

I live and work at Brentwood College School, on the unceded traditional territory of the Coast Salish People. I'm grateful to the Malahat Nation and Cowichan Tribes for their stewardship of this beautiful land and coast.

As a mother, houseparent and teacher, I know how important connections are. I consider myself lucky to be so immersed in education.

I want to share this unit with teachers who can use it to build connections between classes and schools. I hope you find value in this unit and our time together.

KidLit: Kindergarten-Grade 10 buddies since 2011

Karen Hedquist (Brentwood College School)

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in partnership with

Karen Wardle (Bench Elementary)

Laurie Chomyn (Bonner Elementary)

Shawna Thomas (Bonner & Mill Bay Elementary)

[The Wiggly Tooth](#) (Shawna's website)

Laureen O'Neill (Mill Bay Elementary)

Questions for you

Introductions

Why did you sign up for this workshop: what would you like to get out of it?

Experiences with Inter-grade connections? inter-school connections?

What I thought I'd do today

Song and Dance

Considerations

My Why

My How

Lots of discussion throughout

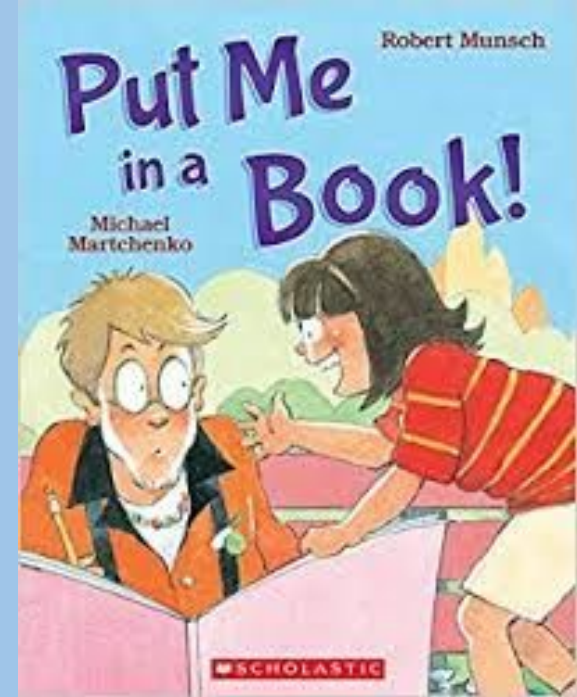
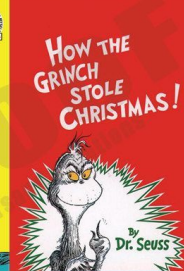
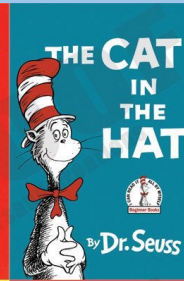
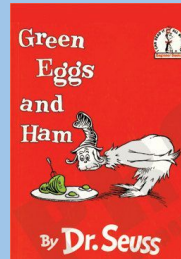
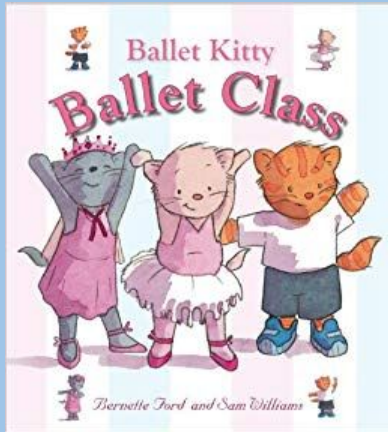
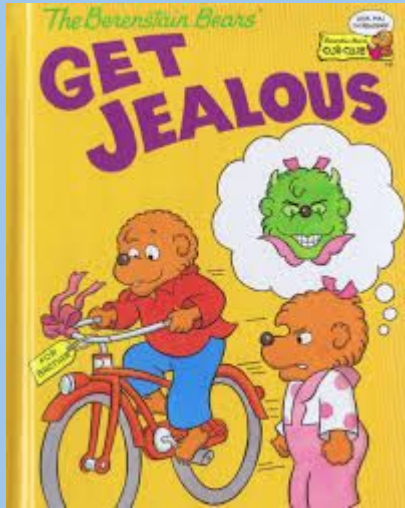


My song and dance for English 10 students

Before spring break, students
select their 5-week (11-14 classes)
genre unit.

Other options last year: Sports
Commentating; Screenwriting;
Graphic novel writing.

*Play, read, learn, write,
colour, craft, climb, run, laugh*



Children's Literature: aka **KidLit**

or, going back to kindergarten, being a big buddy,
and writing a book.



Befriend a
kindie buddy!

Visit Mill Bay
Elementary to
read & play.

Host kindies at
Brentwood.



At Mill Bay Elementary, we read,
play, make crafts and play
outside.

For our last visit, the kindies
come to Brentwood to play, have
a scavenger hunt, eat snacks
and receive books from their
heroes: their Big Buddies.

**What do you do during the
other days?**

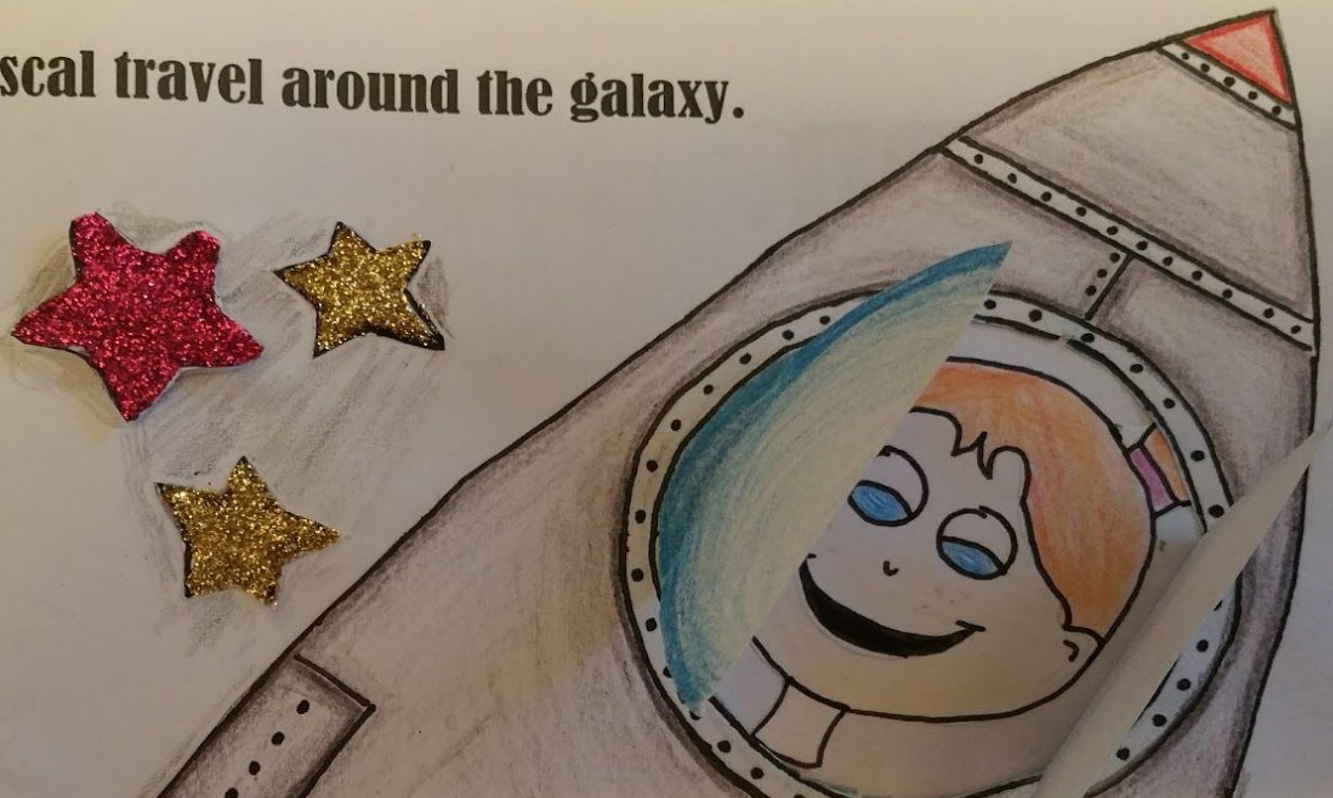
Learn about
kids and
impacts of
the pandemic
on child
development.

Read children's books! Learn what makes a good story! Write, illustrate and publish an original children's book for your kindie buddy!

**Experts in the
field of
children's
literature
critique your
ideas and
offer
suggestions.**

Remember how fun it is to **play**. Realize how **creative** you really are. *Every KidLit student has made a book that is loved. After 15 years of this genre unit, former kindie buddies still ask about their big buddies & still have their books.*

Acadia and Pascal travel around the galaxy.





Devry drew a big hot air balloon to take her and her family home.

And they arrived home safely, all thanks to Devry!



KidLit:

laugh,

play,

colour,

write,

create,

imagine,

love,

inspire.

**Warning: tears may be shed on our last day together,
and you *will* demand a return visit to kindergarten for
another playdate.**



:) Considerations

Scheduling All English 10 classes happen in the same two blocks, so the unit is student choice.

Class size My class is dictated by kindergarten class size.

Time 6 kindie visits is minimal (vs Collingwood all year).

Ages Grade 10s are mature enough to be focused and responsible big buddies; they know it's all about the kindie.

:) Considerations:

Partnership: The kindergarten teachers have been reliable, organized and positive partners.

Budget: My school supports the cost of the unit (paper, envelopes, card stock, big stapler, laminating sheets, colouring supplies, glue sticks, bus x 10 round trips).

Popularity of KidLit = the course has become a priority.

:(**Considerations:**

Conflicts We are a very busy school. The unit is interrupted by sports, G10 out-trips, Wellness Day, AP exams.

- It could happen in the winter term, but then we lose the magic of outside play, and the kindies are more prepared for the unit in the spring.

Why I do this unit every year

Magic of buddy relationships: almost always clicks; long-lasting impact on both ends.

Seeing the Grade 10s stepping up with empathy and astonishing capacity for patience.

Introducing/reminding my students of positive feedback loop of service.

Introducing/reminding my students of diversity in our community: language; socio-economics; family structure; race; physical, emotional, developmental abilities.

Unexpected: Syrian family and 1.5 years lunchtime volunteering outcome for two Libyan students.

Unexpected: students who were buddies in kindie now buddies in G10.

Brentwood

Buddies



