

Kindergarten Social Responsibility Development: Respecting Others

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.
Valuing Diversity and Defending Human Rights				
Respecting others	With direct support may treat others with respect; tends to focus on own needs and wants.	With guided support may treat others with respect; may not notice when others are treated unfairly.	With minimal support treats others with respect; may notice when others are treated unfairly.	Treats others with respect; may stand up for others when perceiving injustice.
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 kindergarten class takes a big bin of sand toys outside to play with at recess. This is part of their routine, and they are responsible for bringing the toys in and putting them away. On this day, two Grade 1 students have come and taken the toys without asking, and have left them scattered all over the playground. The kindergarten children come back from recess very upset. They are worried that they will be in trouble for being late and for leaving the toys outside. The teacher asks the children to explain what happened.



Without Support

Two of the kindergarten children recount the incident. They explain that several of their classmates tried telling the Grade 1s that they were not being cooperative and that they needed to help clean up the toys. The Grade 1 students were rude to their classmates. These kindergarten students, without support, have perceived that this was unjust, and are trying to stand up for their classmates by asking the teacher for help. The teacher decides to *explore* the issues of respect and injustice through a class discussion.



Minimal Support

During the following discussion, the teacher provides minimal support while the children explain their feelings and discuss their ideas about how to prevent the situation from happening again. He *prompts* them by asking questions such as, "What did the students do that was disrespectful?" and "How does it feel when you see people treating others unfairly?" The teacher *suggests* that the kindergarten children might want to talk with the two Grade 1s. The class decides that three children should go to the Grade 1 classroom with their teacher, and the teacher asks for volunteers. He also speaks with his colleague and arranges a time they can meet with their students.



Guided Support

The teacher then provides guided support as the kindergarten children discuss what the volunteers should say. The class decides that they should talk about three points: asking to use things before taking them; playing and talking respectfully; and helping with cleanup. The teacher provides *cues* to help Vikram, Clayton and Sheila rehearse what they will say to the Grade 1s on behalf of the kindergarten class. Then the teacher takes the three volunteers down to the Grade 1 class to meet with the two students and their teacher in the hallway. He *supports* the kindergarten students by initiating the conversation: "My students would like to speak to you about a problem they had at recess." Vikram, Clayton and Sheila talk about the three points of concern.



Direct Support

The kindergarten students offer direct support to the Grade 1s by *explaining* that they are willing to share their sand toys if the Grade 1s treat them with respect. They *make explicit* their request that the Grade 1s ask before they take the toys, that they talk to the kindergarten children respectfully, and that they help clean up the toys at the end of recess.



Social responsibility is developed, practiced, and reinforced in all activities throughout the school day. It permeates learning in all school subjects and extends beyond the classroom to the entire school and its grounds.