

Kindergarten Social Responsibility Development: Caring for Belongings/Materials

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support and teacher modeling is beginning to interact appropriately with others in individual and group learning contexts, and is beginning to take responsibility for materials and behaviour.	With guided support interacts appropriately with some independence and self-confidence in individual and group contexts, and is beginning to take responsibility for materials and behaviour.	With minimal support interacts appropriately with increasing independence and self-confidence in learning situations, and takes increasing responsibility for materials and behaviour.	Generally interacts with independence and self confidence in learning situations and takes responsibility for materials and behaviour.
Contributing to the Classroom and School Community				
Caring for belongings/materials	With direct support may care for personal belongings and/or school materials.	With guided support cares for personal belongings and/or school materials.	With minimal support cares for personal and/or school materials.	Cares for personal belongings and/or school materials; enjoys extra responsibilities (e.g., cleans up own work/play space and often assists others).
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: extending, stretching, wondering aloud, exploring, "what if-ing"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

Scenario: The students are returning to the classroom after an outdoor experience. The teacher is occupied at the door. The children come in quickly, excited to be going to buddy reading.



Without Support

Without support, Fatima comes in, hangs her coat on the hook and puts her outside shoes away on the shelf. She quietly puts on her new inside shoes and goes to get a book to read with her big buddy. The teacher *extends on* Fatima's independence by inviting her to see if anyone needs help getting ready.



Minimal Support

Greg comes in and puts his coat and outside shoes away. He looks around for his inside shoes, but they are not on his shelf. Fatima comes over from the carpet and offers Greg minimal support by pointing to his shoes in the corner. She *reminds* him by saying, "Your shoes are over there. You forgot to put them away." Greg puts on his shoes without help and finds a book for buddy reading.



Guided Support

Jasmine comes in and sees her classmates getting ready for buddy reading. She drops her coat and outside shoes on the floor and goes to pick up her inside shoes, one on each side of the coat area. The teacher *focuses* Jasmine on putting her things away before joining buddy reading. With the teacher's guided support, Jasmine picks up her coat and puts it on the hook, then gathers up her outside shoes and throws them on the shelf. The teacher then *guides* her to get a buddy reading book and join the rest of the class.



Direct Support

Lori is looking at rocks outside and hasn't noticed the bell ringing. Several minutes later, she realizes that she will be the last child to enter the building. She runs into the school through the closest door, stops for a drink of water, and arrives in the classroom just as the rest are lining up to leave for the library. Being so late, she is now confused about what to do next. She forgets to take off her coat, and goes to get a book with her outside shoes on. Rather than keep the whole class waiting, the teacher offers direct support by *directing* Fatima to stay and help Lori. Fatima *shows* Lori how to change her shoes and put her things away. Then she *instructs* Lori to get a book and the girls walk to the library together.



In school, students have a wide range of opportunities to observe, model, discuss, and demonstrate socially responsible behaviour. Social responsibility is sometimes the primary focus of activities...but more often it is a secondary focus of other school activities.