to share. The teacher tells them, "Look. This is kindergarten. In kindergarten we share. We share everything." Everything? Amanda and Jeremiah decide to take their teacher at her word. But what can they share? They begin by switching their shoes, and end up wearing each other's outfits! Now Jeremiah is wearing Amanda's pink shoes, pants and shirt and Amanda is wearing Jeremiah's clothes. Together they show their teacher that sharing really can be fun!

The Art of Miss Chew

By Patricia Polacco

After spending the summer with her artist grandmother, Trisha knows she wants to be an artist, too. She's thrilled when her sketches get her into Miss Chew's special art class at the high school. A substitute teacher tells her she's wasting time on art when she should be studying - but fortunately, this is one battle that Miss Chew and Trisha are up for!

Something from Nothing

By Phoebe Gilman

Phoebe Gilman's beloved classic celebrates its 20th anniversary!

Joseph's grandfather made him a beautiful blanket when he was a baby, but now it's frizzled and worn, and Joseph's mother says it is time to throw it out. Joseph doesn't want to part with his special blanket, and he's sure that his grandfather can fix it. Sure enough, Grandfather miraculously alters the blanket into useful items again and again. But when Joseph loses the final item, even Grandfather can't make something from nothing. But maybe Joseph can?

The Berenstain Bears and Too Much Pressure

By Stan & Jan Berenstain, 2009

The Berenstain Bears take a close-up look at the effects of stress and hectic schedules on their lives and explain how to balance responsibilities, interests, talents, and available time to allow time for family fun, chores, and sharing.

The Very Silly Mayor

By Tom Tomorrow (2009)

The Very Silly Mayor uses a unique combination of humour and social commentary to teach children to trust their own judgment, even if other people might disagree with their views or make fun of them.

Have You Filled A Bucket Today?

By Carol McCloud (2006)

Through sweet, simple prose and vivid illustrations, this heart-warming book encourages positive behaviour as children see how very easy and rewarding it is to express kindness, appreciation and love on a daily basis.

The Election

By Eleanor Levenson (2015)

The story is based around Election time where Alex's parents support the stripy party, whilst Evie's parents want the spotty party to be in charge. But only one party can win! Watching political debates on television, canvassing the local area, a trip to the polling station – it's all explained brilliantly within this story.

Canada books and PM books

- The Kids Book of Canadian Prime Ministers – Pat Hancock (2005)
- Canada: Our Road to Democracy – Alister Mathieson & Marianne Ilass (2014)
- Why I Love Canada – Daniel Howarth (2012)
- Good Night Canada – Adam Gamble & David Adams (2010)
- Good Morning, Canada – Andrea Beck (2014)
- ABC of Canada – Kim Bellefontaine (2002)

The Accidental Prime Minister *By Tom McLaughlin*

When Joe tells a local news reporter exactly what he would do if he were leader of the country, the video goes viral and Joe's speech becomes famous all over the world! Before long, people are calling for the current leader to resign and give someone else a go . . . and that's how an ordinary boy like Joe ended up with the most extraordinary job. Now the fun can really start . . . Hats for cats! Pet pigs for all! Banana shaped buses! Swimming pools on trains! A hilarious story of one boy's meteoric rise to power!

Amelia Bedelia's First Vote

By Herman Parish,

Amelia Bedelia is sure she will love everything about school election day.

Kindergarten: Exploring the Concept of Leadership

Overall Expectations

Tracking Grid

		Child as Leader	Family and Community as Leaders	Prime Minister as Leader
Frame	Expectations	1	2	3
Belonging and Contributing	Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts			
	Identify and use social skills in play and other contexts			
	Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts			
	Demonstrate an understanding of the diversity among individuals and families and within school and the wider community			
	Communicate their thoughts and feelings, and their theories and ideas, through various art forms			
	Demonstrate a sense of identity and a positive self-image			
	Develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being			
	Recognize bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination			
	Demonstrate an awareness of their surroundings			
	Demonstrate an understanding of the natural world and the need to care for and respect the environment			
	Demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement of the arts			
	Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts			
Self-Regulation and Well Being	Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts			
	Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours			
	Identify and use social skills in play and other contexts			
	Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts			
	Demonstrate an awareness of their own health and well-being			
	Participate actively and regularly in a variety of activities that require the application of movement concepts			
	Develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts			
Demonstrating Literacy and Mathematics Behaviours	Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts			
	Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts			
	Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts			
	Demonstrate literacy behaviours that enable beginning writers to communicate with others			
	Demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators			
	Demonstrate an understanding and critical awareness of media texts			
	Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings			
	Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships			
	Measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning			
Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects, through investigation				

Kindergarten: Exploring the Concept of Leadership

Overall Expectations

Tracking Grid

		Child as Leader	Family and Community as Leaders	Prime Minister as Leader
Frame	Expectations	1	2	3
Demonstrating Literacy and Mathematics Behaviours	Recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next			
	Collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts			
	Apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts			
	Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities			
	Communicate their thoughts and feelings, and their theories and ideas, through various art forms			
Problem Solving and Innovating	Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts			
	Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts			
	Demonstrate an awareness of their own health and well-being			
	Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of texts			
	Demonstrate literacy behaviours that enable beginning writers to communicate with others			
	Use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting's, observing, and communicating)			
	Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings			
	Apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts			
	Communicate their thoughts and feelings, and their theories and ideas, through various art forms			
	Use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music and visual arts			
	Use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating			