

# Kindergarten Social Studies PPE

## Unit Lesson Plan #3

Grade: Kindergarten

Strand: People, Places and the Environment (PPE) - Geography

Date:

### Standards:

- PPE.I. Understand the concept of location to derive information about people, places and environments.
- PPE.II. Locate, describe and explain topographical features on the Earth.
- PPE.III. Understand and appreciate traditional values.

### Benchmarks:

- *PPE.I.A. Explain the effect of the environment on human activity and vice versa.*
- *PPE.I.B. Identify changes in geographic characteristics and their impact on the environment.*
- *PPE.I.C. Explore current environmental issues and decisions and analyse their implications for the future.*
- *PPE.II.A. Investigate natural and man-made physical features of places (both local and global)*
- *PPE.II.B. Use geographical skills and tools (including maps, graphs, photos, software, and digital images) to obtain information/gather data and make decisions about the environment.*
- *PPE.III.A. Reflect on knowledge and skills and demonstrate positive VI values and attitudes.*

Lesson 1: Humans and the Environment

## Kindergarten Social Studies

<b>Strand</b>	People, Places and the Environment
<b>Lesson Plan</b>	Experience Your Environment
<b>Lesson Duration</b>	
<b>Reference</b>	PPE.II. Locate, describe and explain topographical features on the Earth. <i>PPE.II.A. Investigate natural and man-made physical features of places (both local and global)</i> <i>PPE.II.B. Use geographical skills and tools (including maps, graphs, photos, software, and digital images) to obtain information/gather data and make decisions about the environment.</i>

### Objectives

To locate and describe environmental features of the student's surroundings.  
To create and understand basic mapping features.

### Summary of Tasks

(1) Lead students on a walkabout of the school grounds and locate features within the area that exhibit environmental responsibility. This may include rainwater collection, school garden, flowers, recycle bin, compost bin, trees.

(2) Communicate that these indicate responsibility to the environment and why. Ask the questions: How do you use this feature? How does it help keep our school clean? Does this feature; reduce waste, save water, make our area more beautiful? Do you have any of these features at home?

(3) In class, conduct a Guided Drawing activity to create a map of the school. Distribute a piece of paper and a pencil/crayon to each student. Use the blackboard to guide a drawing of the school grounds. I.e "in the top left corner, draw a circle. In the center draw a square" to complete a basic layout of the school grounds.

(4) Through discussion, guide students in identifying the location of the environmental features. Use a Key/Legend to guide this, i.e. "The compost bin is a green square. The garden is a brown circle".

(5) Students will exchange their map for another students. They should be able to navigate the school grounds using the map to identify the features. They can circle any features they find and cross through any features they are not able to locate.

**Materials**

Paper  
Pencils/crayons