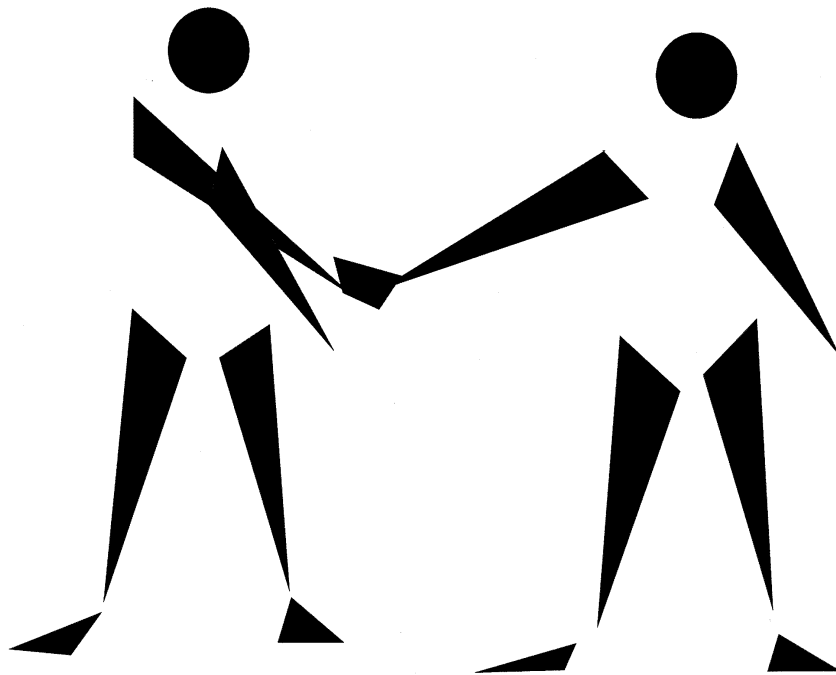

Grade 8

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), and ways (e.g., set/review personal and group norms, standards...) to promote acceptance of self and others.

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Citizenship (Core Concept)

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

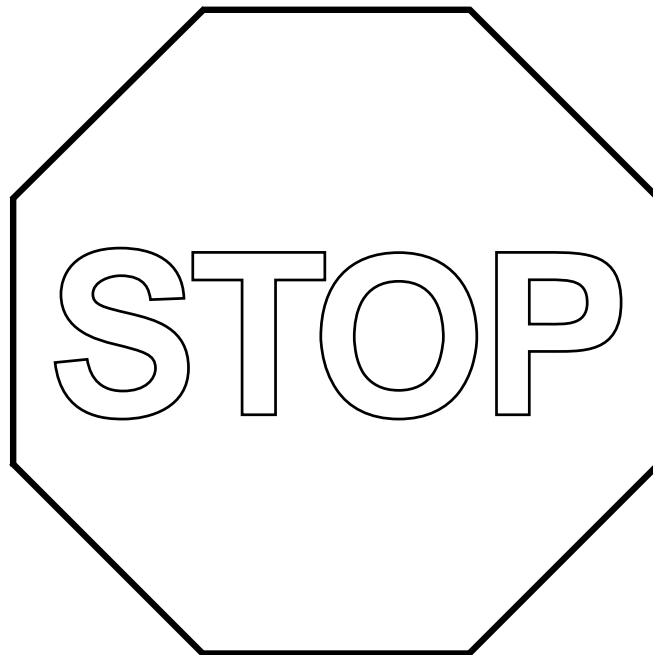
◆ **Media Search**

Ask students to

- define the term “stereotype” and discuss the effects of stereotyping
- look for examples of stereotyping in newspapers, in magazines, on the Internet, or in another media source
- present at least three examples to the class or a small group and discuss how each could be changed or modified to promote acceptance of self and others

◆ **Stop Stereotyping**

Have groups of students generate a list of ways to promote acceptance of self and others, writing their ideas in an outline of a stop sign. Have students make a plan for implementing the ideas over the next few months.





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity. Avoid using personal examples by focusing on examples from stories, movies, and so on.

Stereotype—a generalization about the way a group of people looks, acts, or behaves.

Examples of Stereotypes:

- All nurses are female.
- Only women cook and clean.
- Men are sole providers for their families.
- Only men can be mechanics.
- Teenagers are bad drivers.
- Blonds are less intelligent.
- Male figure skaters are gay.
- You must be slim to be beautiful.
- Wearing a brand name article of clothing makes you cool.
- Motorcyclists belong to a gang.

Aboriginal Links:

For information related to Aboriginal programming, see *Native Studies: Middle Years (Grades 5–8)* (Manitoba Education and Training).

For additional Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>

◆ **Performance Task: Media Search**

Teacher Assessment: Checklist

- Observe whether the student is able to
- examine the effects of stereotyping
 - discuss ways to promote acceptance of self and others

	Yes	No
• examine the effects of stereotyping	<input type="checkbox"/>	<input type="checkbox"/>
• discuss ways to promote acceptance of self and others	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Journal/Learning Log: Stop Stereotyping**

Teacher Assessment: Anecdotal Notes

Have students write a journal entry about an incident they have observed that involves stereotyping. Have them describe the situation, the effects, and possible ways to prevent or stop others from stereotyping.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.8.A.2a Develop self-monitoring strategies (e.g., keep a journal, participate with a friend...) and criteria (e.g., believable, achievable, controllable, within timelines...) in setting individual and/or group goals.</p>	<p>◆ Match the Criteria</p> <p>Have students brainstorm for criteria to use when setting a group goal. Introduce the GOALS acrostic and discuss the criteria for setting and monitoring individual or group goals.</p> <p>Example of GOALS:</p> <ul style="list-style-type: none"> • Goal—What is your goal? • Organized plan—How are you going to reach your goal? • Assessment of goal—Is your goal achievable? • Length—How will you identify problems and revise your goal/plan/timeline? • Support/monitor progress—Who or what will assist you to work towards attaining your goal? <p>Ask students to list examples of group goals and individual goals. Have each student write one individual goal using the suggested criteria, share the goal with a partner, and check each other’s goal for the criteria.</p> <p>◆ Match Makers</p> <p>Have each student</p> <ul style="list-style-type: none"> • write one personal goal to be accomplished in the next month • pick a “goal-keeper” who will act as a support and keep track of or monitor the partner’s progress <p>In pairs, have students list other self-monitoring strategies they could use (e.g., daily or weekly incentives, journal writing, calendar checks, agenda books, telephone checks, email reminders) to ensure that they achieve their goal. At the end of the month, have students share their experiences.</p> <p>◆ Personal Fitness Record</p> <p>Each term, have students do the following:</p> <ol style="list-style-type: none"> 1. Choose one or more of the health-related fitness components they want to improve. 2. Set a goal for the health-related fitness components they want to improve. 3. Using the FITT principle, develop an action plan to assist in reaching the goal. 4. Keep a daily log, recording all activities they performed while working towards the goal. <p>Variation: Have students, in the last term of the school year, assess all the health-related fitness components.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Suggested Criteria for GOALS Assessment:

- G** Clearly stated the goal.
- O** Outlined steps to achieve the goal.
- A** Assess progress and achievement of the goal.
- L** Located problems and revised the goal/plan/timeline as needed.
- S** Sought support and monitored progress.

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating the student's goal and action plan.



Refer to BLM 5–11: Goal Setting and BLM 7–6: Personal Fitness Record.


◆ Paper and Pencil Task: All Activities

Self-Assessment: Checklist

Have students change the following statements to include the information identified in the suggested criteria for GOALS assessment (see teacher notes):

1. I will eat properly for one week.
2. I am going to exercise more.
3. For this month I will be more understanding of others.
4. I will never be rude to anyone again.
5. I am going to read more books.
6. Our group will finish the project.
7. Our group will work together.

Have students include a list of self-monitoring strategies and criteria for achieving a goal. Have them develop a personal scoring rubric to help them self-assess and monitor their progress.

Suggested Criteria:

Look for the following:

- My goal is clear, measurable, and achievable.
- I have an organized plan.
- I have set a realistic timeline.
- I identify the barriers or problems and find ways to overcome them.
- I make adjustments as I go along.

◆ Journal/Learning Log: Personal Fitness Record

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness component(s), have students reflect, in their journals, about any obstacles they faced in trying to follow their action plans.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.A.2b Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) **affect one’s planning and setting of goals.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 2—Fitness Management (S.2.5.A.3a, K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b)

GLO 4—Personal and Social Management (K.4.5.A.2b, K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1)

GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)

SUGGESTIONS FOR INSTRUCTION

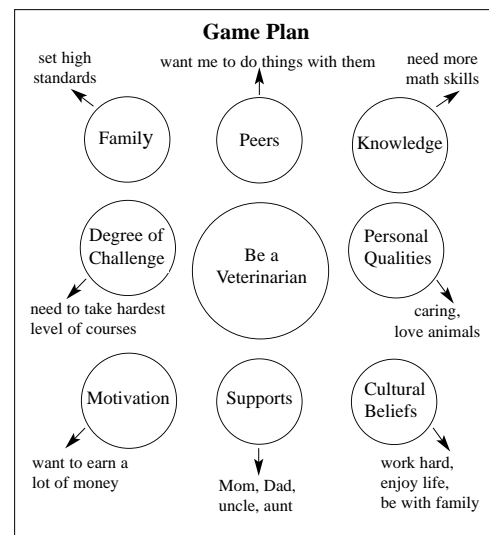
◆ **Priority Pyramid**

Discuss some of the positive and negative factors that affect personal planning and setting of goals. Ask each student to write as many factors as they know that could affect their planning and setting of goals. Have students list their factors in a pyramid, putting the factors of higher priority at the top and those of lower priority near the bottom.

◆ **Game Plan**

Have students

- put one of their personal goals in the centre of a circle
- list all the factors that affect their planning and setting of goals in smaller circles surrounding the goal
- explain how each factor affects them, using an arrow



◆ **A Survey on the Run**

Have students form groups of three or four and prepare for a relay activity.

- The first person in each group runs from one end of the gym to the other and writes on a sheet of paper a factor that may affect planning and setting of goals (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports) and then returns to the group.
- The second person does the same, and so on.
- After every relay group has completed the task two times, the first person retrieves the group’s idea sheet.

As a class, go through the group lists and record on a master list how many times certain factors were given. Graph these results.


TEACHER NOTES
Example of a Personal Goal:

To improve my cardiovascular fitness so I can run eight kilometres with ease.

Negative factors may include

- family commitments (have to babysit)
- girlfriend/boyfriend (wants more time)
- boredom/lack of interest (hard to get motivated)
- time (have to study)
- money (can not afford new runners)
- health (have asthma)

Positive factors may include

- achievement of small steps towards the large goal
- improved relationships
- improved health
- reduced stress
- greater self-esteem
- increased energy
- improved muscle tone
- weight management

Discuss that it is “okay” to disagree about the factors since situations and circumstances (e.g., different cultural beliefs, interests) vary from person to person. Factors that affect one person may not be the same for another.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>


SUGGESTIONS FOR ASSESSMENT
♦ Paper and Pencil Task: All Activities

Self-Assessment: Checklist

Have students list the factors that affect their planning and setting of goals and have them explain how these factors affect the process.

Suggested Criteria:

I have

- listed the factors that affect my planning and setting of goals
- explained how these factors affect my planning and setting of goals

♦ Journal/Learning Log: All Activities

Teacher Assessment: Checklist

Ask students to complete the following statements in their journals:

1. One factor that greatly affects my planning and setting of goals is...
2. A factor that I had not considered before this activity is...
3. I learned...

Suggested Criterion:

Students are able to explain and analyze the factors that affect their planning and setting of goals.

- Yes
- No

♦ Journal/Reflection: A Survey on the Run

Self-Assessment: Anecdotal Notes

Have students reflect, in their journals, on their participation in this relay activity and list the top three factors that affect them in planning and setting goals.

TEACHER NOTES (continued)

- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org>>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.8.A.3 Describe the social factors (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) that affect the decision-making/problem-solving process in group situations.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.B.1a, K.4.8.B.1b, K.4.8.B.2a, K.4.8.B.2b)</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Group Consensus</p> <p>Have students work in two groups of equal size to solve a problem or make a decision (e.g., what game to play, how to do a science experiment, what novel to read as a class). Once the decision has been made or the problem solved, bring the class together and discuss social factors that affected their decision-making/problem-solving process (e.g., self-esteem, interests, opinions, abilities, interpersonal skills, peer pressure, media).</p> <p>◆ Decision Making</p> <p>Have groups of students plan a field trip to a recreation facility. Ask them to decide which facility to visit and have them list the social factors that influenced their decision.</p> <p>◆ Building Relationships</p> <p>Have students describe the social factors that could affect the decision-making/problem-solving process when developing relationships with friends, parents, teachers, and so on, in different case scenarios.</p> <p>Examples of Scenarios:</p> <ul style="list-style-type: none"> • Janet wants Susan to go outside to smoke. Susan doesn't smoke and decides not to go with her. Janet is offended and stomps off. • Bob and Ken are friends and play on the same basketball team, but Ken spends more time than Bob sitting on the bench during games. Bob does not choose Ken as a partner during practices and this bothers Ken. • Many members of the class are excluding Sonya from group activities out of school. You are her neighbour and good friend, but if you include her in activities, the others will exclude you as well. <p>Variation: Have students brainstorm problems where two or more people are experiencing difficulty getting along. For each example, discuss the social factors that influence the outcome or decision made in that particular scenario.</p>


TEACHER NOTES

Students will make decisions that help them feel better and help them gain acceptance with people who are important to them, such as friends, family members, and community members.

When a student makes a decision that is different from what others want, there will be some conflict, and making a decision will be more difficult.

Some influences are positive and others are negative. Students will ultimately have to make a decision. Considering their own opinion and how it affects their decision is as important as how their decision will affect others.

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.



Refer to BLM 8–5:
DECIDE Model.


SUGGESTIONS FOR ASSESSMENT
◆ Journal/Learning Log: Group Consensus

Teacher Assessment: Anecdotal Notes

Have students answer the following questions in their journals:

1. What decisions are difficult for you to make?
2. What or who has a great influence on the decisions you make?
3. What do you do and how do you feel when someone you care about is not happy with your decisions?

Suggested Criterion:

The student is able to describe at least five social factors that affect decision making.

- Yes
 No

TEACHER NOTES (continued)
Aboriginal Link:

For information related to Aboriginal programming, see *Native Studies: Middle Years (Grades 5–8)* (Manitoba Education and Training).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p>☐ K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) in different contexts (e.g., sports, physical activity participation, classroom settings...).</p>		
<table border="1"> <tr> <td data-bbox="99 709 570 1060"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.A.3)</p> <p>SS: Identity, Culture, and Community</p> </td> </tr> </table>	<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.A.3)</p> <p>SS: Identity, Culture, and Community</p>	<p>◆ Your Welcome Mat</p> <p>Discuss ways to show social responsibility and respect for diversity in different contexts. Have students make a welcome mat out of poster paper, listing all the behaviours that show social responsibility and respect for diversity. Have them write a slogan or motto in the middle of their welcome mat (e.g., equality for all, respect for everyone). Display the mats at the entrance to the gym or classroom.</p> <p>◆ R and R</p> <p>Have students look for examples of “Responsible and Respectful” behaviours over several months. When an R and R behaviour is observed, the class can earn a point. When a certain number of points are earned, the class can celebrate with a “Rest and Relaxation” activity (e.g., walk in nature, play a favourite game).</p> <p>◆ Who’s My Partner?</p> <p>Have students choose partners or form groups by using a variety of selection methods that promote inclusion.</p> <p>Examples:</p> <ul style="list-style-type: none"> • hair colour • eye colour • shoe size • hand size • height • names • birth date • age • shirt colour <p>◆ “Soc-it-to-me!”</p> <p>Explain the rules of play for outdoor soccer. Divide students into five teams. Set up two playing fields with two teams playing on each field. The fifth team is responsible for officiating, line-calling, timekeeping, coaching, observing, and keeping score. Switch teams so that everyone has the opportunity to play every other team and has a turn at officiating. After each game, the officiating team records the behaviours that demonstrated or did not demonstrate responsibility and/or respect for diversity. This information is given to the teacher for future discussion and follow-up.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.A.3)</p> <p>SS: Identity, Culture, and Community</p>		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage students to discuss issues such as respect for officials, teamwork, cooperation, and equal participation related to sports and physical activities.

Ensure that students converse positively while they find their partners.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



◆ **Questioning/Interview: All Activities**

Teacher Assessment: Rating Scale

Observe whether the student is able to describe behaviours that show social responsibility and respect for diversity in a variety of different contexts.

Rating Scale				
Context	4 Always	3 Frequently	2 Sometimes	1 Rarely
• Sports				
• Participation in physical activity				
• Classroom setting				
• Group or partner work				
• Community setting				
• Other				

◆ **Questioning/Interview: Who’s My Partner?**

Teacher Assessment: Inventory

Before, during, and after the selection of partners or groups, have a brief class discussion of the process. What are the advantages of using these criteria to form groups?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Citizenship (Core Concept) Identity, Culture, and Community Power, Authority, and Decision Making	<p>◆ Culture Day</p> <p>Organize a culture day in the classroom or gym during which groups of students share a physical activity or a social event that promotes inclusion and cultural diversity in communities (e.g., folk dance, craft, game, traditional ceremony). Ask each group to teach the class an activity or tell about a social event from a particular culture or time period. Ensure that each activity includes everyone.</p> <p>◆ Think-Pair-Share</p> <p>After a physical education class or special event (e.g., intramural activity, assembly, class field trip), have students individually record how they personally participated and how they contributed to including and/or accepting others to promote inclusion and cultural diversity (Think). They then meet with a partner to share their thoughts (Pair). Finally, they present their reactions to the whole class (Share). (See 5–8 ELA, Strategies–15.)</p> <p>◆ Leader for a Day</p> <p>Have each student plan a “mock community event” promoting inclusion and cultural diversity. For example, a student may plan a flag day for which everyone in the community would design a flag to represent his or her culture. The class could act as community members and the student coordinating the event could play the role of a mayor, a First Nations chief, or a member of parliament for the area.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For more information related to cultural community events in Manitoba, refer to the Culture, Heritage and Tourism website at <<http://www.gov.mb.ca>>.

Aboriginal Links:

For a list of resources, refer to *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis* (Manitoba Education and Training).

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

◆ **Journal/Learning Log: Culture Day**

Teacher Assessment: Anecdotal Notes

Ask students to reflect on and discuss, in their journals, ways in which they could personally promote inclusion and cultural diversity in their community.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.B.2a Describe examples of assertive behaviours (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Opt Out**

Discuss examples of behaviours for resisting negative peer pressure (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out). Have half the students act as the persuaders and the other half as the resisters. The role of the persuader is to get a resister to do something negative (e.g., steal, be mean to someone, exclude someone, smoke, lie). After students have acted one role, they switch roles. As a class, discuss what each group experienced as resisters and as persuaders. Use the Looks Like, Feels Like, Sounds Like strategy or make a T-Chart to record the various responses.

Resisters	Persuaders

Variation: Form three groups and have one group act as the observers to take notes during the activity.

◆ **Personal Prediction Frame**

Have students respond to a text they have heard, read, or viewed related to teenagers resisting peer pressure. Model how to use a Prediction Frame such as the one below to reflect and develop predictions, opinions, conclusions, and new understanding.

Personal Prediction Frame				
Name _____		Date _____		
Text Heard, Read, or Viewed	Record Ideas, Observations, Experiences, Reflections	Develop Predictions	Express Opinions	Reach Conclusions or New Understanding
I heard, I read, I saw,	I observe... I thought...	I predict... I bet...	I believe... In my opinion...	I now know... I now think...

Personal Prediction Frame: Adapted from 5–8 ELA, Grade 8–10.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Discuss ways of using confident body language:

- Stand tall.
- Look ahead.
- Use a calm and clear voice.
- Keep eye contact (when culturally appropriate).
- Other

◆ **Questioning/Interview: Opt Out**

Peer Assessment: Checklist

Have students describe examples of assertive behaviours for resisting negative peer pressure. Check off the responses that students mention:

- Say “no.”
- Use confident body language.
- Use “I messages.”
- Include others who are left out.
- State your opinion.
- Do something different from the group.
- Walk away.
- Make up an excuse to leave the situation.
- Other



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.B.2b Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

◆ **Building the Foundation**

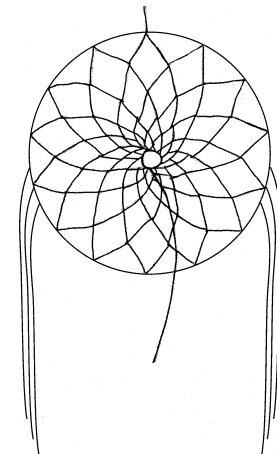
Have students identify roles and responsibilities that develop positive relationships, writing the various words and phrases on rectangular pieces of paper. Join all the rectangles (representing bricks) to symbolize the foundation of a building. Explain that the roles and responsibilities on the bricks form the solid basis or foundation on which a positive relationship is built.

Example:

Sports Team Members					
fair	honest	responsible	respectful	hard-working	loyal
considerate	committed	supportive	helpful	cooperative	

◆ **Friendship Catcher**

Have each student make a dream catcher on paper or by weaving string around a circular form. Students identify three different symbols that represent the most important roles and responsibilities in developing positive relationships and place a picture of each symbol in the dream catcher. For example, if a student believes that a friend should be able to communicate well, he or she might want to put a picture of a telephone in the catcher.



Variation: Invite someone to come to the class to teach students how to make an actual dream catcher. Ask an elder to speak about the cultural significance of the dream catcher. Encourage active listening by having students complete the LAPS Frame (see *Success for All Learners* 6.54).

◆ **Group/Peer Reflection**

Take time to debrief and reflect on successes after students have participated in a group activity or game. Discuss what went well and identify the factors that contributed to group harmony. Consider providing the class with group/peer reflection forms focusing on social interdependence to help students reflect. (See 5–8 *ELA*, BLMs 34, 36, and 37, for suggested forms that offer guides for reflection.)

**TEACHER NOTES**

Point out that laying the foundation for a healthy relationship should be done one brick at a time. It is difficult for most people to rush into a friendship because it is something new and unknown. Building a solid foundation for a relationship takes time, effort, practice, and patience. When the right foundation is constructed, it will last.

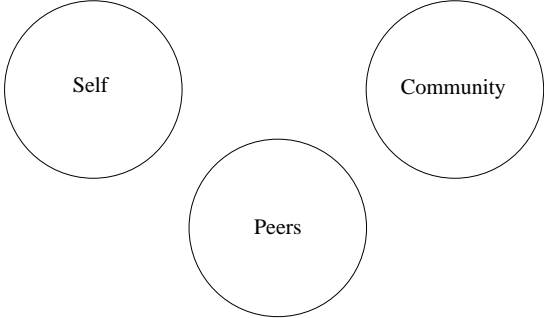
**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: All Activities**

Teacher Assessment: Inventory

Have students identify roles and responsibilities for developing positive relationships.

Look for characteristics such as

- loyalty
- honesty
- commitment
- supportiveness
- respect
- consideration
- caring
- optimism
- cooperation
- dependability
- fairness
- ability to forgive
- ability to listen
- understanding
- thoughtfulness
- patience
- politeness
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.8.C.1a Identify how self (e.g., accepting one’s feelings...), peers (e.g., listening supportively...), and the community (e.g., providing resources for support when needed...) contribute to the enhancement of personal health and well-being.</p>	<p>◆ Community Search</p> <p>Have students draw and label a map of their community and list people, places, and things that contribute to the enhancement of personal health and well-being (e.g., school, local gym, drop-in centres, wellness centres, nursing stations, social agencies, social workers, daycare centres, friendship centres, counsellors).</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Circles of Support</p> <p>Put three circles on a board and label them Self, Peers, and Community. Have students list factors that contribute to the enhancement of personal health and well-being in each category.</p> <div style="text-align: center; margin: 20px 0;">  </div>
	<p>◆ Brochure</p> <p>Have students design a brochure using a desktop publishing program (if available) or by hand. Ask students to divide the brochure into three equal sections, titled Self, Peers, and Community, and have them identify how each contributes to the enhancement of personal health and well-being.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Examples of Support Factors:

- **Self**—believing in yourself, setting achievable goals, giving to others, being the best that you can be.
- **Peers**—accepting others, encouraging others.
- **Community**—joining clubs and activities.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



◆ **Performance Task: Community Search**

Group Assessment: Scoring Rubric

Have students take their community map home and, with the participation of their parent(s)/guardian(s), apply the appropriate scoring rubric to assess the map.

Scoring Rubric	
Score	The student
3	<ul style="list-style-type: none"> • identified many of the people, places, or things in the community that contribute to the enhancement of personal health and well-being • presented information in an organized and logical format
2	<ul style="list-style-type: none"> • identified some people, places, or things in the community that contribute to the enhancement of personal health and well-being • presented information in a format that reflects some organization
1	<ul style="list-style-type: none"> • identified few people, places, or things in the community that contribute to the enhancement of personal health and well-being • presented information in an unorganized format

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.8.C.1b Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance...) for understanding and supporting self and others.</p> <div data-bbox="110 533 550 779" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community.</p></div>	<ul style="list-style-type: none"><li data-bbox="607 323 1417 548">◆ Compassion Checklist Discuss the feelings and emotions associated with grieving. Ask students to list 10 things they could do to help support themselves and others who experience a loss/death (e.g., take homework to a friend, take a friend for a walk or out for lunch). Have students put the list into a personal file or a journal. <li data-bbox="607 590 1417 709">◆ A Story of Grieving Identify the stages of grieving experienced by a character in a novel, short story, or children’s book. <li data-bbox="607 751 1417 934">◆ Providing Support When anyone in the class experiences a loss, it is helpful for the class to brainstorm what students can do together to support the grieving person. Be aware of behaviour indicators and cultural appropriateness related to loss or grief.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Grieving—a period of sadness following a loss.

When a person is grieving, every feeling is normal. Everyone experiences grief differently. There is no wrong or right way to grieve.

Be sensitive to students who may currently be experiencing a loss. If the loss is recent, the students may wish to be excused from the class.

Provide students with time to reflect about their own personal losses. Some students will be reminded of a loss they have experienced.

Stages of Grieving:

The following stages of grieving (identified by Elisabeth Kübler-Ross) are not linear. People work through them at different rates and to various degrees. Some stages may occur more than once and in different orders:

- **Denial**—refusal to believe what has happened.
- **Anger**—easily agitated, blaming others for the loss.
- **Bargaining**—attempt to make a deal in exchange for having things the way they were before.
- **Sadness**—feeling unhappy and gloomy. May not feel motivated to do anything.
- **Depression**—feeling there is no purpose to life anymore. May be accompanied by periods of guilt and overwhelming sadness.
- **Acceptance**—realizing that life has to go on and you can accept your loss.



◆ **Observation: All Activities**

Teacher Assessment: Checklist

Determine whether the student is able to identify the stages of grieving.

- Yes
 No

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...).
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. MA: Statistics and Probability

SUGGESTIONS FOR INSTRUCTION

◆ **Ups and Downs**

Make two large arrows on poster paper, one arrow going up (representing positive consequences of stress) and one going down (representing negative consequences). Ask students to write examples of positive and negative consequences of stress on self-adhesive notes and put their notes on the appropriate arrow (up or down). Review and discuss how stress can help and how it can hurt (e.g., stress can help us perform in a race, or it can make us too nervous and prone to injury).

Variation: Have students use a Venn diagram to indicate whether the stress may have a positive effect, a negative effect, or both positive and negative consequences.

◆ **Chart Your Week of Stress**

Have students keep track of their stress levels at three different times throughout each day for a period of one week. Have them use a scale from 1 to 10 (with 10 being the highest level of stress possible and 1 being the lowest), and chart the results using a graph. Ask students to discuss why they think they were at each level.

Variation: Ask students to reflect in their journals about what causes them to feel the most stress. Discuss coping methods.

◆ **Standing Conversations**

After giving students an opportunity to think about personal reactions to a stressful topic, ask them to stand and converse briefly about personal ideas and opinions. Students talk with partners for two or three minutes, comparing their reactions. As they share their thoughts and ideas, remind students to attend to verbal, as well as non-verbal, language to enhance communication. (See 5–8 ELA, Grade 8–368.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Consequences of Stress:

Positive consequences of stress include

- enhanced performance
- motivation
- increased energy
- constructive coping skills
- sense of personal achievement
- increase in socialization (seeking support)

Negative consequences of stress include

- freezing upon performance
- inability to concentrate
- tension
- anxiety
- illness (due to long-term stress)
- anger
- depression
- avoidance
- lack of motivation



◆ **Questioning/Interview: Ups and Downs**

Peer Assessment: Checklist

Have students explain at least five examples of both positive and negative stress.

Suggested Criteria:

The student is able to

- | | Yes | No |
|---------------------------------------------------------|--------------------------|--------------------------|
| • list and explain five positive consequences of stress | <input type="checkbox"/> | <input type="checkbox"/> |
| • list and explain five negative consequences of stress | <input type="checkbox"/> | <input type="checkbox"/> |

◆ **Journal/Learning Log: All Activities**

Teacher Assessment: Anecdotal Notes

Have students write in their journals about a time that stress helped them perform or accomplish something.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SC:

Cluster 1—Cells and Systems

SUGGESTIONS FOR INSTRUCTION

◆ **All Systems Alert**

Divide students into groups and assign each group a body system to research. Have them present and write a report on the effects of short-term or long-term stress and/or relaxation on a particular body system (e.g., digestive, cardiovascular, endocrine, respiratory, muscular). Encourage students to bring to class models, visuals, activities, and experiments to share with their peers.

◆ **Stress and Heart Rate**

Have students brainstorm all the stressful things they can think of in 10 minutes. Remind them to think of examples related to emotional, social, physical, and/or environmental stressors. Share results. Ask students to predict how stress would affect the heart rate.

Examples of Stress:

The following chart lists some typical stressors for some people. (Note that every person has his or her own list of potential stressors.)

Common Stress			
Environmental	Social	Mental	Physical
Overcrowding	Moving to a new home or school	Death of a family member	Sports
Noise	Dating	Divorce of parents	Exercise
Air pollution	Peer pressure	New family makeup	Illness or injury
Hot/cold weather	Being alone	Poor grades	Having surgery



TEACHER NOTES

Stress—the body’s response to the demands of life stressors, which can be mental, emotional, social, physical, or environmental (Swaim and Edwards 40).

Remind students that everyone experiences stress to different degrees. Not all stress is negative. The way a person responds to stress is what will determine whether or not it has a healthy or unhealthy effect on the body.



SUGGESTIONS FOR ASSESSMENT


◆ **Performance Task: All Systems Alert**

Group Assessment: Rating Scale

Give each group the opportunity to assess one of the presentations.

All Systems Alert: Assessment of Group Presentation				
Names of group members _____				

Body system presented _____				
In the chart below, fill in the appropriate number from 1 to 4 using the rating scale provided.				
Rating Scale				
Group Presentation	4 Exceptional	3 Thorough	2 Satisfactory	1 Inadequate
• Definition of terms				
• Description of causes				
• Explanation of effects of stress on the given body system				
• Supporting visuals				
• Quality of research				
• Interest				
• Creativity				
• Other				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>	<p>◆ Question Period</p> <p>Ask a counsellor or a community resource person to talk to the class about strategies for dealing with stress and anxiety. Before the guest presentation, have each student fill out an Admit Slip with a question for the speaker (see <i>Success for All Learners</i> 6.60). During the presentation, have students write down a list of healthy strategies and unhealthy strategies for dealing with stress and anxiety.</p> <p>◆ Wellness Day</p> <p>Have each pair of students develop a wellness activity to share with the class.</p> <p>Examples of Wellness Strategies:</p> <ul style="list-style-type: none"> • Play soothing music. • Take a nature walk. • Exercise to reduce stress (e.g., stretching). • Practise relaxation breathing. • Make something out of clay. <p>◆ Stress Ball</p> <p>Bring to class sand, balloons, and a funnel. Have students make a stress ball by funnelling sand into the balloon. Be sure that the balloon is not too full (to prevent it from leaking). Tie the end of the balloon and have students decorate the outside of the balloon.</p> <p>Variation: Have students grip a tennis ball or another smaller ball or have them sit or lie on a mat and practise squeezing the ball (i.e., tensing and relaxing their muscles).</p> <p>◆ Speed Challenge</p> <p>Ask students to write down as many positive strategies for dealing with stress as they can in a given amount of time. See who can list the most strategies in the specified time. When the specified time is up, have students list strategies and discuss the level of stress they felt during the activity.</p> <p>◆ Coping with Stress</p> <p>Have students identify stressors in their personal life. Use the following BLM to guide their thinking and planning.</p>
	<p> Refer to BLM 8–6: Stress-Reduction Plan.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage students to use stress-management strategies in daily living. Wear and tear on the body is caused by negative stress. The ability to manage personal reactions to stress is key to preventing unhealthy physiological responses.

Instruct students on the proper use of the stress ball. When feeling tense, squeeze the stress ball for 10 seconds and then slowly release the hand. Concentrate on the hand being loose and feel every finger as it relaxes. Repeat this several times.

This technique works for some people. If this does not work for students, they might have an alternative activity or exercise to share.



◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students answer the following questions in their journals:


1. What is one healthy strategy for dealing with stress and/or anxiety that you will use in the future?
2. What have you learned about dealing with stress and/or anxiety?

◆ **Performance Task: Wellness Day**

Self-Assessment: Rating Scale

Have each student fill out the following rating scale after his or her activity/presentation.

Rating Scale				
Self-Assessment of Activity/Presentation	4 Exceptional	3 Accomplished	2 Adequate	1 Beginning
• Explanation of activity				
• Explanation of how to use the activity to deal with stress/anxiety				
• Presentation of information				
• Audience understanding of activity				
• Response to questions from participants				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...).</p> <div data-bbox="115 674 550 1020" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p> </div>	<p>◆ Making Time for Goals</p> <p>Have students continually assess and revise their personal health and academic goals throughout the school year. For more information, see activities suggested for learning outcome K.4.8.A.2a. Ask students to keep an agenda book and record all their long-term and short-term goals. Set aside some time at the beginning of each week to give students the opportunity to set new goals and revise ongoing goals.</p> <p>◆ Personal Fitness Record</p> <p>Each term, have students do the following:</p> <ol style="list-style-type: none"> 1. Choose one or more of the health-related fitness components they want to improve. 2. Set a goal for the health-related fitness components they want to improve. 3. Using the FITT principle, develop an action plan to assist in reaching the goal. 4. Keep a daily log, recording all activities they performed while working towards the goal. <p>Variation: Have students, in the last term of the school year, assess all the health-related fitness components.</p> <div data-bbox="651 1161 760 1272" style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 5px;">Refer to BLM 7–6: Personal Fitness Record.</p>



TEACHER NOTES

Areas related to healthy living include

- nutrition
- exercise (all fitness components)
- friends/family—social participation
- school/academic responsibilities

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating the student’s goal and action plan.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Making Time for Goals**

Teacher Assessment: Checklist

Have students do the following:

- List three goals that would enhance personal health and well-being.
 1. _____
 2. _____
 3. _____
- Discuss three ways in which the goals could be revised to make them easier or more difficult to achieve.
 1. _____
 2. _____
 3. _____
- Discuss three ways in which the goals could be assessed.
 1. _____
 2. _____
 3. _____

Remind students to include both personal health and academic goals.

Suggested Criteria:

The student was able to

- set goals
- revise goals
- assess goals

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness component(s), have students reflect, in their journals, about what led to their success or difficulty in attaining their goals.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...).

Curricular Connections

ELA:

- GLO 3—Manage ideas and information.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **You Decide**

Have students apply the DECIDE model for the decision-making/problem-solving process throughout the year when making group and individual decisions.

Examples of Scenarios:

- Plan a class activity.
- Solve a social-related problem.
- Make a decision in the context of an orderly meeting.
- Make a personal health decision.



Refer to BLM 8–5: DECIDE Model.

◆ **Create a Game**

Have students, working in small groups, create and present a game that can be classified as a net/wall or target game, using a variety of equipment. Ask students to brainstorm ideas and make a group decision on what the game will be and who will be responsible for different parts of the project. Ask them to include the following components in their game design:

- equipment
- purpose
- game rules
- safety rules
- number of players
- space required
- other



Refer to BLM G–2: Create a Game.



TEACHER NOTES

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.

Remind students that for each solution they should ask themselves questions related to what is safe, what is fair, what will work best, and how it will make people feel.

Refer to 5–8 ELA, Strategies–73 to 93) for a discussion of the Inquiry Process to help students actively seek answers and manage information when making inquiries or solving problems.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: You Decide**

Self-Assessment: Rating Scale

Have students fill out a decision-making/problem-solving assessment form following the use of the DECIDE model.

You DECIDE on Your Mark					
Name(s) _____		Date _____			
Give yourself a number from 1 to 5 to assess how well you or your group members can apply the DECIDE model for the decision-making/problem-solving process.					
How well did you and your group do the following?	5 Proficient	4 Very Good	3 Satisfactory	2 Developing	1 Inadequate
• Define the topic or issues.					
• Explore alternatives or options.					
• Check alternatives against sound, relevant health knowledge and values—family, church, school, and community.					
• Identify possible solutions.					
• Decide and take action.					
• Evaluate and revise.					

◆ **Performance Task: Create a Game**

Group Assessment: Scoring Rubric

Have students teach their game to the class and hand in a copy of the gym set-up, equipment needed, rules, and so on. Have other students assess the game and how well their group worked together, using a student- or teacher-designed rubric.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.4.8.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) that promote fair play and teamwork.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.A.3)</p> </div>	<p>◆ Looks Like, Feels Like, Sounds Like</p> <p>As a class, brainstorm for behaviours/actions that are important for positive interpersonal skills. What does each look like, sound like, and feel like?</p> <p>Variation: Use this information to develop a class scoring rubric for self-assessment of the functional use of interpersonal skills.</p> <p>◆ Standing Conversations</p> <p>After giving students an opportunity to think about personal reactions to a stressful topic, ask them to stand and converse briefly about personal ideas and opinions. Students talk with partners for two or three minutes, comparing their reactions. As they share their thoughts and ideas, remind students to attend to verbal, as well as non-verbal, language to enhance communication. (See 5–8 <i>ELA</i>, Grade 8–368.)</p> <p>◆ Exit Slip</p> <p>Have students write an example of an interpersonal skill that they observed that day (see <i>Success for All Learners</i> 6.60).</p> <p>◆ River Raft</p> <p>Have students form groups of four or more. Ask each group to stand on two opened gym mats on one side of the gym. Have students work together to move their group from one end of the gym to the other, with the mats, ensuring that no one touches the floor. Remind students to use appropriate interpersonal skills that promote teamwork.</p> <p>◆ Human Island</p> <p>Observe each group working together, looking for appropriate behaviours and interpersonal skills while students solve the following movement challenges:</p> <ul style="list-style-type: none"> • Have students form groups of three and give each group three pieces of equipment (e.g., floor hockey sticks, beanbags, skipping ropes, flying disks, deflated balls) and have each group balance on top of the equipment. • Take away one piece of equipment (the same one for all groups) and continue having each group try to balance on top of the equipment. • Continue with this pattern until the entire group of three is balancing on only one piece of equipment.



TEACHER NOTES

Use physical activities or sports and classroom group activities to have students demonstrate certain interpersonal skills, such as

- listening attentively
- summarizing information
- clarifying feelings
- abstaining from put-downs
- encouraging others
- cooperating/collaborating
- being inclusive
- showing non-aggressive behaviour
- resisting negative influences
- communicating effectively
- being respectful
- being responsible

In problem-solving and team-building challenges such as River Raft and Human Island, remind students of the interpersonal skills that promote teamwork, fair play, and inclusion.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, have students self-assess their interpersonal skills. Use the following chart to help them in their assessment.

Self-Assessment of Interpersonal Skills			
Name _____		Date _____	
Activity _____			
Assess your interpersonal skills by answering the following questions. If you answer "yes," give an example of how you did it. If you answer "no," describe what you could do to improve the skill.			
Skill	Yes	No	Comments
In this group activity/project, did I...			
1. listen attentively?			
2. summarize information?			
3. clarify feelings?			
4. abstain from put-downs?			
5. encourage others?			
6. cooperate/collaborate?			
7. include others?			
8. show non-aggressive behaviour?			
9. resist negative influences?			
10. communicate effectively?			
11. demonstrate respectfulness?			
12. act responsibly?			
One area of interpersonal skills that I am doing well at is _____			
One area of interpersonal skills that I could improve is _____			
I plan to make this change by _____			

◆ **Observation: All Activities**


Teacher Assessment: Checklist

As students perform a given task, walk around to each group, listen to their discussions, and observe how they are able to work together to complete the task.

Suggested Criteria:

Look for

- acceptance of all group ideas
- cooperation/collaboration among group members
- inclusion of all group members
- organization within the group
- successful task completion

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.8.A.5 Apply stress-management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) in case scenarios related to stressful situations (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).</p> <div data-bbox="115 747 550 961" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HE: GLO 4—Personal and Social Management (K.4.8.C.4a)</p> </div>	<p>◆ Putting Stress to the Test</p> <p>Throughout the year, practise the use of stress-management strategies suggested for learning outcome K.4.8.C.4a. Some situations in which to practise stress-management strategies are:</p> <ul style="list-style-type: none"> • before a competition • when coping with anger • before, during, or after a test • before, during, or after a presentation • when experiencing conflict • when dealing with change • when accepting loss • when coping with environmental destruction • during an illness • when coping with failure • when coping with rejection <p>◆ Cool-downs</p> <p>Have students participate in a variety of relaxation activities as part of a cool-down or closure activity (e.g., at the end of a physical education class). For example, dim the lights, play soft music, and use progressive relaxation exercises to help students experience a conscious awareness of the difference between a tensed and relaxed state.</p> <p>◆ Positive Self-Talk</p> <p>Discuss the importance of using positive self-talk as a stress-management strategy.</p> <div data-bbox="654 1419 760 1528" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM 8–7: Positive Self-Talk Questionnaire.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Suggested Stress-Management Strategies:

- Use self-talk.
- Keep an anger inventory.
- Participate in physical activities.
- Keep a sense of humour.
- Rely on a support system.
- Eat nutritiously and drink plenty of water.
- Manage time.
- Get proper sleep.
- Communicate effectively.
- Make a stress-management plan.
- Control irrational thoughts.
- Look at situations from a different perspective.
- Practise slow and controlled breathing.
- Take time out.
- Listen to or play music.
- Focus on visual imagery.
- Practise muscle relaxation.
- Count to 10 slowly.
- Write poetry/stories.
- Create art (paint, work with clay).

Emphasize that everyone manages stress differently. One person may find an activity quite useful, while others may find it ineffective. It is important for people to find out what strategy works best for them and to use it effectively.

Consult stress-management training programs for more information.



◆ Performance Task: Putting Stress to the Test

Self-Assessment: Anecdotal Notes

Have students fill out a post-stress assessment form after using a stress-management strategy.

Post-Stress Assessment

Name _____ Date _____
 Class _____ Time _____

1. The situation:

2. The stress-management strategy I used:

3. Why I needed it:

4. How it worked:

5. Why I would or would not use it again:

6. My level of stress following the strategy (check one)
 increased decreased stayed the same

Other comments:



Personal and Social Management Outcomes: Grade 8



Knowledge

- K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors** (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), **and ways** (e.g., set/review personal and group norms, standards...) **to promote acceptance of self and others.**
- K.4.8.A.2a Develop self-monitoring strategies** (e.g., keep a journal, participate with a friend...) **and criteria** (e.g., believable, achievable, controllable, within timelines...) **in setting individual and/or group goals.**
- K.4.8.A.2b Analyze how factors** (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) **affect one’s planning and setting of goals.**
- K.4.8.A.3 Describe the social factors** (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) **that affect the decision-making/problem-solving process in group situations.**
- K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity** (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) **in different contexts** (e.g., sports, physical activity participation, classroom settings...).
- K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.**
- K.4.8.B.2a Describe examples of assertive behaviours** (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**
- K.4.8.B.2b Identify roles and responsibilities** (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...).
- K.4.8.C.1a Identify how self** (e.g., accepting one’s feelings...), **peers** (e.g., listening supportively...), **and the community** (e.g., providing resources for support when needed...) **contribute to the enhancement of personal health and well-being.**

Knowledge (continued)

- K.4.8.C.1b Identify stages of grieving** (e.g., denial, anger, bargaining, sadness, depression, acceptance...) **for understanding and supporting self and others.**
- K.4.8.C.2 Explain how stress may have positive or negative consequences** (e.g., fight or flight, productivity, illness...).
- K.4.8.C.3 Examine the effects of stress** (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...).
- K.4.8.C.4a List healthy strategies** (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) **and unhealthy strategies** (e.g., smoking, alcohol misuse, isolation, fighting...) **for dealing with stress and/or anxiety.**

Skills

- S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal** (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...).
- S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios** (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...).
- S.4.8.A.3 Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **that promote fair play and teamwork.**
- S.4.8.A.5 Apply stress-management strategies** (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) **in case scenarios related to stressful situations** (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).

Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.