**Belonging and Contributing**

**1.** communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

|  |  |  |
| --- | --- | --- |
| **3.** identify and use social skills in play and other contexts  |  |  |
| **4.** demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts  |

**25.** demonstrate a sense of identity and a positive self-image

**28.** demonstrate an awareness of their surroundings

**29.** demonstrate an understanding of the natural world and the need to care for and respect the environment

**Self regulation and well being**

**1.** communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

**2.** demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours

**3.** identify and use social skills in play and other contexts

**4.** demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts

**6.** demonstrate an awareness of their own health and well-being

**7.** participate actively and regularly in a variety of activities that require the application of movement concepts

**8.** develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts

**Demonstrating Literacy and Math Behaviors**

**1.** communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

**11.** demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educators

**14.** demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings

**Problem Solving and Innovating**

**1.** communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

**13.** use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)

**14.** demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings

**23.** use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts

**24.** use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)