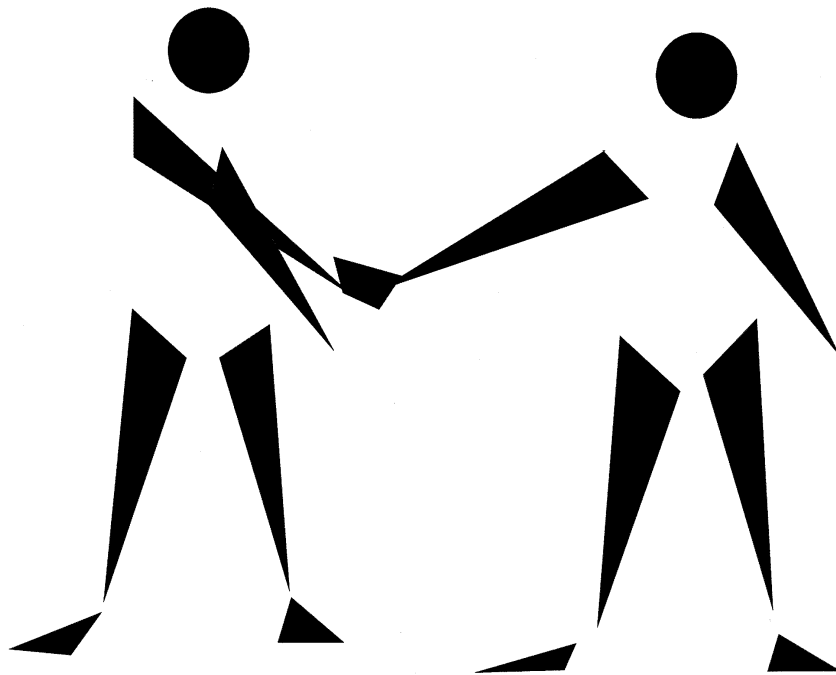

Grade 2

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	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas, set goals), GLO 5—Celebrate and build community (cooperate with others, work in groups) MA: Patterns and Relations (sort, describe patterns by attributes, same/different) PE/HE: S.1.2.A.2 (manipulation skills) SC: Growth and Changes in Animals (how offspring are like parents)</p> </div>	<p>◆ Mirror, Mirror... (everyone is special, unique)</p> <p>Have several unbreakable mirrors on hand for this learning activity. Pair off students and have them take turns looking into a mirror, saying, “Mirror, mirror in my hand, how am I unique in all the land?” Students then describe to each other what they see. The physical description should be as detailed as possible and highlight the unique characteristics of each person (e.g., eye colour, hair colour, facial features). Lead a class discussion in which students identify what makes each of them unique (no one is good at everything but everyone is good at something).</p> <p>Variation: Have students sort the class members by physical characteristics.</p> <p>◆ Star for the Week</p> <p>Have one student share items brought from home that show family, interests, talents, feelings, and desires.</p> <p>◆ Lifelines</p> <p>Prepare a bag that includes a cloth braid, some photo sheets, large safety pins, and string. Have students take home the bag and work with their parents/guardians to collect items to go on their lifelines. Include a layout sheet for parents in the bag.</p> <p>Example:</p> <ul style="list-style-type: none"> • Start your lifeline at the top of the braid. • Attach a picture of your child as a newborn. • Attach items that were important to your child while he or she was a baby. • Attach photographs of important people in your child’s life. • Moving down the braid, include items that represent your family, special talents, and so on. • End the braid with a recent photograph of your child or an item that currently represents his or her likes. <p>Have students present their lifelines to the class.</p> <p>◆ Learning Outcome Connection</p> <p>Have students play catch (e.g., see Crystal Ball, learning outcome S.1.2.A.2), using different sizes and textures of balls to ensure personal success.</p> <p>Demonstrate ways to adapt physical activities to promote inclusion of all students while playing together.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Include activities in which everyone can participate (including students with disabilities). For further information, see page 3 in the Ability section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (CAHPER/CIRA). This resource is available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.

Show how it is possible to adapt materials to meet the personal needs of students with difficulties, in order for them to succeed (e.g., hold a mirror for those who cannot hold it themselves, allow a student with visual impairment to touch or listen to another person describe a student).

Be sensitive to students of various family backgrounds and groupings.



◆ **Performance Task: Mirror, Mirror...**

Teacher: Checklist

Have partners complete a chart of each other’s unique characteristics.

Everyone Is Unique		
Characteristics	Name	Name
• eye colour	_____	_____
• hair colour	_____	_____
• hair length	_____	_____
• height	_____	_____
• family	_____	_____

Suggested Criterion:

The students

- recognize that everyone is special and unique

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...).</p> <div data-bbox="115 674 550 911" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas, set goals), GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: GLO 5—Healthy Lifestyle Practices</p></div>	<p>◆ Setting Realistic Goals</p> <p>Explain that it is important to set realistic short- or long-term goals for healthy living. For example, it would not be realistic for a person to set a short-term goal to jump rope for five minutes if the person cannot skip. It is important to understand that a goal that is too difficult or impossible to achieve leads to discouragement and may cause a student to abandon the goal. Have students brainstorm for long- and short-term goals. Discuss what makes them different.</p>



TEACHER NOTES

Encourage students to start small rather than get ahead of themselves. Make analogies or use stories or fables to help describe the importance of setting realistic goals. Give students numerous occasions to use a goal-setting process at school (e.g., plan a fitness program, improve a specific skill such as reading, improve an unacceptable behaviour).

It is also important for students to learn about positive models in Canadian society, such as Terry Fox, Rick Hansen, Ljiljana Ljubisic, and Jason Chartrand. These remarkable athletes were successful in achieving their short- or long-term goals in spite of the barriers they had to overcome. For information on Aboriginal athletes, contact the Winnipeg Aboriginal Sport Achievement Centre (1-204-925-5683).



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Setting Realistic Goals**

Self-Assessment: Checklist

Have students look at the following activities and identify them as either long-term or short-term goals.

Goals		
Activity	Long-Term Goal	Short-Term Goal
• Bring a healthy snack to school this week.		
• Skip rope for two minutes.		
• Keep desk tidy.		
• Remember to return books to the library.		
• Make a photo album.		
• Save money for a special item.		
• Plan a birthday party.		
• Have no cavities.		

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.2.A.2b List ways to show personal responsibility at home and school (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (organize and record information)

MA: Patterns and Relations (sort by attributes, Venn diagram)

PE/HE: GLO 3—Safety

SUGGESTIONS FOR INSTRUCTION

◆ **Take Charge**

Brainstorm about what students do at home to help things run smoothly in the family (e.g., get ready for school, help set the table, put away belongings). Explain that when everyone does his or her share, everything works better. Show students that each member of a family has responsibilities (e.g., one person does the shopping, another vacuums the carpet regularly). Emphasize that parents/guardians share responsibilities regularly (e.g., on a day-to-day, month-to-month, year-to-year basis). Ask questions to elicit examples. Emphasize that a responsible person is someone who is reliable and dependable. Ask students to make a list of jobs for which they could be responsible with the help of an adult.

Variation: Using a Venn diagram, sort jobs into categories: home, school, or both.

◆ **Free Coupons (show personal responsibility)**

Suggest that students give a unique present to a member of their family or class for a special occasion (e.g., birthday, holiday). Have them make free coupons on the computer, cut them out, place them in a gift envelope, and give them to the person of their choice. For example, a student could prepare three free coupons for setting the table. Each coupon should bear the name of the recipient, the task to be performed, the validity date (e.g., good until October 31st), the name of the person giving the gift, and a signature (like a contract). Lead a discussion on how students feel when they fulfill their commitments and do their share.

◆ **Class Jobs**

Assign jobs and tasks on a rotational basis using a variety of strategies (e.g., job jar, job chart, helping hands, wheel) for students to learn about being responsible in the class.



TEACHER NOTES

Have students make a list of home responsibilities with their parent/guardian/caregiver. Be sensitive to students of various family backgrounds and groupings.

Showing personal responsibility at home and school means acting in such a way that others (e.g., parent, guardian, babysitter, teacher, friend) know that the person can be counted on. It does not only mean taking care of his or her personal health (e.g., nutrition, physical and recreational activities, dress, protection), but also protecting, being safe, showing respect, and getting along with others.

A responsible person is someone who

- shows cooperative behaviour
- does his or her share of work at home or elsewhere
- knows how to set short- and long-term goals (see learning outcome S.4.1.A.1)
- thinks before making decisions (see learning outcome K.4.2.A.2a)
- develops good relationships with peers and in the community

Some teaching approaches are more conducive to the development of personal responsibility than others. Cooperative learning, teamwork, and independent research and study are useful means for promoting personal responsibility at school.



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Take Charge**

Teacher: Checklist

Have students list ways to show personal responsibility at home and at school.

Suggested Criteria:

Look for some of the following responses:

- keep room tidy
- put away belongings
- follow directions at home and at school
- brush teeth
- comb/brush hair
- take baths/showers
- keep active
- eat healthy foods
- get proper rest/sleep
- complete homework
- play fairly and safely
- show kindness to others
- offer help to others
- ask for help if needed
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.2.A.3 Discuss the concept of consequences (e.g., cause-and-effect relationships...) of behaviours as part of the decision-making/ problem-solving process for health and well-being (e.g., touching a very hot surface will cause burns...).</p>	<p>◆ Consequences of Behaviour</p> <p>Read a story that effectively demonstrates positive and negative consequences for one’s behaviour. Lead a class discussion by asking questions about the behaviour, the consequences, and their effect. Ask students whether they know people who sometimes make poor choices or decisions (e.g., in well-known stories such as “Little Red Riding Hood”). Have them explain in what way the decision or choice was poor and what the people should have done to avoid getting into their predicaments.</p> <p>Variation: Have students share a personal experience of an event that had a positive or negative consequence. Then have students identify consequences of behaviours related to safety in the home, on the street, with chemical products, strangers, fire, and the school bus (refer to GLO 3—Safety).</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (ask questions, develop understanding) PE/HE: GLO 3—Safety</p>	<p>◆ What Happens When...</p> <p>In the gymnasium, have students play a team game (e.g., soccer). Talk about the consequences of specific occurrences, such as the following:</p> <ul style="list-style-type: none"> • What happens when the ball goes out of bounds? The other team gets possession of the ball. This shows a cause-and-effect relationship. • What happens when a player (other than the goalie) touches the ball with his or her hands? The other team gets possession of the ball. • What happens when one player pushes another player? There is a consequence such as a penalty or foul. • How will these consequences help players to make good decisions?



TEACHER NOTES

Ensure that students have a clear understanding of consequences in class activities to support effective class management.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Consequences of Behaviour**

Self-Assessment: Inventory

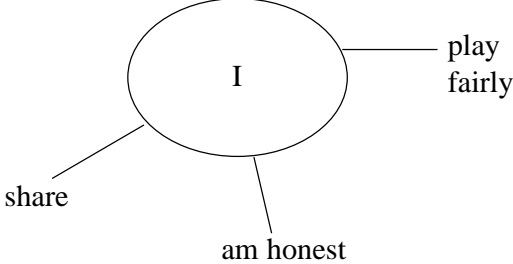
Have each student note the consequences of the following actions.

Consequences of Behaviour	
Action	Consequence
• Touch a fire.	
• Drink a poisonous substance.	
• Leave shoelaces untied.	
• Punch a person.	
• Other _____	

Suggested Criteria:

Look for a general understanding of

- what “consequence” means (e.g., cause-and-effect relationship)
- how consequences are a part of the decision-making/ problem-solving process for health and well-being

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.2.B.1a Identify responsible and respectful behaviours (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) for developing positive relationships.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others’ ideas, set goals), GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: K.1.2.C.4 (positive social behaviours)</p> </div>	<p>◆ Personal Responsibility</p> <p>Following a class discussion on the topic, have students create posters that show the behaviours of a responsible student:</p> <ul style="list-style-type: none"> • Nurture good health. • Be safe. • Follow directions and apply rules (at home, at school, and in the community). • Display decision making and problem solving (think before acting). • Exercise caution. • Respect self and others (self-esteem, assertiveness). <p>This activity can be done as a Word Splash:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>◆ Fair Play</p> <p>Have students play a game they have suggested. Choose one student to be the referee whose task is to stop the game (with a whistle or three-clap drum sound) any time an unfair playing situation is observed. (Be sure to clean whistles in a disinfectant solution after each use). The referee is responsible for describing the situation and asking players to find a solution before the game can continue. At the end of the game, lead students in reflecting on the number and type of interruptions that occurred during the game. Have students suggest ways to play more fairly (list rules of fair play). Praise any examples of fair behaviour and fair play observed during the game.</p> <p>◆ Be R.A.D.! (Responsible, Attentive, and Delightful)</p> <p>In the gymnasium, ask a student to demonstrate the meaning of “responsible behaviour” when participating in a sport (e.g., wear proper clothing, check that equipment is working, follow game rules, play fairly, avoid unnecessary risks, know what to do in the event of an accident or injury).</p> <p>Variation: Develop a checklist of responsible behaviours with students and post it in the gymnasium.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Personal Responsibility**

Teacher: Checklist

Assess students' posters, looking for representation of responsible and respectful behaviours for developing positive relationships (as outlined in learning outcome K.4.2.B.1a):

- following directions
- completing tasks
- being honest
- displaying etiquette
- playing fairly
- cooperating
- sharing
- keeping promises
- speaking kindly

Fair-Play Ideals:

- 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.

(CAHPER/CIRA, *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 1*, Leisure section, 16)

Students sometimes see on television, on the ice rink, and during sport events, examples of behaviours that do not uphold fair-play ideals (e.g., adult harassing a referee, fistfight on the ice). It is, therefore, important to encourage students to practise and reinforce fair-play ideals during school activities, in the classroom, in the gymnasium, on the playground, and after school.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/physical activities and/or social events.

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, work in groups)

MA: Patterns and Relations (sort by attributes, graph), Statistics and Probability (same/different)

PE/HE: K.4.K.A.1, K.4.1.B.1, K.4.2.A.1 (being unique)

◆ My Favourite Sport

Ask each student to name his or her favourite sport, physical activity, or social event and write the names of these sports, activities, and social events on the chalkboard. The purpose of this brainstorming is to identify what students like to do. No opinions are expressed for the time being. Next, have students list the favourite sports and activities on a graph sheet and walk around the room to ask others what their favourite sports/activities are. Have students graph (e.g., create a bar graph, pictograph, symbol graph) the class information. Assist students in recognizing the similarities and differences between the choices and why certain choices are made. Encourage students to try someone else's sport/activity and to talk about the experience.

Variation: Have students survey and graph favourite social events.

☐ K.4.2.B.2a Identify positive communication skills (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) for listening with attention in small-group settings.

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (appreciate diversity, work in groups, cooperate with others)

◆ Puppet Talk

Use a puppet to demonstrate how to listen attentively when someone is speaking (e.g., nod head, focus on speaker, do not interrupt, keep still). Pair off students to practise positive communication skills.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Differentiate between sports (e.g., soccer, basketball, football) and physical activity (e.g., skipping rope, playing hopscotch).

Make a connection between the suggested activity My Favourite Sport and understanding individual physical similarities and differences (e.g., no two fingerprints are alike, even if there are similarities).

Discuss the same concepts in relation to food, clothing, animals, music preferences, and so on.

For further suggestions, see learning outcome K.4.1.B.2b. Also refer to Active Listening, *K–4 ELA*, Strategies–8.

◆ **Paper and Pencil Tasks: Puppet Talk**

Self-Assessment: Checklist

Have students complete the following checklist after they have participated in the Puppet Talk activity:

- I focused my attention on the speaker.
- I asked questions about the topic.
- I waited my turn.
- I worked cooperatively.
- I disagreed politely.
- I repeated back information.
- Other

See *K–4 ELA*, BLM–54: Assessing Active Listening.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.2.B.2b Identify situations (e.g., carrying something heavy, contributing to a project...) **in which friends may be helpful and ways** (e.g., saying thank you, returning the favour...) **to show appreciation.**

Curricular Connections

ELA: GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

SUGGESTIONS FOR INSTRUCTION

◆ **Help and Appreciation**

Following activities that involve sharing and teamwork, have students identify situations in which they can be helpful and show appreciation. Praise groups that demonstrate these qualities.

Variation: Have students illustrate how they can be helpful. Place these illustrations in a class book.

◆ **Helping Hands**

Pair up students to work on classroom jobs together.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See also Rescue Ball Tag, learning outcome K.1.2.C.3.

◆ **Paper and Pencil Task: Help and Appreciation**

Teacher: Checklist

Have students list situations in which friends would be helpful.



Helping Hands



1. _____
2. _____
3. _____
4. _____
5. _____

Suggested Criteria:

Look for

- identification of situations to be helpful
- identification of situations to show appreciation




PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations (e.g., cooperative-type activities, competitive-type activities, at home, in public...).</p>	<p>◆ Play a Sport! Be a Sport!</p> <p>After participating in physical activity that determines a winner, discuss appropriate behaviours that good winners and non-winners display. Everyone is a winner when considering all the benefits of participating and being involved.</p> <p>Variation: Find or draw a series of pictures showing how people feel when they are on the winning/losing team.</p>
<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, work in groups)</p> <p>PE/HE: S.4.1.A.3 (social responsibility), K.4.K.C.1a (feelings and emotions)</p>	<p>◆ Emotion Express</p> <p>Review the ways of expressing feelings and emotions in the context of teamwork after participating in cooperative- and competitive-type activities. Ensure that rules and fair play ideals are followed. Discuss what body language and verbal language is appropriate in different emotional situations or in different places (at home or in public).</p>
	<p>◆ “I” Message</p> <p>Expand on the “I” message. The student</p> <ul style="list-style-type: none"> • says the person’s name • expresses his or her emotions and why he or she is feeling this way • expresses personal needs <p>Example:</p> <p>“I feel _____ when you _____ because _____. I need _____.”</p> <p>◆ Feelings and Emotions</p> <p>Define feelings and emotions. Use pictures, posters, magazines, cartoons, and so on, to have students identify different ways of expressing feelings and emotions. As well, use pictures, posters, or other visuals to describe how a student would feel if someone did not share or take turns with others.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Have students use the “I” message as a conflict-management tool to solve problems that may arise during a game or activity.




◆ **Performance Task: Play a Sport! Be a Sport!**

Self-Assessment: Checklist

After the activity/game is completed, read out the following three categories and have students reflect on their behaviour to answer “yes” or “no.”

1. I gave positive comments (e.g., “good game”) and gestures (e.g., pat on the back) to all players.
2. I stayed calm after the game.
3. I bragged about winning, or I showed my anger about losing.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.2.C.1b Discuss ways (e.g., show empathy when others are suffering, help rather than hurt or neglect others, respect rather than belittle, support and protect rather than dominate or ignore...) to communicate with someone who is feeling different emotions (e.g., sad, happy, hurt, angry...).</p>	<p>◆ Sea of Emotions</p> <p>Create a pie chart with a hand dial (like a clock) showing the different facial expressions (e.g., happy, sad, surprised, fearful, angry) representing various emotions.</p>
<p>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, work in groups)</p>	<p> See BLM 2–4: Sea of Emotions for sample pictures.</p> <p>Each day, ask students for examples of situations that cause them to feel any of those emotions. Have students point the hand dial to the emotion that represents the example of emotion being discussed. Ask students how they should respond when others are feeling certain emotions (e.g., offer to hug someone or pat a person on the back if she or he is sad).</p> <p>Variation: Reinforce behaviours in a physical education setting.</p>
	<p>◆ Creative Movement Exploration</p> <p>Have students use creative movement performance tasks (see learning outcome S.1.2.D.1) to design a movement sequence that demonstrates emotions and responses to those emotions.</p> <p>Have students (in pairs or small groups) design, refine, and perform a movement sequence that</p> <ul style="list-style-type: none"> • has a definite beginning and ending • expresses one emotion (e.g., sad, happy, hurt, angry, afraid) • expresses a supportive response to the emotion <p>Hand out cards indicating the emotion to be used to ensure that various emotions are explored. Include other movement task features such as rhythm, smooth transitions, body shapes, relationships, and so on. Use these movement explorations as springboards to discussion.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Help students to develop skills that enable them to communicate with someone who is feeling different emotions (e.g., teach students to repeat back what a partner says to reflect his or her feelings).

Encourage students to show empathy, respect, support, help, and understanding with respect to a real or an imaginary event.

Encourage students to demonstrate appropriate communication skills when others are feeling emotional.

◆ **Observation: Sea of Emotions**

Teacher: Inventory

Have students check their pie charts with a given example for correct matching of emotions. During discussion, have students hold up their pie charts to see whether the dial is pointing at the right emotion.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.4.2.C.2 Identify and sort causes of anxiety or stress (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) for self and others as they relate to school, home, and community.</p> <div data-bbox="113 709 548 892" style="border: 1px solid black; padding: 5px;"> <p>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, work in groups)</p> </div>	<p>◆ Feeling “Out of Sorts”</p> <p>Have students identify and sort situations that have caused them anxiety or stress in the past, using a Sort and Predict Frame. Have them verbalize the exact cause of their anxiety and stress. (See Sort and Predict Frame, <i>Success for All Learners</i>, 6.34 and 6.100.)</p>
<p><input type="checkbox"/> K.4.2.C.3 Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid...).</p> <div data-bbox="113 1291 548 1453" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas) PE/HE: GLO 3—Safety (unsafe situations)</p> </div>	<p>◆ Storytelling</p> <p>Read a story (e.g., a suspenseful one) that identifies situations causing anxiety and discuss it with students.</p> <p>◆ Feelings and Emotions Associated with Anxiety</p> <p>Choose an imaginary situation or a real experience that may make someone feel anxious and use mime or role-play to demonstrate the feelings and emotions (e.g., scared, nervous, timid) associated with it. Have students describe the situation and the feelings involved.</p> <p>◆ Real Experience</p> <p>Select a student to demonstrate batting a ball (as in baseball) while everyone else in the class cheers the selected batter in anticipation. Select other students to demonstrate. Then, ask the batters how they felt while they were preparing to hit the ball, during the cheering, and after they hit or missed the ball.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

All living things, including human beings, are subjected to anxiety and stress in their natural surroundings (balance of nature). As a result, they learn to adapt to the conditions in which they live. Emphasize to students that it is normal to have experiences that cause anxiety or stress.

◆ **Journal/Learning Log: Feeling “Out of Sorts”**

Teacher: Inventory

Have students complete the Sort and Predict Frame as part of their learning log.

Extension: Have students record what causes personal stress in school, at home, and in the community.

Suggested Criteria:

The student identifies examples of causes of anxiety or stress:

- new and/or unfamiliar situations
- feeling out of control
- loud voices/noises
- competition
- disagreements
- heights
- performing in front of others
- being apart from family
- health problems
- other

◆ **Observation: Storytelling**

Teacher: Checklist

Read a story and have students raise a hand when they feel some anxiety (e.g., anxious, scared, nervous, timid). Record whether students were able to recognize feelings/emotions associated with anxiety. Ask students who are not affected by the story for examples of other situations that have caused them anxiety.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.2.C.4a Discuss ways and activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) to reduce personal stress.	
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, work in groups)	
	<p>◆ Lessen the Stress</p> <p>Explain that human beings can reduce personal stress through appropriate activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circle). Have students do exercises to practise stress-reduction techniques. Review the various stress-management techniques. Follow up with a sharing of suggestions on other ways to manage stress.</p> <p>◆ Soft Ball!</p> <p>Have on hand a big ball of string or wool and ask students to sit in a circle. One student holds the ball in his or her hands and, unwinding a bit of string or wool, gives a strategy for helping to reduce stress. The ball is then passed to the next student who does the same thing (students must listen carefully to others' ideas so as not to repeat the same idea), and so forth. Each student continues to hold onto a bit of string, so that the group members collectively “weave” their ideas together. When each student has had at least one turn, the ball is passed randomly from student to student in the circle, effectively weaving the ideas together into a “web.”</p> <p>◆ Comfy Comforter</p> <p>Have students listen to a soothing story and use their own imaginations while listening to relax the mind and body.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Invite representatives from various organizations or cultures to present different stress-reduction techniques.

Invite the school counsellor to do relaxation exercises with students.

Use relaxation-type activities as part of the cool-down in physical education class.

Use imagery, through word association, to create a feeling of comfort (e.g., “like pulling a warm, soft comforter over you”—it protects and comforts).

◆ **Reflection: Lessen the Stress**

Self-Assessment: Checklist

Have students check off the activities that they would use to reduce personal stress:

- play
- deep breathing
- progressive relaxation
- family walk
- talk with safe adult
- healing circle




PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.1.A.1 ⇨ S.4.2.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...).</p>	<p>◆ Simple Goals and Strategies</p> <p>Encourage students to set simple short-term goals for activities in the classroom or gymnasium (e.g., throwing a ball against the wall, reading silently for 15 minutes) and to use strategies for personal goal attainment (e.g., make a plan). (See Goal Setting, <i>K-4 ELA</i>, Strategies–295.)</p> <p>◆ Portfolio Activity</p> <p>Have students set personal goals in certain subject areas. Plan how to achieve them.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals, extend understanding)</p> <p>PE/HE: GLO 1—Movement, GLO 2—Fitness Management, GLO 5—Healthy Lifestyle Practices (goals setting)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Reflection: Simple Goals and Strategies**

Student: Rating Scale

Have students complete the following statements using the rating scale provided.


Simple Goals and Strategies

1. I set short-term goals for myself:

Always	Often	Never
☺	☹	☹

2. I plan what I must do to reach my goal:

Always	Often	Never
☺	☹	☹

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g., brushing your teeth...) for the promotion of physically active and healthy lifestyles.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (contribute to inquiry, identify sources, access information, organize information) MA: Number (parts of a whole), Statistics and Probability (listing, graphing), Shape and Space (time of day) PE/HE: K.5.2.B.1 (active living), K.5.2.C.2 (nutrition, personal health practices) SC: Cluster 1—Growth and Changes in Animals (healthy eating for growth and development)</p> </div>	<p>◆ Healthy Choices</p> <p>Tell students that it is 7:30 a.m. on a weekday during the school year. Have students name four tasks they might complete every morning before going to school and identify which are part of a physically active and healthy lifestyle (e.g., eating a nutritious breakfast, brushing your teeth, washing your face, dressing appropriately for the weather). Create a chart with students showing the desirable behaviours and habits related to getting ready for school in the morning. Survey students to see which healthy habits they take part in and create a picture/bar/symbol graph. Repeat the same exercise for other times in the day. Ask a few volunteers to mime a desirable behaviour or habit (e.g., tell them: “René is now going to show us how he takes care of himself in the morning before coming to school.”). Make a connection between good habits and health. Discuss how students benefit from adopting health habits. Reinforce good classroom habits by setting a goal for the entire class (e.g., keep classroom clean) and by implementing mechanisms that make it possible to attain and maintain this goal.</p> <p>◆ Health-Habits Game</p> <p>Show picture cards of various items (e.g., a toothbrush, soap, a park) associated with health habits.</p> <div style="text-align: center; margin: 10px 0;">  <p>See BLM 2–5: Health-Habits Game.</p> </div> <p>Have students identify each card and the health habit that it indicates (e.g., a picture of a park indicates the habit of being active, playing).</p> <p>Variation: Heads up, Seven up</p> <p>Give the health-habit cards to a few students and ask them to stand at the front of the class. Ask the other students to put down their heads. Have the cardholders move around and select one student each by tapping him or her on the shoulder. The tapped students, still with their heads down, raise one arm. Card-carrying students return to the front of the classroom, displaying their health-habit cards in front of them. When the teacher calls, “Heads up,” the students with their arms up guess who tapped them, not by saying the name of the person who tapped them, but by identifying the title of the health-habit card that person is holding. If the tapped student is correct, the two students exchange places. The game continues with new tappers, if a switch was made, and/or with original tappers.</p>



TEACHER NOTES

Choose a problem-solving model and post it in the classroom to reinforce its use in other situations. Refer to Inquiry Strategies, *K–4 ELA, Strategies–76*, for a systematic approach to information problem-solving.

See also Food Facts, learning outcome K.5.2.C.2.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Healthy Choices**

Teacher: Checklist

Have students illustrate good behaviours or health habits for different times of the day and write the reasons why these are important behaviours/habits.

Healthy Choices					
Time	7:30 Morning	10:30 Recess	12:00 Lunch	3:30 Home	7:30 Night
Health Habit					
Importance					

Suggested Criteria:

Look for

- habits that promote physical activity
- habits that promote healthy lifestyles
- brushing teeth
- washing
- combing/brushing hair
- good nutrition
- sleeping

Variation: Provide students with pictures of the cards used in the Health-Habits Game.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others (e.g., wait for one’s turn, share equipment, help others, invite others to play, show respect for individual differences...) in partner activities.</p> <div data-bbox="115 611 550 867" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups) PE/HE: K.1.2.C.4 (positive social behaviours), S.2.2.A.1a (cooperative fitness activities), K.4.2.C.1a (appropriate ways to express feelings) SS: social responsibility, citizenship</p> </div>	<p>◆ Getting Along</p> <p>Organize classroom activities, recess games, and sports activities in the gymnasium that enable students to practise interpersonal skills and demonstrate getting along with others. For example, have students work in pairs to create a cartoon strip, assemble a model, make a poster, pamphlet, or recipe, put on a play, set up a display, learn a game or sport from a different culture, or participate in throwing and catching activities.</p> <p>Variation: Have students break off into groups (of two to four) to research a game or sport from various cultures (including those from Aboriginal cultures) and present it to the class (e.g., cat’s cradle, cup-and-ball game, stick game, hoop game).</p> <p>◆ Appropriate Behaviours for Getting Along</p> <p>Use fables, such as “The Lion and the Rat,” to discuss ways of getting along with others in spite of individual differences. Then pair off students and ask them to use role-play to demonstrate the appropriate rules for certain situations (e.g., fair-play rules in sports, classroom rules, rules for playground games, active listening techniques). Encourage students to exchange encouraging messages and verbal/non-verbal praise (e.g., give a hug, say kind words, send “roses” to someone), and specifically identify the praiseworthy behaviour. (See also Play a Sport! Be a Sport!, learning outcome K.4.2.C.1a.)</p>
<p>☐ S.4.2.A.5 Explore ways to relax the mind and body (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...).</p> <div data-bbox="115 1545 550 1751" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals) PE/HE: K.2.4.C.3 (cool-down)</p> </div>	<p>◆ Relaxation Time</p> <p>Organize the classroom or gymnasium space to allow for relaxation exercises (e.g., create a relaxation centre with craft materials, musical instruments, rubber balls, and safe equipment). Ask students to suggest ways to relax. Guide students through various relaxation exercises. For example, play a slow, soothing song and have students move their arms/bodies to the music. Have them lie down on a mat and listen to the music as they breathe slowly and do some gentle stretching.</p>



TEACHER NOTES

Games such as cat’s cradle and cup-and-ball are commonly played in many cultures (e.g., Cree, Inuit). Additional information can be found on the Internet using a general search under the heading “Inuit Games.” Games were traditionally a part of the Aboriginal child’s survival education. Through games, children learned hunting skills, including eye-hand coordination and manual dexterity.

Do visualization exercises prior to a physical education class to help students “see” themselves participate, make a goal, run in a race, hit the target in a game, and so on. Visualization is useful in fostering the stimulation of mental images that are beneficial to sports performance and stress reduction.

Have students participate in relaxation-type activities as part of the cool-down at the end of the physical education lesson.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Getting Along**

Teacher: Scoring Rubric

Observe students in classroom activities, recess games, and/or sports activities and assess their interpersonal skills as follows.

Scoring Rubric	
Rating	The student
4	<ul style="list-style-type: none"> • always shows respect for classmates by demonstrating all the appropriate behaviours (e.g., waits for his or her turn, shares equipment, helps others, invites others to play, shows respect for individual differences)
3	<ul style="list-style-type: none"> • usually shows respect for classmates and usually demonstrates the appropriate behaviours
2	<ul style="list-style-type: none"> • sometimes shows respect for classmates and sometimes demonstrates the appropriate behaviours
1	<ul style="list-style-type: none"> • rarely shows respect for classmates and rarely demonstrates the appropriate behaviours

◆ **Observation: Relaxation Time**

Peer Assessment: Checklist

Separate students into groups of three or four. One at a time, each student briefly leads the group in a relaxation exercise. After each exercise, students respond with a “yes” or “no” when the leader asks whether they were relaxed.



Personal and Social Management Outcomes: Grade 2



Knowledge

- K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed** (i.e., families, interests, talents, feelings, desires).
- K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term** (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) **and long term** (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...).
- K.4.2.A.2b List ways to show personal responsibility at home and school** (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...).
- K.4.2.A.3 Discuss the concept of consequences** (e.g., cause-and-effect relationships...) **of behaviours as part of the decision-making/problem-solving process for health and well-being** (e.g., touching a very hot surface will cause burns...).
- K.4.2.B.1a Identify responsible and respectful behaviours** (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) **for developing positive relationships.**
- K.4.2.B.1b Talk about similarities and differences** (e.g., likes/dislikes, cultural connections...) **of responses of self and responses of others related to situations involving sports/physical activities and/or social events.**
- K.4.2.B.2a Identify positive communication skills** (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) **for listening with attention in small-group settings.**
- K.4.2.B.2b Identify situations** (e.g., carrying something heavy, contributing to a project...) **in which friends may be helpful and ways** (e.g., saying thank you, returning the favour...) **to show appreciation.**
- K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive-type activities, at home, in public...).

Knowledge (continued)

- K.4.2.C.1b Discuss ways** (e.g., show empathy when others are suffering, help rather than hurt or neglect others, respect rather than belittle, support and protect rather than dominate or ignore...) **to communicate with someone who is feeling different emotions** (e.g., sad, happy, hurt, angry...).
- K.4.2.C.2 Identify and sort causes of anxiety or stress** (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) **for self and others as they relate to school, home, and community.**
- K.4.2.C.3 Identify feelings and emotions associated with anxiety** (e.g., feeling anxious, scared, nervous, timid...).
- K.4.2.C.4a Discuss ways and activities** (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) **to reduce personal stress.**

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.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits** (e.g., brushing your teeth...) **for the promotion of physically active and healthy lifestyles.**
- S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities.**
- S.4.2.A.5 Explore ways to relax the mind and body** (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...).

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.