Children experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured.
DIVERSITY AND SOCIAL RESPONSIBILITY

- Inclusiveness and Equity
- Compassion and Caring
- Living Democratically
- Individuality and Independence
- Social Responsibility
- Communication
- Imagination, Creativity, and Play
- Aesthetics
- Spirituality
- Zest for Living and Learning
- Diversity and Social Responsibility
## Expansion of Diversity and Social Responsibility

Children experience socially inclusive and culturally sensitive environments in which consideration for others, inclusive, equitable, democratic and sustainable practices are enacted, and social responsibility is nurtured.

### Inclusiveness and Equity

Children appreciate their own distinctiveness and that of others.  
Children engage in practices that respect diversity.  
Children raise questions and act to change inequitable practices that exclude or discriminate.

### Democratic Practices

Children learn to be responsible and responsive members of the community.  
Children practice democratic decision-making, making choices in matters that affect them.  
Children practice fairness and social justice.

### Sustainable Futures

Children develop a sense of wonder and appreciation for the natural world.  
Children learn to recognize and record patterns and relationships in nature.  
Children develop a sense of appreciation for human creativity and innovation.  
Children learn about natural resource development and manufacturing.  
Children learn environmentally and socially responsible practices.
### Inclusiveness and Equity

**Children appreciate their own distinctiveness and that of others.**

Educators become aware of their own assumptions around differences within and across culture, race, gender, spirituality, ability, and socio-economic circumstances. They examine their practices to ensure inclusiveness and equity for children and their families.

#### What’s involved in learning

| Learning about their cultural heritages and those of other families in the centre and broader society | In Celebration of *Eid-Ul Fitr*, Bilal (4 years), his sister, and their mother come to the centre to share this celebration with classmates. They come dressed in traditional clothing. Bilal’s shoes are called *khussas*. The children are very interested, and Regan (4 years) is overheard saying, “I wish I had shoes like that.” *

*UNB Children’s Centre*

| Becoming knowledgeable and confident in their various identities, including cultural, physical, racial, spiritual, linguistic, gender, social, and economic | When a group of four-year-olds realize that they attend different places of worship, Kimmy, the educator gathers stories from different faiths. Over the next several weeks, they visit different places of worship. *

*UNB Children’s Centre*

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**Sample narratives**

**Kaylee**

My Mom by Asia

Michael

Liam

Eric
SUGGESTED PROVISIONS AND PRACTICES

**Use culturally sensitive materials, activities, and documentation displays for children and their families to learn about their various cultural traditions, objects, practices, and celebrations.**

**For Reflection**

How do adults learn about and incorporate differing family values and practices into everyday routines at the centre? Think about how routines and practices such as eating and sleeping habits, discipline, play and learning differ between homes and the centre. How are home and centre practices discussed and adapted to ensure comfort and continuities for children?

How are centre policies supportive of families of all backgrounds and configurations? For example, think about how communication is addressed and how information forms invite families to tell the centre about family culture and parenting practices.

How do adults intervene when children are being disrespectful of others? Think about the assistance or comfort offered to the person targeted by the discriminatory act. Think about the opportunities provided for each child to explain what happened and to come up with respectful, alternative language and actions.

What opportunities exist for children to notice, think, and talk about differences and similarities? Think about responses to children’s questions about physical, social, and cultural differences. How are dispositions of respect and curiosity modelled? Is time provided for children to talk with each other and with adults, to figure out respectful ways to interact?

Listen seriously to children’s observations and comments about differences in skin, colour, gender, and family structure, and engage in ongoing conversations about similarities and differences.

Suggested Provisions and Practices

- Inclusiveness and Equity
- Compassion and Caring
- Living Democratically
- Individuality & Independence
- Social Responsibility
- Communication
- Imagination, Creativity & Play
- Aesthetics
- Spirituality
- Zest for Living and Learning
- Inclusiveness and Equity
- Social Responsibility
- Communication
- Imagination, Creativity & Play
- Spirituality
- Zest for Living and Learning

NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English
**INCLUSIVENESS AND EQUITY**

**Children engage in practices that respect diversity.**

_Educators ensure that materials and people representing the linguistic and cultural communities of New Brunswick and broader world are present in the children’s daily lives._

<table>
<thead>
<tr>
<th>What’s involved in learning</th>
<th>Sample narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming positive, inclusive relationships with all children</td>
<td>During lunch, children from different rooms eat together while interacting with old friends and developing new friendships. <em>100 Aker Woods Daycare</em></td>
</tr>
<tr>
<td>Learning about differences including cultural, racial, physical, gender, spiritual, linguistic, social, and economic</td>
<td>At snack time Sam (4 years) says Jack’s skin is the colour of chocolate milk. His educator talks about differences of skin colour, and adds multicultural skin-tone markers to the drawing-writing centre.</td>
</tr>
<tr>
<td>Learning about and engaging with communities representative of New Brunswick society (First Nations, English and French; established immigrant families, and new Canadians)</td>
<td>The educator knows that none of the children’s families are members of the local fishing community so she arranges for her three-year-olds to visit the local fish plant.</td>
</tr>
<tr>
<td>Learning about, and participating in, projects that help others – locally and globally</td>
<td>It’s Christmas and the children bring mittens to donate to charity. Mia (4 years) brings in several pairs. “This one is big,” she says, “so Mommies can have some too.” She proudly hangs them up on the centre’s mitten tree. When the children walk to the depot to put the mittens into the collection basket, they talk with their educators about how it feels to help people, and how it would feel if they didn’t have mittens themselves. <em>Kings County Kids Daycare Centre</em></td>
</tr>
</tbody>
</table>
**Suggested Provisions and Practices**

| Organize time, space, tasks, and materials to ensure opportunities for all children to engage with peers in diverse groupings, e.g. gender, race, class, age, linguistic, physical, and abilities. |
| Consider the images, books, videos, and artwork displayed around your room and the ways in which they represent difference. |
| Include markers and construction paper that reflect multiple choices for skin colour. |
| Invite parents, individuals, and groups that contribute to community life into the centre. |
| Include images, books, videos, and artwork representative of a range of cultural-linguistic groups residing in New Brunswick. |
| Encourage children to bring their personal experiences of social justice to discussions and help them plan for action in local and global projects. |

**For Reflection**

Do adults take care to avoid singling out children? Think about whether differences are considered all the time, rather than in relation to single, special events. How do you integrate rather than isolate multicultural aspects of learning?

How might adults at the centre build relationships with the community? Think about possible volunteers — students, retirees? Are there local artists, not-for-profit staff, business people, community activists, etc., who might want to establish closer ties with an early childhood centre?

How do adults ensure that multicultural events are integral to the curriculum rather than provided as add-ons? Think about whether educators are familiar with different religious customs and observances. Do adults provide alternative views on national, and/or provincial holidays?
### Inclusiveness and Equity

**Children raise questions and act to change inequitable practices that exclude or discriminate.**

*Educators take children’s questions, comments and actions about difference seriously and help children to engage in inclusive and equitable practices.*

<table>
<thead>
<tr>
<th>What’s Involved in Learning</th>
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<tr>
<td>Recognizing and challenging inequitable practices and situations</td>
<td>After story time, Sally (4 years) and Jonathan (4 years) head over to the block corner. The educator, knowing that they have been there every day and that other children would like an opportunity, asks them for their second choice.</td>
</tr>
<tr>
<td>Negotiating equitable solutions to problems that arise from differences, including cultural, racial, spiritual, physical, linguistic, developmental, gender, social, and economic</td>
<td>Bonnie (4 years) enters the block corner and Paul (4 years) says, “You can’t come in here we are playing Ninjas.” Bonnie replies, “Girls can be Ninjas too,” and begins to play.</td>
</tr>
<tr>
<td>Standing up for themselves and others in a fair manner</td>
<td>Chris (2 years) is playing with a toy and Carol (2 years) grabs the toy from him. “No, Carol,” says Chris, and puts his hand up and says, “Stop!”</td>
</tr>
</tbody>
</table>
### Suggested Provisions and Practices

Observe and listen carefully to help children identify and rectify inequalities; challenge and name behaviours that exclude and discriminate; help children to work through their problems and return to the group as contributing members.

Challenge children’s stereotypes. For example, introduce them to children’s books that portray males and females in non-traditional roles.

Encourage children to be assertive in speaking up for themselves and others.

Ensure equitable access to materials and social groupings for all children in the centre.

### For Reflection

How do you learn about children’s assumptions about social and cultural differences and how are these assumptions affirmed, extended, challenged? Think about how children’s assumptions can be uncovered through the use of role playing and children’s literature.

Are daily routines, curricula, and practices in the setting reviewed regularly, and revised and/or adapted to be more inclusive of all children?

How do you ensure that documentation of children’s learning is recorded in multiple ways? Think about whether developmental milestones are used to marginalize and label particular children and if so, how this can be corrected.
**Democratic Practices**

**Children learn to be responsible and responsive members of the community.**
*Educators use everyday experiences to model caring, helping, and respecting, and they name acts of kindness.*

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<td>Showing sympathy and empathy for others</td>
<td>Robert (5 years) and Cassidy (4 years) are playing in the kitchen centre when Cassidy trips over a doll on the floor. Robert goes right over to her and helps her up. “Are you alright?” he asks. “Yep,” Cassidy says, as they continue with their play. <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Giving help, comfort, and encouragement, and valuing others’ contributions</td>
<td>Lane (2 years) is playing in the water washing the trucks. He is having lots of fun until “Ooh, ooh” says Lane. The truck’s wheel fell off. Kionna hears what Lane says and comes right over. “What happen?” she asks. Lane replies, “Broke.” Kionna says, “Me fix!” She puts out her hand and takes the tire to get a closer look. Kionna then asks Lane for the truck. “Me fix it.” <em>Chatham Day Care Center Inc.</em></td>
</tr>
<tr>
<td>Respecting the materials, equipment and spaces shared with others</td>
<td>A group of four-year-olds have made a stable out of a large cardboard box. They are concerned about leaving it in the play space they share with the afternoon class. They decide to leave a note inviting the afternoon children to use it but to follow the rule they made, “Only two at a time in the stable.” <em>UNB Children’s Centre</em></td>
</tr>
</tbody>
</table>
**Suggested Provisions and Practices**

Support children as they initiate and maintain relationships, practise kindness and inclusiveness, reach out to help victims, and show concern for the well-being of others.

Model asking for and giving help, comfort, and encouragement.

Celebrate children’s initiative to support one another.

Invite children’s support for each other through words, touch, and actions.

Maintain an environment that is orderly, with materials in good repair and arranged in such a way that children can help each other find and put them away.
Democracy Practices

Children learn to be responsible and responsive members of the community. Educators use everyday experiences to model caring, helping, and respecting, and they name acts of kindness.

For Reflection

Are children supported as they initiate and maintain relationships with each other and the adults in their everyday worlds? Think about ways to facilitate friendships and collaborations.

Do educators encourage and support children who act with empathy and sympathy? Think about children who reach out to victims, practise kindness, inclusiveness, and show concern for the well-being of others.

Are the contributions of each child valued, and is appreciation shown for many views? Think about how you listen and respond to all children.

How do adults model empathy, sympathy, a sense of fair play, and curiosity about difference? Think about opportunities that exist during dramatic play or outdoor play, or during conversations or storybook reading time.

Teenage Mutant Ninja Turtle by Sam
NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English

Inclusiveness and Equity

Compassion and Caring

• Living Democratically

• Individuality

• Social Responsibility

• Communication

• Imagination, Creativity & Play

• Spirituality

• Zest for Living and Learning

• Inclusiveness and Equity

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**Democratic Practices**

*Children practice democratic decision-making, making choices in matters that affect them.*

*Educators provide a forum for all voices and model listening as well as speaking.*

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<tr>
<td>Beginning to understand their rights and responsibilities, and those of others</td>
<td>John (4 years) is upset as he tells his educator that Meg (4 years) has knocked down his building. His educator asks, “Have you talked to Meg to tell her how you feel?” John shakes his head, “No,” but with the educator’s support, returns to talk to Meg. Meg listens to what John is saying and then says, “I thought you were through playing with the blocks and I wanted a turn.”</td>
</tr>
<tr>
<td>Voicing their preferences and opinions, and developing an awareness of others’ points of view</td>
<td>Patty asks the infants and toddlers, “Do you want to sing a song?” or, “Do you want to sing the frog song?” Ryan and Alaynna say, “Frog”. With action songs, some of them start doing the hand actions of the songs they want to sing. They say “Hello” to ask for the Hello song. <em>Passamaquoddy Children’s Centre Inc.</em></td>
</tr>
<tr>
<td>Questioning, co-constructing, and reworking rules and procedures</td>
<td>Michael (4 years) and Jadon (4 years) are playing in the two-person spot when Isaac (4 years) asks if he can play too. “No, two people, you can’t play here,” Michael answers. Ryanna (4 years) speaks up and asks Angela, the educator, “Can we try three people today so that Isaac can play too?” Angela says, “We can try it and see how it works out.” This is now the rule for the centre on a regular basis. <em>Kings County Kids Daycare Centre</em></td>
</tr>
</tbody>
</table>
SUGGESTED PROVISIONS AND PRACTICES

Provide strategies and a safe environment for all children to express their ideas; support face-to-face conversations and remind children there may be many more than “two sides to every story.”

Reframe situations of conflict as possibilities for learning; for example, invite group discussion or re-enact situations.

Pay attention to gesture, vocalizations, movements, words, and facial expressions. Even the very youngest children have something to say.

Look to children’s drawings and the roles they take on in dramatic play as a way to uncover children’s voices.

Help children practise listening to what others have to say.

Use everyday situations involving sharing, access, and responsibilities to build discussions, elicit ideas, and reach decisions regarding rules and procedures; revisit decisions to see how they are working out.

For Reflection

How do educators listen to children, including those who are non-verbal? Think about facial expressions, movements, and tone of utterances as part of listening.

How are beliefs and practices re-examined in response to differing perspectives? Think about colleagues, local customs, families, and popular culture.

In what ways are families and the local community involved in decisions regarding the programs, procedures, and policies? Think about community cultural practices, local livelihoods and history.

How are children engaged in decision making in matters that concern them, such as the establishment of rules, rituals, routines, and processes? Think about the day-to-day opportunities for children to “have a say” in such things as eating, napping, and sharing.
Democratic Practices

Children practice fairness and social justice.
Educators help children to understand other points of view and to act in support of those who need help.

What’s involved in learning

| Voicing and negotiating their understandings of fairness and unfairness | Lana (3 years) is upstairs for a visit to the preschool room when she notices some toys she hasn’t had the opportunity to use. “Hey,” she says, “How come that’s never downstairs? I want to play with that too!” Katie, her educator, asks her what we should do. “I think we have to take it downstairs too… after I have a turn here.”
Kings County Kids Daycare Centre |
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<tbody>
<tr>
<td>Identifying issues and becoming socially active in their local communities</td>
<td>A group of four-year-olds and their families collect food for the local food bank during the month of January because supplies are often low. UNB Children’s Centre</td>
</tr>
</tbody>
</table>
**Suggested Provisions and Practices**

Listen to and support children as they practise fairness and question unfairness; observe their interactions to ensure fairness.

Encourage children to bring their personal experiences of social injustice to discussions and help them plan for local action.

Use literature to discuss social issues such as homelessness and poverty.

**For Reflection**

Does the setting ensure equitable access to materials and social worlds for children? Think about race, class, gender, age, and family background.

Do educators challenge behaviours that exclude or discriminate?
## Sustainable Futures

**Children develop a sense of wonder and appreciation for the natural world.**

*Educators provide outdoor time and access to the natural world and wild places, and share in the joy at being outside.*

<table>
<thead>
<tr>
<th>What’s involved in learning</th>
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<tbody>
<tr>
<td>Bringing all their senses to exploring nature — plants, animals, people, landscapes, weather and habitat</td>
<td>The children at Passamaquoddy spend a lot of time on the beach in good weather, beach-combing, throwing rocks in the water, telling stories about what could be under the ocean, counting boats and buoys, and generally taking great pleasure in this outdoor environment. <em>Passamaquoddy Children’s Centre Inc.</em></td>
</tr>
<tr>
<td>Taking pleasure in natural beauty</td>
<td>Maddison (3 years) and Vanessa (4 years) are going outside. The yard is full of snow and icy surfaces. Maddison exclaims, “Hey look over there, the stuff is sparkling!” Vanessa responds, “Yeah, it looks shiny but it’s ice. Let’s try to get some.” The girls try to scrape off the ice and capture the sparkles. <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Connecting to and respecting the natural world</td>
<td>While out walking the children count the bird nests in the trees. “I think we should try to reach one and take it back to show Erin,” says Alyssa (4 years). “No! That is somebody’s house!” says Jadon (4 years). “We have to leave it and let them come back cause they went away for the winter.” The children decide to leave it and recreate one back at the centre. <em>Kings County Kids Daycare Centre</em></td>
</tr>
</tbody>
</table>
Affirm and encourage children’s sensory exploration; focus attention on details in nature and talk about sensations as children experience them; share in the pleasure of their discovery.

Talk with children about what they find to be beautiful or not, and help them to share their beautiful finds with others through sketches, maps, and collections.

Ensure children have contact with adults who value and are curious about nature.

Locate natural and wild spaces in the vicinity to explore and discuss.

Model and require respectful behaviour towards the natural environment, explaining to children why this respect is important.

For Reflection

How will you model a sense of wonder for nature and wild places? Think about places in your locality where children can explore the natural world, and your own level of comfort and discomfort with various aspects of the natural world.

Who could you invite from the community to help children develop a sense of wonder and appreciation for the natural world? Think about gardeners, biologists, conservationists, artists, farmers...

Suggested Provisions and Practices

Inclusiveness and Equity          Compassion and Caring
Living Democratically
Individuality                     And Independence
Social Responsibility          Communication
Imagination, Creativity & Play
Spirituality
Zest for Living and Learning
Aesthetics
## Sustainable Futures

**Children learn to recognize and record patterns and relationships in nature.** Educators revisit natural and wild places with children to observe nature over time, providing tools and resources for recording ongoing investigations.

<table>
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<tr>
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<tr>
<td>Noticing regularity, repetition and changes in nature</td>
<td>Robert (5 years) says to his educator, “Hey, Angela, look. I can reach! I’m getting bigger. I was eating my vegetables.” He reaches to the top of the mantel where he couldn’t reach before. He then goes to the walls and windows and says, “I can reach this too. See how far? I got bigger.” Robert seems very proud of himself. Angela takes him to the growth chart to measure how much he has grown since the fall. Other children join them to be measured. <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Learning to systematically observe, name, and record natural phenomena</td>
<td>The children (3 and 4 years) are keenly interested in the growth of an Amaryllis, marking it carefully each day on a stick their educator has set in the pot alongside the plant.</td>
</tr>
<tr>
<td>Raising questions about changes, connections, and causes, and undertaking first-hand investigations</td>
<td>During a circle time discussion about snow, water, and ice, Angela, the educator asks, “How do you think snow is made?” Jason (4 years) quickly says, “The snow comes down ‘cause the clouds are breaking up. The clouds suck up water so the snow gets warm again.” Angela suggests they bring in some snow to melt, to figure out how the clouds suck up the water. <em>Kings County Kids Daycare Centre</em></td>
</tr>
</tbody>
</table>
Encourage children to look for patterns in nature by providing time, tools, and safe places for children to observe and explore.

Encourage children to look, listen, touch, taste and smell as they carefully observe nature.

Assist children in recording their observations with the use of pictures, photographs, tape recorders, sketch pads, charts and maps; encourage children to share these recordings with others and use for later reflection.

Challenge children to investigate answers to the questions they raise; solicit and respect their ideas and theories, and encourage them to further their investigations by offering your own.

For Reflection

How do you support children’s investigations into the natural world? Think about experiences, information books, and videos that cultivate children’s curiosity and tools that enable them to collect and record information.

What role models do your children have for systematic investigation of the natural world? Think about experts in your community — biological, earth, and environmental scientists — and multi-media materials.
**Sustainable Futures**

**Children develop a sense of appreciation for human creativity and innovation.**

*Educators provide opportunities for children to explore the constructed world and prompt discussions about function and beauty.*

<table>
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<th><strong>What’s involved in learning</strong></th>
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<tr>
<td>Bringing all their senses to exploring the constructed world</td>
<td>During a project on doors, Regan (3 years) and Marie (4 years) check out the hinges on a church door on their daily walk. Their educator, Leigh, encourages them to look closely at the way the hinges are fastened to the door. <em>UNB Children’s Centre</em></td>
</tr>
<tr>
<td>Learning to appreciate beauty, creativity and innovation in art, architecture, and technologies</td>
<td>Knowing that a child’s family is building a new house, the educator, Maria, takes the class on a tour around town to photograph new buildings and construction sites. Maria then posts the pictures in the block corner. <em>Unicorn Children’s Centre Inc.</em></td>
</tr>
<tr>
<td>Exploring the mechanical advantage of tools and machinery</td>
<td>Peter (2 years) is fascinated by the three-hole punch. With support from his educator he is learning to lean on the lever hard enough to make holes.</td>
</tr>
<tr>
<td>Designing and evaluating technological solutions</td>
<td>Roberta (3 years) uses a dump truck in the sandbox to make a hill, carefully grading a road and testing it out with a small car.</td>
</tr>
</tbody>
</table>
Focus children’s attention on the details of the constructed world around them; encourage sensory exploration and share in the pleasure of their discoveries.

Expose children to a range of architectural and art forms; talk with them about what they find interesting, beautiful, or ugly about a particular event or artifact; help them record what they see by using photographs, sketches, diagrams, and maps; share their findings and opinions.

Provide access to tools and mechanical devices that children can safely use in their play, such as staplers and hand-operated eggbeaters.

Introduce tools that children can use in supervised activities, such as woodworking.

Visit sites where large machinery is used so that children can observe the impacts.

Provide books and play props that replicate large machines, such as dump trucks for sand play.

Provide a range of natural and manufactured materials for children to use in their constructions and help them choose appropriate materials for a task.

Encourage children to plan and talk about their designs, and to replicate them in more than one medium: for example, draw, then build or photograph a block building.

**For Reflection**

How do you encourage children to think about goodness of fit? Think about helping them to choose the best material for the job from a selection of materials; discuss the advantages of using one tool, material or object, or taking one approach over another.
## Sustainable Futures

**Children learn about natural resource development and manufacturing.**
*Educators cultivate interest in the local development of natural resources*

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<tr>
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<td>Making connections between raw materials and finished products</td>
<td>On a visit to a local farm, Robert (3 years) and Emily (3 years) watch the cows being milked. Emily says, “So that’s where milk comes from!”</td>
</tr>
<tr>
<td>Developing an appreciation for the work of others</td>
<td>While at the orchard, one of the workers takes a group of three-year-old children on the wagon. She explains the process of growing apples and operating the orchard. The children explore and taste different foods, such as sweet potatoes, squash, corn, apples, and pumpkins. <em>Unicorn Children’s Centre Inc.</em></td>
</tr>
<tr>
<td>Learning that different approaches to resource development and production have different impacts</td>
<td>A year after beginning to compost their garbage, Jill, the educator, and the four-year-olds use the compost to plant their seeds in the spring. <em>UNB Children’s Centre</em></td>
</tr>
</tbody>
</table>
Suggested Provisions and Practices

Take children to local sites of manufacturing and processing; comment on “raw materials” being changed or packaged in the “production line.”

Help children to represent their visits to manufacturing and processing sites using maps, drawings, tally charts, graphs, photographs, and print.

Provide and read information and story books that show and tell how things are made.

Invite workers from a range of local industries to show and tell what they do.

Model and require a respectful stance to work/workers.

Provide resources and experiences that enable children to make comparisons between methods of food production and resource development.

For Reflection

How do children have opportunities for first-hand learning about natural resource development? Think about local crafts, fishing, hunting, farming, forestry, mining, tourism, and manufacturing industries.

How can you help children understand different approaches to resource development? Think about how natural resources were developed locally in the past, and how they are developed in other locations.

Think about inviting grandparents, elderly people, historians, archivists, and people who practice sustainable techniques to show and tell the children about them.
## Sustainable Futures

**Children learn environmentally and socially responsible practices.**

*Educators provide opportunities for children to participate in communities that engage in environmentally friendly practices.*

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<tr>
<td>Reducing consumption</td>
<td>When Sid (4 years) is finished washing his hands, he leaves the water on. Vanessa (4 years) says, “That’s not very nice, you should turn off the water.” She turns off the water and says, “We have to save some water and not waste it or we will not have any left for other people.” <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Reusing and recycling</td>
<td>While making snack together, the children empty a couple of boxes. As the educator, Angela, starts to take the boxes to the garbage, Jason (4 years) says, “Hey, we can put those in the art centre.” <em>Kings County Kids Daycare Centre</em></td>
</tr>
<tr>
<td>Participating in the care of plants and domestic animals, and stewardship of local plant, insect, and animal life</td>
<td>Amy (3 years) notices that the bird feeder is empty and asks her educator to help refill it.</td>
</tr>
<tr>
<td>Participating in local restoration and regeneration projects</td>
<td>Angela (3 years) helps dig the centre’s garden ready for the “butterfly and bird plants.” Jan (9 months) watches from her stroller.</td>
</tr>
</tbody>
</table>
Inform, model, and remind each other about energy and water conservation.

Use recycled toys and paper, and discuss consumption issues such as excessively packaged products.

Collect waste materials for collage and construction: paper off-cuts, sawdust, old materials, as well as other beautiful stuff.

Make provisions for children’s involvement in centre-based and community recycling programs.

Model respect for living things and support children in their efforts to care for them.

Collaborate with community experts to restore a local habitat; ensure that children’s interests, ideas, and strengths are considered so that they can make a significant contribution.

Revisit restoration sites often to document changes with drawings, paintings, tally charts, graphs, and photographs.

For Reflection

How do you address children’s questions about environmental degradation, pollution, and endangered species? Think about involving local experts such as scientists and environmentalists, and using picture books and multi-media resources.

How can you include diverse viewpoints about sustainable futures? Think about how your own beliefs are affected by your particular local and cultural beliefs.

How do you involve children in the care of animal and plant life? Think about daily responsibilities, such as watering houseplants, tending gardens, and feeding domestic animals, and community projects, such as habitat restoration for birds and butterflies.
Diversity & Social Responsibility

Inclusiveness and Equity
Compassion and Caring

Living Democratically
Individuality
Social Responsibility

Communication
Imagination, Creativity & Play

Spirituality
Zest for Living and Learning