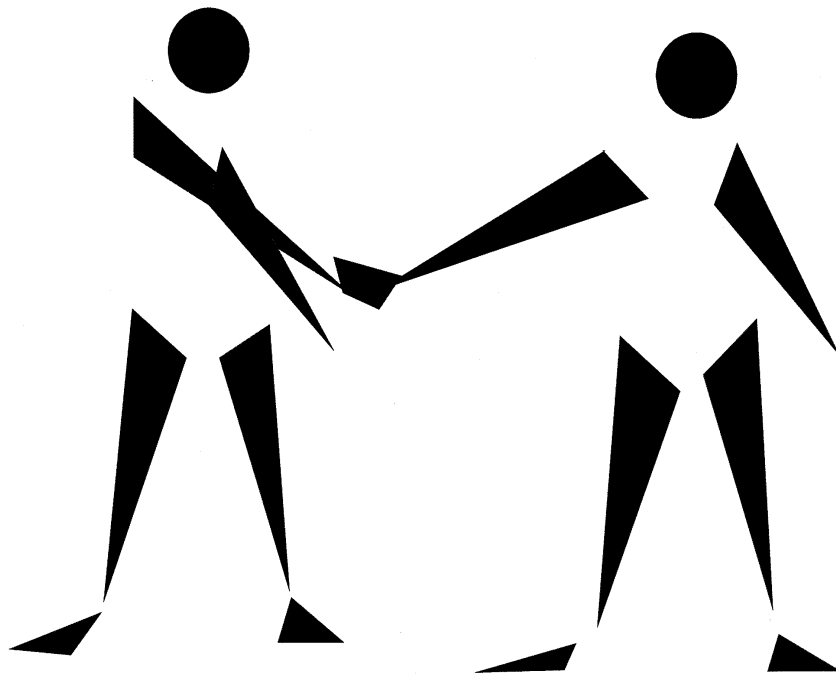

Grade 1

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
<i>Students will...</i>
<p>☐ K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community SC: Cluster 1—Characteristics and Needs of Living Things (unique physical traits)</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

◆ **Identification Card**

Have students complete an identification card with a border. Ask them to include their names, a photograph or drawing of themselves, and information on their physical characteristics or other qualities.

Variations:

- Have students work on poster-size paper and draw themselves in the centre, including physical characteristics of themselves. Using a webbing technique, students can draw lines out from the centre picture and draw pictures to represent abilities, culture, accomplishments, highlights, and so on.
- Have students draw a friend and repeat the above activity.

◆ **Chains**

Cut out strips of paper (around 10 cm long and 3 cm wide), which students will link to form the rings of a class chain (stapling the two ends of each strip to make a ring). Give all students a strip of paper and ask them to print (or draw) the highlight/accomplishment, and so on, that represents them. Once the class chain is completed, hang it in a visible place in the classroom or on a tree branch.

◆ **Our Tree**

Bring a (dead) tree branch to school and stand it in a pail filled with sand. Have students prepare individual chains that highlight the physical characteristics (or other qualities) of each student, and use them to decorate the branch. Organize a party around the tree (e.g., songs, stories written and told by students). From time to time, change the theme of the chains.

◆ **Mr./Ms. Mars**

Have students chant, “Mr./Ms. Mars, can we go to the stars?” Call out, “Yes, only if you have brown hair.” Those with brown hair run across the space to the other side to be safe. If tagged, they must do five jumps/hops (a skill), and then they can return to the game. Call out other examples of attributes related to self, family, and classmates.

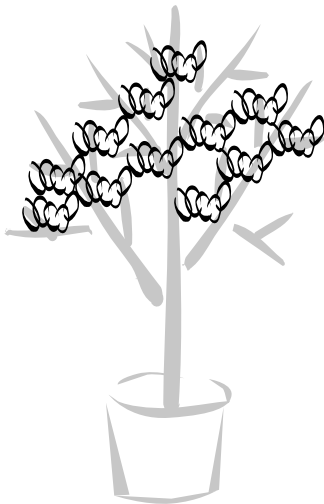
(continued)



TEACHER NOTES

This is an opportunity to celebrate cultural, religious, and other differences. One way to do this is to draw a bouquet of multicoloured balloons (one per student) and write one student's positive attributes on each. Students could also make buttons for later use on a class field trip.

Class Tree



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Identification Card

Teacher: Checklist

On completion of the card or poster, look for the following identification.

Suggested Criteria:

The student included

- physical characteristics (height, eye and hair colour)
- abilities (a talent or skill that she or he can do)
- accomplishments (something new that she or he has learned)
- highlights (a happy moment or event that she or he experienced)

◆ Questioning/Interview: Chains

Teacher: Checklist

Ask students to show their chain and talk about their attributes.

Suggested Criteria:

The students can identify

- physical characteristic
- something they can do
- their culture
- something they accomplished

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.1.A.1 *(continued)*

(continued)

◆ **Recognize Positive Attributes of Self**

Another way for students to get to know one another is to make totem poles (which can be drawn on paper or built with a variety of materials, such as foam cups). Starting with the base, students draw an animal that represents one of their qualities (abilities, physical characteristics, culture, accomplishments, or highlights). Another animal representing another physical characteristic is then placed above it. The totem is finished when students have completed their personal “portrait.”

Variation: The animal at the base of the totem pole represents the student. The other animals above it symbolize the qualities of other family members (grandparents would be at the very top of the pole) and his or her culture or environment (such as classmates). Students place the totems on their desks or display them on a special table. They are each invited to present their totems and to talk about their qualities (or other characteristics). Students could also write (and then present) the story of their totems.

◆ **Highlight Jar**

Write the name of each student on folded pieces of paper and place the names in a jar. Each day draw a name and have that student describe a “highlight” or positive feeling or thing that happened to him or her.

Variation: Select more than one student or have other students reach into the jar.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

In making curricular connections to social studies, English language arts, and Native studies, include factual information about totem poles, clans, and family groups. Provide students with information about totem poles or animal helpers (e.g., through stories, books, films) and opportunities to look at totems and become familiar with the symbols. In Aboriginal cultures, animals are seen as helpers.

Be sensitive to students of different family backgrounds. Some students may not have family photographs.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals) PE/HE: K.1.1.B.1 (skills require practice)</p>	
	<p>◆ Individual Tasks/Goals</p> <p>Provide learning situations in which time, effort, and cooperation are required for the attainment of individual and group goals.</p> <ul style="list-style-type: none"> • <i>Time</i> and <i>effort</i> are required for tying own shoelaces, forming letters, learning to read, and mastering a physical skill. Have students indicate their progress on a self-assessment checklist. • <i>Cooperation</i> is required for dressing to go outdoors for recess in winter, tidying the classroom, and completing tasks. <p>◆ Headband</p> <p>During local festivals (e.g., Festival du Voyageur, Trapper’s Festival) have students work with older students to make a three-strip braided headband. Discuss how it takes time, effort, and cooperation to achieve a task or goal.</p> <p>Variation: Have students practise a skill in the gymnasium (e.g., bounce a ball). Tell students that they will practise for two minutes and then see who can bounce the ball 10 times in a row.</p> <p>◆ “I Can” Do It!</p> <p>Have each student prepare a tin can with the words “I can” on it. Ask students to list, on paper, two things that they would like to learn to do within a certain time. Have them practise and, when the specified time comes, have them try to achieve their goal. If they achieve their goal, they cut it off their paper list and place it in their can. Then, in one or two weeks, they can share with another student or participate in cross-grade sharing.</p> <p>◆ Cooperation Capers</p> <p>Have students participate in cooperative games or relay races in the gymnasium or any other playing area.</p>



TEACHER NOTES

Students need to learn about patience, effort, and cooperation and develop effective work habits and personal health practices.

Show a video, read a story, or do an Internet search about an accomplished athlete and his or her achievements (e.g., Wayne Gretzky), including individuals from various cultures and/or with disabilities.

Aboriginal Role Model posters and bookmarks are available, free of charge, from the National Native Role Model Program (1-800-363-3199).

See also Indian and Northern Affairs Canada, *Aboriginal Women: Meeting the Challenge*, <http://www.ainc-inac.gc.ca/ch/wmn/index_e.html>.

Success is achieved through a great deal of training, effort, and patience. It also depends on the help received or given (e.g., volunteers, family, and friends).

Organize cooperative groups in class. Ensure that there is fair task distribution.

Prepare a “cooperative circle” sheet. Draw a large circle on a sheet of paper and divide it into as many slices as there are students in the group. Write the task (function) of each group member in the respective sections. Use this sheet for a group activity.

Class Bulletin Board:

Cut out multicoloured flowers to make a bouquet. Add a new flower each time a student has mastered a new skill.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Individual Tasks/Goals**

Self-Assessment: Checklist

Read aloud the following tasks and have students indicate what they can do and whether it takes time, effort, and/or cooperation.

What I Can Do			
I can...	Time	Effort	Cooperation
<input checked="" type="checkbox"/> tie my shoes	✓	✓	
<input type="checkbox"/> read a book			
<input type="checkbox"/> make my bed			
<input type="checkbox"/> make a puzzle			
<input type="checkbox"/> get dressed for recess			
<input type="checkbox"/> ride a bike			
<input type="checkbox"/> keep the classroom tidy			
<input type="checkbox"/> brush my teeth regularly			
<input type="checkbox"/> other			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (discover and explore), GLO 5—Celebrate and build community</p>	
	<p>◆ Card Sort</p> <p>Develop cards with pictures of</p> <ul style="list-style-type: none">• responsible behaviours (e.g., hanging up a coat, walking in the halls, coming into the school when the bell rings, following school/class rules)• irresponsible behaviours (e.g., leaving the tap water running, pushing, interrupting, using unkind words, riding a bicycle without a helmet) <p>Have students work with a partner to discuss and sort the picture cards depicting responsible and irresponsible behaviours. Using a Think-Pair-Share strategy, students present cards to other pairs of students.</p> <p>◆ A Caring Classroom</p> <p>Make a chart of what a caring classroom looks like. Have students sign the chart with a written signature, a handprint, or both. Post the chart in the classroom.</p> <p>◆ “Give Me an R”</p> <p>Present examples of responsible behaviours using texts, videos, or real situations. When the teacher or students call out, “Give me an R,” students call out an example of a responsible behaviour (e.g., doing own work where required, thinking before acting, sharing equipment, staying on task).</p> <p>◆ Responsible Behaviours</p> <p>Create learning situations in which students can practise responsible behaviours (e.g., during reading or group activity, when tidying the classroom, when organizing field trips).</p>



TEACHER NOTES

Reinforce behaviours identified in the chart “A Caring Classroom” throughout the year. Focus on three or four behaviours and each day/week choose one behaviour and use a goal-setting process when improvement is required.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Card Sort**

Teacher: Checklist

Observe students as they sort the cards/pictures into the appropriate heading of “Responsible” or “Irresponsible” behaviours.

Example:

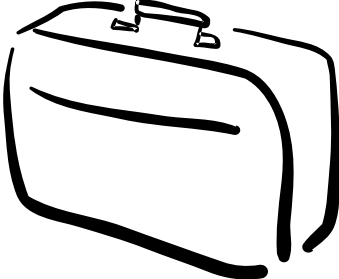
Responsible

- listening
- sitting still

- waiting to speak
- sharing
- keeping hands to yourself

Irresponsible

- not listening
- moving/fidgeting
(when it is annoying to others)
- interrupting
- not sharing
- touching/bothering others

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.1.A.3 Identify initial steps (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) for making simple personal and/or guided decisions regarding home and classroom situations (e.g., follow class rules, use substances safely, wear protective equipment during play...).</p>	<p>◆ Packing Up</p> <p>Explain to students that making a decision is a little like packing a suitcase (or backpack) for a trip or outing (e.g., going for a sleepover, to a hockey game, swimming, to school). Have students make a suitcase (fold paper in half or use file folder and add handles) and then cut out pictures from magazines or draw items they need to bring on their trip. Refer to the decisions in Stop! Think! Check! (e.g., dress to go outside) to guide students.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (clarify and extend)</p>	
	<p>◆ Stop! Think! Check!</p> <p>Provide students with simple case scenarios of decisions they need to make.</p> <p>Examples:</p> <ul style="list-style-type: none">• Dress to go outside.• Get something from a high shelf.• Touch something that is not your own.• Wear a helmet when cycling or skating. <p>Ask students, working in small groups (of two or three), to act out what they would do (initial steps) before making a good decision.</p>
	<p>◆ Double Check</p> <p>Provide students with assorted items that they may or may not need when going on a field trip (e.g., class picnic). Have them sort out the items (using a Venn diagram) into “things I really need” and “things I don’t really need.” Provide students with a picture of a backpack and have them paste on it the items they really need. Have them share their pictures in small groups.</p> <p>Variation: Select groups or individual students to draw from a jar a destination and prepare for their trip.</p>



TEACHER NOTES

Decision Making:

Provide students with numerous opportunities throughout the year to practise the decision-making process during class or school activities or events. Families should also encourage students to use the process at home.

Choose a decision-making model that is consistent with the school's model. Ensure that the class model is visible and accessible to everyone.

Use the decision-making process first as a large group and then in small groups, before individual implementation.

Once students have identified a certain number of options, they make a selection, considering the pros and cons for each idea. This allows them to consider the consequences of their decisions. Assessing the pros and cons is an important stage in the development of students' critical thinking.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Packing Up

Teacher: Checklist

As students complete the Packing Up learning activity, observe whether they

- select items appropriate for the trip
- are able to explain why they had to leave some appropriate items behind (needs versus wants)

Suggested Criteria:

Look for students to

- stop and think
- ask opinions of others
- check rules
- check options

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.K.B.1a ➡ K.4.1.B.1a
Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and schoolyard.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community (work in groups)

☐ K.4.1.B.1b **Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person** (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas)
SC: Cluster 2—The Senses (what we see, hear, feel)

◆ I’m Ready, I Care, I Share

Use a sharing activity (in small groups or pairs) to identify rules for responsible behaviour (e.g., listening, taking turns, sharing equipment, being courteous) and put them into practice.

Variation: The activity can take place in the gymnasium, on the playground, or during a field trip, a show, or a display. Acknowledge responsible behaviours with stickers, certificates, signs of encouragement, and/or announcements.

◆ “High-Five”

After students have participated in a physical activity/game, ask them to identify three examples of responsible social behaviours of what they did or what others did in the activity. Acknowledge those students with a “high-five.”

◆ A Temperature Check

After students have participated in a physical activity (e.g., folk dancing, Mini-Olympic games, races, team games, sports) and/or social event (e.g., class party, field trip, show) have them express how they felt by using strategies such as happy/sad faces, exit slips, journal entries, drawing assignments, and/or discussions with others.

Variation: Use puppets to express feelings.

◆ Sense Clusters

Have students work in small groups to talk about and record observations of different situations (e.g., participation in physical activities/sport and/or social events, as cited above) using their senses as well as their feelings (emotions). Have them use the following guiding questions:

- What can I see?
- What can I hear?
- What can I smell?
- What can I taste?
- What can I feel by touch?
- What do I feel inside?

(See *K–4 Science*, 1.20.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

On the chalkboard, draw a student lifting a barbell. Draw the discs. Add one disc for each new responsible behaviour that the student learns. Write the name of this behaviour on the disc.

The Sharing/Talking Circle, as practised in Aboriginal culture, is a useful tool for developing the skills of taking turns, listening, following rules, and being courteous.

◆ **Paper and Pencil Task: I'm Ready, I Care, I Share**

Teacher: Checklist

Provide students with the following list of behaviours and have them check off (✓) examples of responsible behaviour:

- listens well
- follows rules
- speaks kindly
- takes turns
- shares
- talks all the time
- pushes in line
- is ready

◆ **Questioning/Interview: A Temperature Check**

Teacher: Anecdotal Notes

Ask students the following questions and take note of their responses:

1. How do you think you would feel if you won a trip to Disney World?
2. Do you think other kids would feel the same way?
3. Do you think your grandparents (an elderly person) would feel the same way? Why? Why not?

Suggested Criterion:

The student

- recognizes that people have different feelings



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.4.1.B.2a Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) of expressing feelings and emotions that contribute to getting along with others.</p>	<p>◆ Getting Along with Others</p> <p>Identify behaviours that foster getting along with others using role-play, puppets, videos, and/or books of real or imaginary events.</p> <p>◆ Temper Tantrums</p> <p>Present a situation (real or imaginary) dealing with a misunderstanding. Ask students to think about the various ways of responding emotionally to the misunderstanding and the acceptable ways of doing so (e.g., not interrupting, not hurting others' feelings, asking for a time out, avoiding tantrums).</p> <p>◆ Making Masks</p> <p>Have students make masks that represent different emotions or feelings (e.g., anger, happiness, surprise, frustration), using papier mâché or cardboard. Also use different materials to help show size and expression of eyes and mouth. Have students present their masks.</p> <p>◆ Three Cheers</p> <p>In the gymnasium, during movement activities, have students</p> <ul style="list-style-type: none">• give each other a “high-five” (slap hands) at the end of a game• cheer, “Three cheers for ____, hip hip hurray, hip hip hurray, hip hip hurray!”• line up teams as they walk past each other to shake hands and say, “Good game.”
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (cooperate with others)</p> <p>PE/HE: K.1.1.C.4 (social behaviours related to participation in physical activity)</p>	





TEACHER NOTES

Establish a classroom code of conduct or use the chart “A Caring Classroom” (see learning outcome K.4.1.A.2b) and review it from time to time with students.

The steps teachers take to create an environment conducive to the learning and social growth of students, in particular with respect to classroom culture and management, as well as differentiating instructional management, contribute to reducing behaviour problems. For further information, consult pages 2.8 to 2.14 of *Success for All Learners* (Manitoba Education and Training).

Encourage students to practise relaxation exercises regularly and to take personal (e.g., reading in a quiet corner), physical (e.g., stretching), musical (e.g., listening to a cassette), or artistic (e.g., drawing) time outs, where appropriate.

It is sometimes difficult for students to foresee the consequences of their actions or reactions. With experience, they gradually learn to manage their emotions and to use a variety of means that contribute to getting along with others.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Getting Along with Others

Teacher: Checklist

Observe students’ ability to demonstrate, through role-play, ways to express feelings for getting along.

Suggested Criteria:

Look for students to identify the following behaviours for getting along with others:

- not interrupting (listen actively)
- waiting for appropriate time (take turns)
- not hurting feelings of others (express ideas and opinions with sensitivity, disagree politely)
- asking for a time out (self-control)
- encouraging others
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.1.B.2b Identify ways (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) to get along with others for developing healthy relationships.</p>	<p>◆ Friendship Circle</p> <p>Have students, working individually, paste or draw pictures of themselves in the centre of a circle divided into four sections. Have them illustrate four different examples of responsible social behaviours (e.g., sharing, listening, helping others, showing respect).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas), GLO 5—Celebrate and build community (encourage, support, and work with others) PE/HE: K.1.1.C.4 (sharing, respect) SC: Cluster 1—Characteristics and Needs of Living Things (caring for a pet)</p>	<p>◆ On Your Best Behaviour</p> <p>In a brainstorming activity, ask students to list ways one should and should not behave when trying to get along with others. Have each student tell and record on tape an example of a positive behaviour that involved him or her.</p> <p>◆ Walk and Talk</p> <p>As a cool-down activity or special activity, ask students to go for a walk with a partner and discuss behaviours that contribute to getting along with others and making friends. Upon their return, they may write a story, draw a picture, or make cards complimenting the partner on his or her behaviour.</p>




TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Friendship Circle

Share Listen
Help Others Encourage Others



◆ **Performance Task: Any Group Activity**

Self-Assessment: Checklist

Once a group activity has been completed, have students complete a cooperation skills assessment checklist.



See BLM 1–4: Cooperation Skills: Self-Assessment Checklist.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.4.1.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression...) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).</p>	<p>◆ Healthy Ways to Deal with Anger</p> <p>Show students what they can do to control their anger:</p> <ul style="list-style-type: none"> • Calm down. <ul style="list-style-type: none"> — Take three deep breaths. — Tell yourself, “I can calm down.” — Count slowly from one to ten. — Have a pleasant thought. — Leave the situation if you have to. • Look for solutions (think about it, talk to someone, ask for help). • Find a solution (compromise, acknowledge mistake, apologize, choose acceptable behaviour). <p>◆ Anger Signs</p> <p>Have students name physical anger signs (e.g., banging fists, throwing things, yelling, tensing muscles, frowning) after an appropriate simulation exercise. Ask students to explain what happens to the body during a tantrum (e.g., rapid heartbeat, tense muscles, agitation). Use puppet shows to help students express their ideas and emotions.</p> <p>◆ Fair Play for Kids</p> <p>Use a Sharing/Talking Circle to have students listen to a story from the teacher, other students, or a book, illustrating examples of sharing, honesty, respect, and other social behaviours related to participation in physical activity. (See Sharing Circle, <i>Success for All Learners</i>, 7.5.)</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (encourage, support, and work with others)</p> <p>PE/HE: K.1.1.C.4 (sharing, respect)</p> <p>SC: Cluster 2—The Senses (what I see, hear, feel)</p> </div>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Indicate to students that feeling angry is natural and is okay, but it is important to deal with anger appropriately.

Model appropriate behaviours in the classroom and stress self-control, independence, and participation in decision making.

Use role-play, drama plays or shows (puppets), and simulation exercises to help students see others' viewpoints, empathize, and listen better.

◆ **Interview: Healthy Ways to Deal with Anger**

Teacher: Checklist

Ask students to identify five steps to calm down. Check off each step mentioned:

- Take three breaths.
- Tell myself, "I can calm down."
- Count slowly from one to ten.
- Have a pleasant thought.
- Leave the situation if I have to.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (cooperate with others, use language to show respect)

◆ **Causes of Conflict**

Have students name causes of conflict that could happen while playing a group game in class, at recess, or in the gymnasium. Show that demonstrating responsible behaviours, such as being fair and managing personal anger, helps avoid, reduce, or resolve misunderstandings and conflicts. Help students organize ideas and focus discussion by providing sentence stems as “talking leads.”

Examples:

- I felt angry because...
- I got mad when...

◆ **Conflict Monitors**

Teach the rules for various games and encourage students to play fairly. Discuss acceptable/appropriate language use and behaviour during play. Give a variety of responsibilities (e.g., listening for appropriate language) to students and reinforce the cooperative (rather than competitive) approach.

K.4.1.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) **to avoid or reduce potential conflict situations** (i.e., in class, at play).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas), GLO 5—Celebrate and build community (cooperate with others, use language to show respect)
PE/HE: K.1.1.B.3d (fair play)

◆ **Avoid or Reduce Conflicts**

Have students name strategies for avoiding or reducing potential conflict situations (e.g., be calm, seek adult help, take turns, follow rules, apologize). After the presentation of a text, video, or a real situation, pair off students and have each group prepare a puppet show or skit that shows one of the strategies for avoiding or reducing conflicts. Follow up with a class discussion and exchange of ideas.

◆ **Learning Outcome Connection**

Have students play Follow the Leader (see learning outcome K.1.1.B.3d) to learn about taking turns and playing fairly.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Emphasize the importance of being calm before trying to solve conflict.

For examples of games, see the Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 1* (CAHPER/CIRA), available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

Taking a stand against sexual, physical, religious, and cultural stereotypes will contribute to a class environment that is conducive to the social growth of all students.

◆ **Questioning/Interview: Cause of Conflict**

Teacher: Checklist

Show students pictures of various conflict situations and have them identify the possible causes.

Examples:

- disagreements over whom to play with, what to do, what to play with
- not taking turns; not sharing
- not being fair
- wanting to be first

Check which students provide appropriate responses.

Encourage students to take a step back rather than acting in the heat of the moment. Show them that a fight causes more problems than it solves.

◆ **Questioning/Interview: Avoid or Reduce Conflicts**

Teacher: Checklist

Show students pictures of various conflict situations and have them identify the possible ways to avoid or reduce these situations.

Examples:

- Be calm.
- Seek adult help.
- Take turns.
- Follow rules.
- Apologize.

Check which students provide appropriate responses.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) in potentially dangerous situations.	◆ Exercise Caution Show students a variety of danger symbols and potentially dangerous objects (e.g., electrical outlet/plug/cord) and demonstrate ways to use certain devices safely or with caution. Encourage students to follow safety instructions and rules where available, and to ask a safe adult for help when in doubt.
Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (symbol reading), GLO 4—Enhance the clarity and artistry of communication (effective oral communication) PE/HE: GLO 3—Safety (safety rules pertaining to dangerous products, strangers), K.3.1.A.4, K.3.1.A.5 (safety in play areas)	◆ Think Ahead! Have students think about situations (real or imaginary) that are potentially dangerous (e.g., Is it dangerous behaviour for a child to approach a car whose driver—a stranger—has stopped to talk to him or her?). Children should not be walking alone or should walk away and tell their parents or other safe adults. Ask the following questions: <ul style="list-style-type: none">• What makes you think that a situation is potentially dangerous?• How would you avoid the situation?• How would you get help?


TEACHER NOTES

Review elements dealing with safety and dangerous products in GLO 3—Safety. Consult additional resources for each area of safety.

See also Hazard Hunt (learning outcome K.3.1.A.5a) and Safe Play (learning outcome K.3.1.A.4).

Encourage students to role-play situations in which they can assert themselves, refuse to participate in potentially dangerous situations, and get help when necessary.

Point out that some risks are only apparent under certain conditions (e.g., in winter: dangers associated with ice, snow, sleet; at night: dangers associated with poor visibility—wearing accessories such as retro-reflective bands helps avoid accidents).


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Exercise Caution

Teacher: Inventory

Provide each student with three cards: one green (okay to use), one yellow (proceed with caution), and one red (avoid/refuse). Hold up various objects (or pictures of objects) and have students respond to each object by holding up the appropriate card.



See BLM 1–5 : Exercise Caution for sample pictures.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals)

SUGGESTIONS FOR INSTRUCTION

◆ **Setting Goals**

Organize school activities (e.g., physical games in the gymnasium or schoolyard, learning centres in the classroom). Have students set simple short-term goals (e.g., running in the gymnasium without stopping for one minute or until the audible or visual signal is given, completing one task at the learning centre before starting another) and participate in identifying strategies that will help them achieve their goals. Assist students in designing a plan and setting an appropriate timeline for attaining the goal. (See Goal Setting, *K-4 ELA*, Strategies–295 to 298, for suggestions and blackline masters).

◆ **Strategies**

Challenge students to think of a variety of simple ways they can work toward achieving a short-term goal (e.g., by running a little more slowly, they might be able to run longer, and by changing position if they are distracted or uncomfortable, they will be better able to listen attentively). Ask students to show and tell a partner the strategies or actions they have chosen to work toward achieving their goal.

◆ **Portfolio**

Have students select an academic goal and a behavioural goal for their portfolio. Have them plan how they will work toward achieving their goals.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Suggestions for Goal Attainment:**

- Encourage students to display their goals on the bulletin board. Draw a soccer, hockey, or basketball net. Have students write the goal they attain (or wish to attain) on a ball, cut out the ball, and place it in front of the net.
- Depict a turtle (or other animal familiar to students) on its way home. Each rock along the road represents a goal students attain (or wish to attain).
- Prepare an individual chart for each student on a sheet of paper. On the chart, list two or three goals (or strategies) that students wish to attain. Have students check off the applicable boxes in the chart (or place a star in them) when they have successfully attained their goal.

**◆ Questioning/Interview: Setting Goals**

Teacher: Checklist

Question students about their goals and check off the following, as applicable:

The student has

- set a goal
- made a plan to achieve the goal
- set a timeline
- shown evidence of working toward reaching the goal
- other

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.4.1.A.2 Demonstrate ways (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) **to expand knowledge** (e.g., stop and think before reacting...) **and explore different options for making informed and health-enhancing decisions.**

Curricular Connections

ELA: GLO 3—Manage ideas and information (select and process)
PE/HE: GLO 1—Movement (problem-solving routines), K.3.1.B.2 (safety), K.5.1.A.2 (prevention of disease/illness)

◆ **Seek, Search, and Sift**

Have students participate in a variety of problem-solving activities (e.g., movement exploration, book searches, experiments, surveys). Emphasize the importance of seeking out information and using thinking maps, as part of the decision-making/problem-solving process. (See Thinking Maps, *K–4 ELA*, Strategies–49.)

◆ **Tic-Tac-Toe (expand knowledge)**

Use Tic-Tac-Toe as a simplified decision-making and problem-solving model:

- **Tic:** Do a brainstorming activity or have a group discussion to gather ideas on the topic. Invite students to ask the opinion of knowledgeable and responsible persons.
- **Tac:** Explore different options or suggestions. Think about and name other possible options. Make a choice.
- **Toe:** Make a group decision that is based on the previous reflection.

For example, for Nutrition Week, have students organize a nutritious snack using the Tic-Tac-Toe model.

- **Tic:** A guest talks to the class about nutrition and food choices and answers students’ questions.
- **Tac:** Students look at different nutritious food choices.
- **Toe:** The class makes decisions and proposes a health-enhancing snack.

☐ S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) **in daily routines.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas), GLO 5—Celebrate and build community
PE/HE: S.4.K.A.3 (social responsibility in class activities), K.4.K.B.1a (responsible behaviour), K.3.1.B.5a (preventive mechanisms, positive reinforcement)
SS: building community, citizenship

◆ **I’m Responsible**

During all class activities, reinforce responsible behaviour. Following some class activities, ask students to complete a personal checklist, or interview students about their responsible behaviours and areas for improvement.



TEACHER NOTES

Post on the bulletin board drawings of foods chosen by the class for the group snack. Write the name of each food on the pictures.

Prepare a simple map on the nutritious snack topic. (See *Success for All Learners*, 6.50.)

For information on graphic organizers, mind maps, and concept frames, see pages 6.14, 6.15, and 6.24 of *Success for All Learners*.

The following is a simple problem-solving and decision-making model for young students:

- Tic: Allow students to break into small sharing circles to get ideas (ask advice from a safe adult if needed).
- Tac: Explore all the possible options and see what is/is not possible.
- Toe: Choose/make a decision.

Review important qualities for getting along with others (e.g., politeness, patience, taking turns, sharing, being kind and helpful) and establish a classroom code of conduct.

Use additional resources (e.g., books, videos, cartoons, theatre).

Students need to recognize that a good relationship requires the capacity to resolve conflict effectively, rather than the complete absence of conflict. Appreciation of friendship is also important.



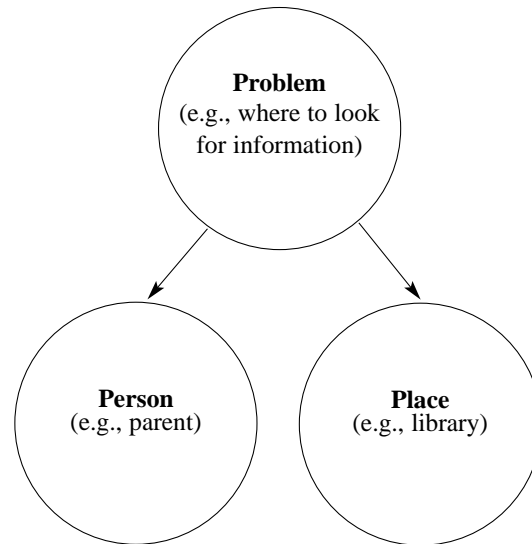
SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Seek, Search, Sift**

Teacher: Checklist

Using a thinking map, have students list/draw to whom and where they would go to find out information about a problem.

Example:

◆ **Suggested Criterion:**

The student

- identifies ways to expand knowledge from different sources (e.g., places, people)

◆ **Reflection: I'm Responsible**

Self-Assessment: Inventory

Select one of the behaviours that show social responsibility (e.g., looks after belongings, follows directions, encourages others, expresses feelings in an appropriate manner, works/plays cooperatively with others). Have students participate in activities over a few days and, at the end of each activity, have them draw a happy or sad face representing the level of responsible behaviour they demonstrated.



See BLM 1–6: I'm Responsible.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.1.A.4 Demonstrate ways (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry”...) **to resolve conflict in a peaceful manner with limited teacher input.**

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication), GLO 5—Celebrate and build community (cooperate with others)

SUGGESTIONS FOR INSTRUCTION

◆ **“Listen Up”**

Introduce the “I” message to students and have them role-play a few examples, such as the following:

“I feel _____ when you _____ because _____.”

◆ **Beanbag Grab (resolve conflict in a peaceful manner)**

Divide players into two equal teams. The game area is a rectangle with a line down the middle and boundaries at either end. Place beanbags along the centre line. Players run from their boundaries toward the bags and try to bring back as many as they can—one bag at a time—from the centre to their “stockpile.” When the centre area is empty, the players start taking bags from the other team’s pile. The game ends when the specified time runs out. Each team counts its bags to determine the winner.

After the game, have students explain

- how their team gathered up as many beanbags as possible
- how they felt when another player grabbed a beanbag just before them
- whether the game seemed unfair

◆ **Puppet Play**

Ask students to describe what they feel when, for example, someone

- takes their place
- ruins their toy
- calls them names
- makes fun of them
- tells lies about them
- gossips about them

Use puppets or role-play to demonstrate acceptable alternatives to an argument (imaginary or real) between two people.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Step for Conflict Resolution:

Identify simple steps for conflict resolution, such as the following:

1. Use “I” messages to express feelings.
2. Compromise, admitting personal responsibility.
3. Apologize, say “I’m sorry,” and make up.

For additional information, see the Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (CAHPER/CIRA), available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

Let students know that it is normal to experience negative feelings, such as anger, in certain situations, but that these feelings must not be expressed in a way that hurts others. Encourage students to stop and think about the situation before acting.

Point out non-verbal forms of self-expression (e.g., body language, facial expressions, rough movements, behaviours) and show how they elicit reactions (peaceful or aggressive) in others. Have students model respectful behaviours.

Rules of Fair Play:

Review the five rules of fair play:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponent.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.



TEACHER NOTES (continued)

The rules of fair play are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).

See learning outcome K.4.2.B.1a for further information.

Set aside a quiet space in the classroom where students can try to resolve their conflicts. Give them enough time to follow the necessary steps. Post the steps for peaceful conflict resolution in a corner of the classroom. Also post student success stories.

Encourage families to participate in the peaceful conflict resolution process.





Personal and Social Management Outcomes: Grade 1



Knowledge

- K.4.1.A.1 Recognize positive attributes of self, family, and classmates** (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...).
- K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals** (e.g., tying own shoelaces...) **and group tasks/goals** (e.g., deciding what to play in a group setting...).
- K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom** (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...).
- K.4.1.A.3 Identify initial steps** (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) **for making simple personal and/or guided decisions regarding home and classroom situations** (e.g., follow class rules, use substances safely, wear protective equipment during play...).
- K.4.K.B.1a Identify examples of responsible social behaviours** (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and schoolyard.**
- K.4.1.B.1b Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person** (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...).
- K.4.1.B.2a Identify different ways** (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) **of expressing feelings and emotions that contribute to getting along with others.**
- K.4.1.B.2b Identify ways** (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) **to get along with others for developing healthy relationships.**
- K.4.1.B.3a Identify what can happen when someone becomes angry** (e.g., red face, tense muscles, loud voice, physical aggression...) **and healthy ways to deal with anger** (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).

Knowledge (continued)

- K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations** (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).
- K.4.1.B.3c Identify ways** (e.g., be calm, seek adult help, take turns, follow rules, apologize...) **to avoid or reduce potential conflict situations** (i.e., in class, at play).
- K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal** (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) **in potentially dangerous situations.**

Skills

- S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment** (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).
- S.4.1.A.2 Demonstrate ways** (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) **to expand knowledge** (e.g., stop and think before reacting...) **and explore different options for making informed and health-enhancing decisions.**
- S.4.1.A.3 Demonstrate behaviours that show social responsibility** (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) **in daily routines.**
- S.4.1.A.4 Demonstrate ways** (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry”...) **to resolve conflict in a peaceful manner with limited teacher input.**

Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.