

# The 2019 Addendum to *The Kindergarten Program*

## Revised Specific Expectations 6.4 and 24.1

**Beginning in September 2019, specific expectation 6.4 in this document will replace expectation 6.4 in *The Kindergarten Program* (2016).**

Expectation 6.4 is included in two frames of the Kindergarten program: Self-Regulation and Well-Being, and Problem Solving and Innovating. (Pedagogical supports are identified by frame; see the second column, below.)

**Making Thinking and Learning Visible** – *Where both children and educators are observers and inquirers*

(Note: Children are not expected to demonstrate their learning in all three ways shown in column 2.)

<b>Specific Expectations</b> <i>As children progress through the Kindergarten program, they:</i>	<b>Ways in Which Children Might Demonstrate Their Learning</b>	<b>The Educators' Intentional Interactions</b>
<p><b>6.4</b> discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (<i>e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable</i>)</p>	<p><b>Saying</b></p> <p><i>“A scary picture popped up when I was playing a video game. I stopped playing and told my dad.”</i></p> <p><i>“When I saw a boy fall on the playground I told the teacher.”</i></p> <p><i>“My mom’s friend wanted to give me a hug when she met me. I didn’t want to hug her so I said, ‘Nice to meet you. I’d rather not hug.’”</i></p> <p><i>“I told Bryna not to call me that name.”</i></p> <p><i>“When the dog that was all by itself growled at me, I went to my babysitter’s house.”</i></p> <p><b>Doing</b></p> <p>In the dramatic play area, a child calls 911, gives the operator her name and the address of the house, then says that someone is sick.</p>	<p><b>Responding</b></p> <p>The educators record children’s safety-related ideas and questions and then invite a community police officer to visit the class to discuss safety and answer some of the children’s questions.</p> <p><b>Challenging</b></p> <p>The educators ask children to think of things they can do to stay safe when they are online and generate a list of “rules” (<i>e.g., use sites, games, and apps that a parent or trusted adult has set up for me; follow household rules about being online and using devices; never talk to a stranger online</i>).</p> <p>The educators ask the children to think of things they should avoid that could be harmful to their health (<i>e.g., smoking, taking medicine that belongs to someone else</i>). They record the children’s suggestions.</p>

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<b>Specific Expectations</b> <i>As children progress through the Kindergarten program, they:</i>	<b>Ways in Which Children Might Demonstrate Their Learning</b>	<b>The Educators' Intentional Interactions</b>
	<p><b>Representing</b></p> <p><i>From the Self-Regulation and Well-Being frame:</i>  A child draws street signs (e.g., a stop sign, “walk/ don’t walk” signals from traffic lights) on large paper and explains to some other children what they mean.</p> <p><i>From the Problem Solving and Innovating frame:</i>  A child draws pictures of the warning signs found on various household cleansers on large paper and explains to some other children what they mean.</p>	<p><b>Extending</b></p> <p>An educator presents a variety of scenarios to the children for discussion, using questions that start, “What would you do if...?”</p>

**Beginning in September 2019, specific expectation 24.1 in this document will replace expectation 24.1 in *The Kindergarten Program (2016)*.**

Expectation 24.1 is included in the Problem Solving and Innovating frame of the Kindergarten program.

**Making Thinking and Learning Visible** – *Where both children and educators are observers and inquirers*

(Note: Children are not expected to demonstrate their learning in all three ways shown in column 2.)

<b>Specific Expectations</b> <i>As children progress through the Kindergarten program, they:</i>	<b>Ways in Which Children Might Demonstrate Their Learning</b>	<b>The Educators' Intentional Interactions</b>
<p><b>24.1</b> identify practices that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others, and demonstrate an understanding of the importance of these practices</p>	<p><b>Saying</b></p> <p><i>“I bumped my head when I was climbing, so I sat down and asked my friend to get the teacher.”</i></p> <p><i>“Our rule at home is that you always have to wear a helmet if you’re going to ride a bike.”*</i></p> <p><i>“That’s not safe!”</i></p> <p><i>“I need to wear my safety goggles when I work in the take-apart area.”</i></p> <p><i>“I’m going to get some paper towels to clean up the water we spilled so we don’t slip and fall down.”</i></p> <p><b>Doing</b></p> <p>A child “fixing” a car in the blocks area borrows a set of earphones (for “ear protectors”) from the listening station.</p> <p>A group of children who have made a snack for the class wash up the utensils and put them back in the storage basket.</p>	<p><b>Responding</b></p> <p><i>“I noticed that you put the scissors back in the bin when you were finished using them.”</i></p> <p><i>“Why is it important to clean up water when it spills on the floor?”</i></p> <p><i>“Why does the custodian wear ear protectors when he mows the school lawn?”</i></p> <p><b>Challenging</b></p> <p>An educator displays a variety of safety items and devices (e.g., various kinds of ear and eye protection, orange cones, child safety devices, pictures of familiar warning signs). The children are invited to discuss questions such as who would use the devices and why, where they might commonly see the signs, and what message(s) they convey.</p>

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\* It is important for children and parents to understand that helmets are designed primarily to prevent injury to the skull and that there is no current evidence that they prevent concussion. Helmets do not stop the brain from moving within the skull.

More information can be found in the school board’s concussion policy and in the Ministry of Education’s Policy/Program Memorandum No. 158: School Board Policies on Concussion. Another helpful resource is “Government of Ontario Concussion Awareness Resource e-booklet: Ages 10 and Under”.

<b>Specific Expectations</b> <i>As children progress through the Kindergarten program, they:</i>	<b>Ways in Which Children Might Demonstrate Their Learning</b>	<b>The Educators' Intentional Interactions</b>
	<p>A child reminds another child to walk, not run, on the way to the library.</p> <p>The children set up safety cones around some ice they found on the playground so that no one will slip on it.</p> <p><b>Representing</b></p> <p>A group of children design a sign to remind those working at the sand table to sweep up the sand on the floor so others do not slip on it.</p>	<p><b>Extending</b></p> <p>The educators read a story to the class in which one of the characters bumps their head. They use the story as an opportunity to discuss with children the importance of stopping and sitting down, and asking for help from a parent, the playground supervisor, or another trusted adult, if they bump or get hit on their head, face, neck, or body.</p> <p>The children decide to make a “safe city” in the sand. The educators support the children and negotiate with them to determine what materials they will need throughout the construction process.</p> <p>The educators discuss with the class a safety problem they are having with the outdoor play equipment. Together, the children and the educators determine how to make the slide a safer place to play.</p>