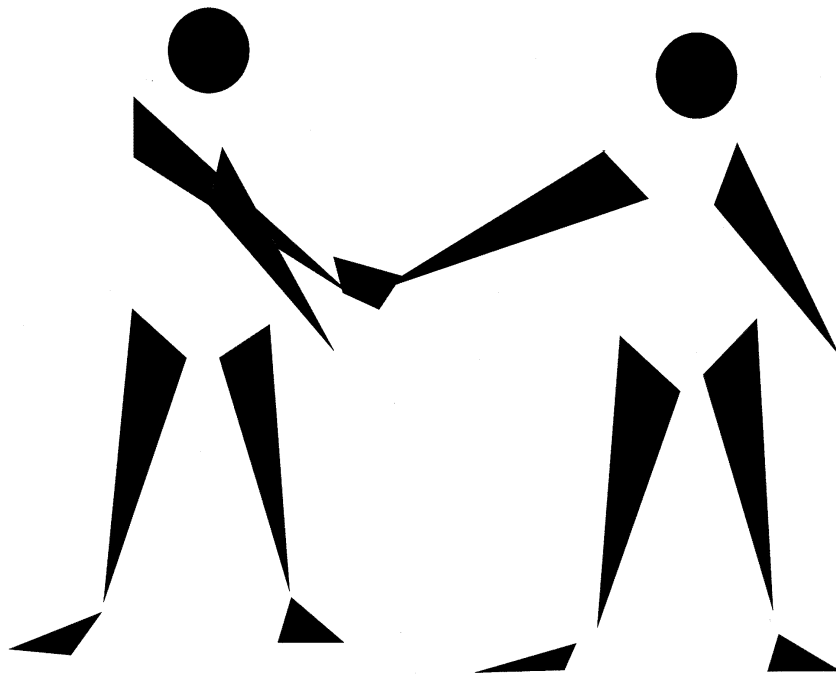


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# Grade 4

## **4. Personal and Social Management**

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



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.4.4.A.1 Demonstrate an awareness of factors** (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) **that influence self-esteem and self-confidence.**

**Curricular Connections**

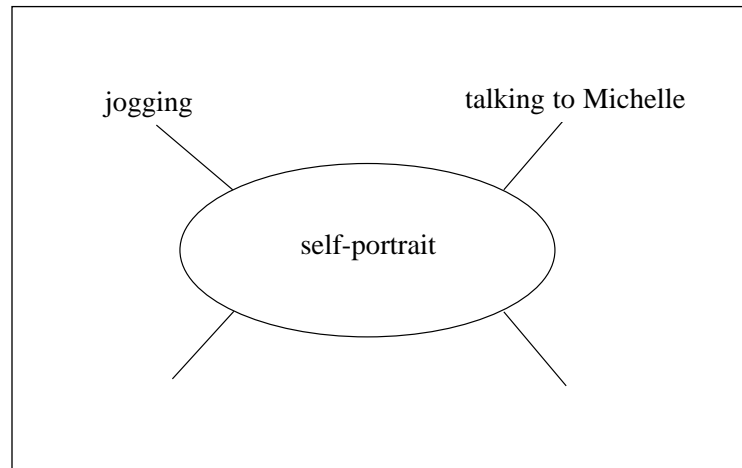
**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

**SUGGESTIONS FOR INSTRUCTION**

**◆ Feeling Good**

Have students draw a picture of themselves (self-portrait) in the centre of a page. Have them identify what makes them feel good. Guide students in selecting from various components in life (e.g., foods, exercise/activity, sports, crafts, books, art, family, clothing, friends, home). Students then draw and label the things that make them feel good around their self-portrait.

Example:



Display the portraits or have students share them in small groups. Be mindful that some may not want their portraits displayed. This learning activity is intended to provide students with some direction before talking about why things make them feel good.

**Variation:** Use a photograph in the centre of the page. Once students identify the items that help them feel good, guide them in classifying the items into categories or factors such as genetics, accomplishments, attitudes, and environment, and discuss how these can influence self-esteem and self-confidence. Make a class chart, such as the following, to show item classification.

Example:

**Self-Esteem: Feeling Good about Yourself**

Contributing Factors			
Genetics	Accomplishments	Attitudes	Environment
• brown hair			• park


**TEACHER NOTES**

Treat this learning outcome with sensitivity. Basic psychological needs (e.g., to be loved and accepted, competent, free, happy) are not always adequately fulfilled due to a variety of factors over which students do not have full control, such as family situation or the environment and community in which they live.

Schools need to work together with parents and community services in the best interests of students.

In the physical education setting, ensure that all policies and practices promote gender fairness and inclusion in a non-threatening environment. Some students may lack self-esteem when participating in certain types of physical activities/sports, depending on factors such as body size, physical abilities, and prior experiences.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Paper and Pencil Task: Feeling Good**

Self-Assessment: Checklist

Have students check their work to see whether they

- identified factors that make them feel good
- made the connection about how these factors would affect their self-esteem

**Suggested Criteria:**

The student

- demonstrates an awareness of factors that contribute to feeling good
- makes the connection that these factors influence self-esteem

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>☐ K.4.4.A.2a Identify a goal-setting process</b> (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) <b>for establishing personal goals.</b></p>	
<p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)</p>	
	<p><b>◆ Personal Goals</b></p> <p>Ask students to identify some of the things they wish for (e.g., to win a race, read an entire novel, control anger, make a friend, master basics in mathematics). Show that meeting a goal results in a feeling of happiness and competence. Explain that fulfilling a goal requires making a personal effort, rather than waiting for a magician or parent to do things for us, and doing so in a responsible manner. Ask students to identify one of their goals related to learning (e.g., to get 100% on a spelling test, work without disturbing anyone, dribble a basketball, make a new friend).</p> <p>Present a <b>goal-setting process</b> for establishing personal goals that enables students to have some degree of control over the outcome:</p> <ul style="list-style-type: none"><li>• identify strengths or attributes</li><li>• set goals</li><li>• think of ways to reach goals</li><li>• practise</li><li>• keep track of progress</li><li>• enjoy</li></ul> <p>Encourage students to talk about the reasons why some steps for goal attainment work better than others and to use tools (e.g., checklist, plan, calendar, self-assessment sheet, partner, mentor) to help them achieve their goal.</p> <p>Have students keep a goal-setting journal that contains a clear outline of the steps they need to take to reach their goal within a specified timeline. Students can also use this journal to record goal setting pertaining to physical activities.</p>



**TEACHER NOTES**

The feeling of competence that contributes to developing self-esteem and self-confidence is reinforced when students learn to set personal goals and find ways to attain them.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Paper and Pencil Task: Goal-Setting Process**

Teacher: Inventory

Have students complete a goal-setting process for personal goals, using a guideline such as the following.

**Goal-Setting Process**

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Goal(s) I will aim for this week:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
2. Steps or strategies that will help me to reach my goal(s):
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_

When will I practise? \_\_\_\_\_
3. What is my score, based on the following scale? \_\_\_\_\_
 

1—I need more practice.	3—I almost did it.
2—I’m on my way.	4—Super! I did it!
4. Why did I get this score? \_\_\_\_\_

See *K–4 ELA*, BLM–94, for another example.

**Suggested Criteria:**

The student

- sets a goal
- describes steps to be taken toward achieving the goal
- indicates times when he or she will practise
- other

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**☐ K.4.4.A.2b Describe the factors** (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) **that affect personal motivation and achievement of goals.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

**☐ K.4.4.A.3 Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps** (e.g., making the decision, taking action, evaluating results...).

**Curricular Connections**

**ELA:** GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

**◆ Motivate Yourself!**

Have students identify and describe several things that affect personal motivation and achievement of goals, such as

- the feeling/level of competence (success/failure)
- the feeling of being loved and belonging (support from others)
- a sense of responsibility (commitment)
- the feeling of independence and freedom (intrinsic and extrinsic rewards)

Make students aware that they can play an active role in their own learning—they are not passive subjects.

**◆ Commitment**

Have students depict (e.g., in a drawing, map, oral or written presentation) a personal situation in which they failed to keep a commitment (e.g., setting a personal goal and inventing excuses for not adhering to it) and say how this affected the achievement of their goals.

**◆ Steps of the Decision-Making/Problem-Solving Process**

Suggest scenarios that involve the decision-making or problem-solving process and have students practise the final steps of this process (e.g., making the decision, taking action, evaluating results, revising as required).

**◆ Learning Outcome Connections**

See learning outcomes K.4.3.A.3 and K.4.3.B.3b for steps of the problem-solving process and K.4.3.B.2b for suggested scenarios.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

◆ **Paper and Pencil Task: Motivate Yourself!**

Teacher: Checklist

Have students list the things that help them to keep motivated and achieve their goals.

**Suggested Criteria:**

The student identifies things that affect

- personal motivation
- achievement of goals

See steps of the problem-solving process, learning outcomes K.4.3.A.3 and K.4.3.B.3b.

Students must make a decision after considering certain choices. Not all options are always possible. Students must choose the best solution by considering personal values and the constraints or limiting conditions of the particular situation. It is, therefore, necessary to weigh the pros and cons for each solution or consider assessment criteria, such as the following:

- Is the solution appropriate for the conflict in question?
- Is it considerate of self and others?
- Is it acceptable (for the school, teacher, students concerned, parents, community)?
- Is it feasible (considering time, means, resources, level of difficulty, safety)?



◆ **Paper and Pencil Task: Steps of the Decision-Making/Problem-Solving Process**

Teacher: Rating Scale

Have students list the steps needed for decision making and problem solving.

Decision-Making Steps	Problem-Solving Steps
1.	1.
2.	2.
3.	3.
Other	Other

Rating Scale	
Scale	The student
3	<ul style="list-style-type: none"> <li>• identifies all the decision-making/ problem-solving steps</li> </ul>
2	<ul style="list-style-type: none"> <li>• identifies some of the steps</li> </ul>
1	<ul style="list-style-type: none"> <li>• does not identify any of the steps</li> </ul>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.4.4.B.1a Identify appropriate social behaviours</b> (e.g., speaking kindly, acknowledging others’ ideas and opinions, offering to help...) <b>toward others in small-group situations.</b></p> <div data-bbox="115 569 550 934" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)  <b>SS:</b> diverse perspectives</p> </div>	<p><b>◆ Fitting In</b></p> <p>Have students imagine that they are going to move to another community and will be changing schools. Ask them to identify the appropriate social behaviours for acceptance into a small group at their new school (e.g., being kind, polite, cooperative). Have them identify the actions or body language associated with these behaviours. For example, acknowledging others’ ideas and opinions could involve listening, not interrupting, not making fun of others, thinking, and taking turns. Develop maps with students for each of these social behaviours.</p> <p>Example:</p> <div data-bbox="657 743 1411 1150" style="border: 1px solid black; padding: 10px; text-align: center;"> </div> <p>Compare these social behaviours with the current classroom situation. Discuss obstacles or difficulties and ways to overcome them.</p> <p><b>Variations:</b> Outline (on cards) situations in which a newcomer to a place attempts to join or fit into a small-group activity (e.g., a newcomer tries to participate in a recess soccer game that the same students have been playing together for days). Have students work in small groups to act out the situations. Acceptance on a sports team or in an activity is a very realistic scenario. Puppets could also be used.</p>



**TEACHER NOTES**

Families play an important role in the development and acquisition of acceptable and appropriate social behaviours. For example, when students are encouraged to follow the rules (or routines) set out by and for the family, or are made responsible for their actions, they learn to develop appropriate social behaviours. Self-esteem and self-confidence are the foundation for responsible behaviour.

At school, certain classroom management strategies such as cooperative learning contribute to the acquisition of appropriate social behaviours.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Fitting In**

Teacher: Checklist

While observing students perform the skit, complete a checklist such as the following.

**Suggested Criteria:**

The student

- shows kindness (words, gestures)
- acknowledges others' opinions
- offers help
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.4.4.B.1b Discuss connections or representations of cultures in different physical and recreational activities</b> (e.g., lacrosse from Aboriginal culture, tinkling from Philippines, voyageur games from French-Canadian culture...).</p>	<p>◆ <b>Connections</b></p> <p>Following physical or recreational activities or games with a cultural connection (e.g., lacrosse, traditional dances, voyageur games), have students conduct research on the origins of the activities or games (e.g., using interviews, Internet sites, reference work). Point out the diversity of activities from different cultures. Encourage students to research games or activities from around the world and introduce them at school.</p> <p>◆ <b>Multicultural Activities</b></p> <p>Have students play games or activities and perform folk dances from different cultural communities/countries. Identify and discuss the respective cultures.</p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p><b>SS:</b> diverse perspectives, how others live, communities around the world (recreational activities, traditions and customs)</p>	



**TEACHER NOTES**

For information on folk dances, refer to *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



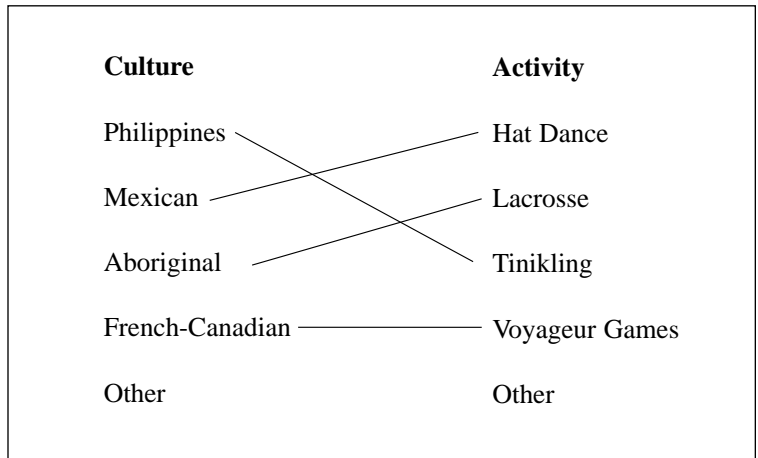
**SUGGESTIONS FOR ASSESSMENT**

◆ **Paper and Pencil Task: Connections**

Teacher: Checklist

Provide students with a list of activities (or games) connected with specific cultures. List as many activities and cultures as have been introduced. Ask students to connect the culture to the activity.

Example:



**Suggested Criterion:**

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.4.4.B.2a Identify positive communication skills</b> (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) <b>and behaviours</b> (i.e., fair-play code of conduct) <b>for getting along with others in competitive situations</b> (i.e., as a participant, player, or spectator).</p>	<p>◆ <b>Stay Positive</b></p> <p>During competitive-type physical activities or games in the gymnasium or on the playground, have students observe, identify, practise, and reinforce</p> <ul style="list-style-type: none"><li>• positive communication skills (e.g., making encouraging remarks, using appropriate etiquette, using appropriate body language)</li><li>• positive behaviours in competitive situations (i.e., fair-play code of conduct)</li><li>• positive behaviours as participants, players, and/or spectators</li></ul>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p><b>PE/HE:</b> K.4.2.B.1a, K.4.3.B.2a</p> <p><b>SS:</b> diverse perspectives, how others live, communities around the world (recreational activities, traditions and customs)</p>	



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

An organizational strategy such as the one suggested below may be used for collecting student feedback or results:

- Students line up in front of the teacher at the end of a class activity.
- Students use the Fair-Play Rubric to indicate what number they scored in the day’s class activity. The teacher chooses whether or not to record the score formally. In some cases, students may be too hard or too easy on themselves.
- If the teacher agrees with the student’s assessment, the student is dismissed to the change-room.
- If the teacher disagrees, the student goes to the end of the line to wait to discuss the discrepancy with the teacher.

◆ **Performance Task: Stay Positive**

Peer Assessment: Checklist

Have students observe a partner in a game situation and look for specific positive communication skills and behaviours.

**Suggested Criteria:**

The student

- encourages others
- uses proper etiquette
- shows positive body language
- is a fair player

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Have students create a fair-play rubric to assess student behaviours (see suggestion below).



Use BLM G–2: Class Checklist (see Appendix H) to record student results.

Fair-Play Rubric					
Fair-Play Rules*	Demonstration of Fair-Play Behaviours	4 All the Time	3 Most of the Time	2 Some of the Time	1 Rarely
Respect the rules.	The student <ul style="list-style-type: none"> <li>• plays by rules</li> <li>• follows rules without being reminded</li> <li>• tells the truth about the calls</li> </ul>				
Respect the officials and accept their decisions.	<ul style="list-style-type: none"> <li>• accepts decisions of the officials or teacher</li> <li>• does not complain</li> </ul>				
Respect your opponent.	<ul style="list-style-type: none"> <li>• compliments other players on polite behaviour or skillful performance</li> <li>• encourages others by cheering or making positive statements</li> <li>• talks politely to others with no put-downs or name calling</li> <li>• refrains from bragging about accomplishments</li> </ul>				
Give everyone equal/ equitable opportunity to participate.	<ul style="list-style-type: none"> <li>• shares and takes turns</li> <li>• offers to change players or positions to allow everyone to play</li> <li>• invites others to play</li> <li>• notices who is not playing and helps them get involved</li> <li>• does not complain about assigned partner or group</li> </ul>				
Maintain your self-control.	<ul style="list-style-type: none"> <li>• maintains self-control with no emotional outbursts or temper tantrums</li> <li>• makes positive comments to others</li> <li>• refrains from fighting</li> <li>• accepts winning and losing with grace</li> </ul>				

\* **Fair-Play Rules:** CAHPER/CIRA, *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (Leisure section, 16).

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**☐ K.4.4.B.2b Identify ways** (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say “please/thank you”...) **to get along with others in cooperative/ collaborative situations.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)  
**SS:** community building

**☐ K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions** (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

**◆ Cooperate**

Have students participate in a variety of cooperative games, team-building activities, tabloid games, or relays that require them to cooperate with others. Ask students to identify ways to get along with others.

**◆ Emotion Envelope**

Write typical situations on strips of paper (e.g., “You received the present you wished for on your birthday.” or “You did poorly on your last test when you thought you had done well.”) and place the strips in an envelope. Have students pull out scenes from the envelope at random and ask them to mime the emotions they experience, or divide students into groups of two or three and have them role-play the scenes, with particular emphasis on expressing their emotions (e.g., frustration, fear) and the associated behaviours (e.g., aggression).

**◆ Talkabout**

Use a wide variety of cross-curricular resources (e.g., films, books, guests, research, role-play) on the issue of emotions and the associated behaviours to stimulate discussion.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Teaching strategies such as cooperative learning and group work foster the acquisition of interpersonal skills to

- communicate verbally and non-verbally (e.g., saying “please” and “thank you”)
- work cooperatively and collaboratively (e.g., taking turns)
- show respect and consideration for the rights and feelings of others (e.g., no bullying or name calling)
- be responsible for fulfilling a commitment (e.g., completing a task on time, putting away supplies or equipment)

Look for current resources on cooperative games and fair play.

◆ **Performance Task: Cooperate**

Self-Assessment: Checklist

After a game, have students assess their performance using a checklist such as the following.

**Suggested Criteria:**

When I played, I...

- accepted responsibility
- used kind words
- celebrated successes
- listened well
- worked together with others to succeed

◆ **Observation: Emotion Envelope**

Teacher: Checklist

While the students are miming or role-playing, observe and check students who express the appropriate emotions (e.g., frustration) and the associated behaviours (e.g., aggression).

Emotion and Behaviour Checklist		
Group Names	Expresses Emotion	Examples of Behaviours

Use the data to plan instruction.



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.4.4.C.1b Identify different strategies** (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Coping Strategies**

Have students define and explore the concepts of loss and grief through appropriate readings and by asking questions (e.g., “What is grief?” “How do you feel inside?”). Have them identify strategies for coping with loss and grief, such as talking with family, supportive friends, a spiritual leader, or a counsellor (for emotional support).

**Variation:** Ask students to draw a picture of an event that caused them grief. Be aware that some students may feel uncomfortable and may be unwilling to participate.




**TEACHER NOTES**

Treat this learning outcome with sensitivity. Check school guidelines and resources related to loss and grief.

Students are exposed to a wide range of experiences that elicit pain and grief, including moving, separation or divorce, neglect, abuse, injury, illness, accidents, and death. They are unprepared for grief and do not know how to react or act. They need help to express their feelings using words and body language and to understand that everyone has his or her own response to loss and grief (e.g., anger, sadness, guilt, shame, fear, apathy, despair, isolation, aggressiveness, rebellion). Be ready to listen to students and encourage them to talk to someone who understands. Encourage students experiencing difficulty to seek assistance from the school counsellor or someone with whom the student feels comfortable discussing personal concerns.

Encourage participation in physical activity as an outlet or a strategy for coping with loss and grief.


**SUGGESTIONS FOR ASSESSMENT**
**◆ Questioning/Interviews: Coping Strategies**

Teacher: Inventory

Have students list three strategies for coping with loss and grief. Have them choose one of the strategies and discuss it with a partner or in a small group.

**Suggested Criterion:**

The student

- identifies three different strategies

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**☐ K.4.4.C.2 Recognize that people have different reactions** (e.g., excitement, fear, motivation, inhibition...) **to stressors.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)  
**SS:** diverse perspectives

**☐ K.4.4.C.3 Identify the physical responses the body may experience as a result of stress** (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...).

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding)

◆ **Reactions**

Present a hypothetical or real situation that is stressful (e.g., conflict with a friend or parent, competition, loss of something precious, an ill or divorced parent). Ask students to say how they would react if they were dealing with this type of situation. Point out the variety of reactions (e.g., excitement, fear, motivation, challenge, inhibition).

◆ **Social Studies Connection**

Have students do a simulation activity. Ask them to visualize what it might feel or look like when families experience a stressful event (e.g., war, natural disasters such as a fire, flood, earthquake). Have them visualize the situations for families today and/or in different historical eras.

◆ **Physical Responses to Stress**

Explain that stress has physical effects on the body. Ask students to describe some of these effects (e.g., heart rate increasing, blushing, muscles tightening, pupils of eyes widening, knots in stomach, butterflies, dry mouth) based on a hypothetical or real situation that is stressful.

Create station activities that would be representative of a high-pressure situation in different contexts (e.g., serving a volleyball or shooting a free throw in a championship game, playing a musical instrument at a recital, walking on a log over deep water). Have students pretend they are in these situations and ask them to describe and discuss how they might feel.

◆ **Stress Relief**

Have students write a poem, story, or comic strip that identifies the physical responses that may occur due to stress.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

◆ **Paper and Pencil Task: Reactions**

Teacher: Inventory


Have students identify which of the following situations may cause different reactions from different people:

- losing something very valuable
- having a very ill friend/sibling/parent
- playing in a championship game
- walking past a big dog
- having your house burn down
- being on a high ladder
- making a speech

**Suggested Criterion:**

Look for

- number of correct identifications



◆ **Paper and Pencil Task: Physical Responses to Stress**

Teacher/Peer Assessment: Checklist

After students have participated in the discussion, have each student list physical responses that the body may experience as a result of stress. (Ask students to list as many as they can. If the class comes up with six in total, see how many responses a student can list out of the six.)

**Suggested Criteria:**

Look for at least three of the following responses:

- heart rate increasing
- blushing
- muscles tightening
- pupils of eyes widening
- knots in stomach
- butterflies
- dry mouth
- other

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.4.4.C.4a Identify the stress management skills** (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress.**

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)  
**PE/HE:** K.4.2.C.4a, S.4.2.A.5, S.4.4.A.5

**SUGGESTIONS FOR INSTRUCTION**

◆ **Stress-Management Skills**

Prepare simulation exercises and organize role-plays that enable students to observe and practise the skills that may be useful in coping with stress (e.g., relaxation, stress control, positive thinking, guided imagery, use of humour, talking with others).

◆ **Poster/Collage: Don't Mess with Stress**

Ask students to create a poster or collage by cutting out pictures that show ways to manage stress in the following areas.

<b>Don't Mess with Stress</b>	
Ways to Relax (e.g., read a book, go for a walk)	Stress-Control Skills (e.g., participation in physical activity, counting)
Positive Thinking (e.g., positive things to say)	Guided Imagery (e.g., things/places you like to think about)
Humour (e.g., jokes, riddles, cartoons)	Talking with Others (e.g., person you feel comfortable talking to)



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**



◆ **Performance Task: Stress-Management Skills**

Teacher: Checklist

When students have completed their role-playing, have them draw a picture of how they see themselves coping with stress. Check off (Yes/No) the student’s representation of successful stress-management strategies.

◆ **Performance Task: Poster/Collage: Don’t Mess with Stress**

Teacher: Checklist

Assess whether or not the posters/collages show personal and healthy ways to manage stress in each of the six specified areas:

<b>Stress-Management Areas</b>	<b>Yes</b>	<b>No</b>
• ways to relax	<input type="checkbox"/>	<input type="checkbox"/>
• stress-control skills	<input type="checkbox"/>	<input type="checkbox"/>
• positive thinking	<input type="checkbox"/>	<input type="checkbox"/>
• guided imagery	<input type="checkbox"/>	<input type="checkbox"/>
• humour	<input type="checkbox"/>	<input type="checkbox"/>
• talking with others	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.4.4.A.1 Set goals</b> (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) <b>to enhance health and physical well-being.</b></p>	<p>◆ <b>Shoot and Score!</b></p> <p>Show students that athletes who participate in school, divisional/district, provincial, national, international, or world competitions train on a regular and disciplined basis and choose a plan for attaining their goals. Invite one such person to talk about setting goals and striving to meet those goals.</p> <p>Propose various models that will help students to become organized and set goals to enhance their health and physical well-being. For example, students could mark a calendar in advance with what they want to do and when they plan to do it. They could also make a plan for work, training, or nutrition that lists the</p> <ul style="list-style-type: none"><li>• target goal</li><li>• actions to be taken</li><li>• means to be used</li><li>• steps to follow</li></ul> <p>Have students suggest ways to bring themselves back on task when they are forgetful. Encourage them to choose the model best suited to their learning approach (e.g., use a chart with pictograms for a visual student, a list or calendar for someone who is more sequential). Arrange for students to have mentors who follow their progress and provide support and encouragement.</p>
<p><b>Curricular Connections</b> <b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding) <b>PE/HE:</b> GLO 2—Fitness Management, GLO 5—Healthy Lifestyle Practices</p>	



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

The goals that students set, whether they are short- or long-term, must be simple, attainable (e.g., in steps), and meaningful. Ensure that students use a variety of tools to measure effectiveness (e.g., chart, table, calendar, plan).

◆ **Journal Entry: Shoot and Score!**

Teacher: Checklist

Have students list three goals from various areas (e.g., diet, exercise) that would enhance their health and physical well-being.

**Suggested Criterion:**

The student

- sets goals



**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**□ S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision** (e.g., classroom rules and routines, planning a class or group activity...).

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)  
**SC:** Cluster 4—Rocks, Minerals, and Erosion

**◆ Action Planning**

Put students in groups and ask them to design a plan for a topic that is of interest to the entire class and will be used for making a group decision (e.g., plan school-day activities, plan a field trip related to rocks, minerals, and erosion, establish rules for a new gym game or class activity, plan a party for an occasion such as Hallowe'en, Valentine's Day). Ask students what they do when they start a project. Highlight the elements that contribute to successful planning. Then present the steps in the planning process and have students apply them to various situations.

**Steps in the Planning Process:**

- Clearly state the goal or what you want to do.
- List needs and actions required to achieve the goal.
- Plan steps to be followed to get ready.
- Anticipate potential problems and revise the plan accordingly.
- Assign responsibilities.
- Perform the steps.
- Check and change the plan where needed.

**◆ Terrific Teamwork**

Have students work together to arrive at a group decision for a physical education activity such as

- an activity/game chosen by the class
- a tabloid activity station for younger students
- an intramural activity
- a gymnastics/dance routine
- a promotion project related to participation in physical activity, healthy eating, drinking milk, or participation in intramural activities





### TEACHER NOTES

Planning is a cognitive and metacognitive skill that helps students with project implementation. It allows students to act and get involved in the learning process, making them aware not only of **what** they learn, but also of **how** they learn. Planning helps students become responsible and independent at school and beyond. It can be applied to a wide range of subject areas, regardless of whether they are school-related (e.g., plan research on erosion in science) or not (e.g., plan an outing with friends).

Use planning and inquiry processes from English language arts and/or science to promote consistency across the subject areas. A planning activity could also be developed around a completely hypothetical situation, such as planning

- a trip somewhere in the world (social studies—world globe and map of Canada)
- an interview with someone who lives somewhere else (social studies—how others live)
- a powwow to include Aboriginal dancers as part of a multicultural event



### SUGGESTIONS FOR ASSESSMENT

#### ◆ Performance Task: Action Planning

Teacher: Checklist

After a group has completed a plan, rate their work using specific criteria.

#### Suggested Criteria:

The group

- clearly stated what they wanted to do
- listed means
- planned steps
- dealt with problems
- revised their plan if needed

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>☐ S.4.4.A.3 Demonstrate interpersonal skills</b> (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) <b>for getting along with others in class activities.</b></p>	<p><b>◆ Interpersonal Skills</b></p> <p>Use physical activities/sports and classroom group activities to have students demonstrate interpersonal skills for getting along with others, such as the ability to</p> <ul style="list-style-type: none"><li>• communicate verbally and non-verbally with others (see learning outcomes K.4.2.C.1a, K.4.2.C.1b, K.4.3.B.4, and K.4.4.B.2a: appropriate ways to communicate)</li><li>• work cooperatively and collaboratively (see learning outcome S.4.2.A.3)</li><li>• show respect and consideration for the rights and feelings of others (see learning outcomes K.4.2.B.1a, K.4.3.B.1a, and K.4.4.B.1a)</li><li>• show responsibility for fulfilling a commitment (see learning outcome K.4.4.A.2b)</li></ul> <p>Help students to assess themselves and to ask for help from their peers to evaluate their interpersonal skills.</p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b> GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p>	

**TEACHER NOTES**

Students develop personal and interpersonal skills through cooperative learning activities and group projects. In fact, to accomplish a task, students learn to communicate verbally and non-verbally, listen to others, cooperate, show respect and consideration for the rights and feelings of others, and be responsible for fulfilling a commitment.

Some items listed in BLM 4–7 (e.g., eye contact) can vary across cultures and in different situations. Be aware of second language and dialectical differences that can be present in students’ speech and adapt assessment accordingly.

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Interpersonal Skills**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, students self-assess their interpersonal skills. Have students use a chart to help them with their assessment.



See BLM 4–7: Self-Assessment of My Interpersonal Skills.

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**□ S.4.4.A.5 Demonstrate use of stress-management strategies** (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...).

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)

◆ **Managing Personal Stress**

Encourage students to use various stress-management strategies (e.g., going for a walk with the class, the family, or a friend, practising gymnastic movements, dancing, listening to music, breathing deeply). These could be done at home or in class.

◆ **Imagination Time**

For this guided imagery activity, ask students to find a personal space in the classroom, gymnasium, or schoolyard. Have them stretch out on the ground, keeping their eyes closed. Remind them to relax every part of their body (no crossed arms or legs) and to keep their breathing regular, slow, and deep. Slowly read a descriptive passage to students and have them imagine scenes, noises, and smells associated with the passage. Gradually bring students out of the visualization (e.g., count backward from five to one and tell them they may open their eyes and slowly get up when they hear “one”). Have them share (e.g., draw, write, map) what they saw.

Encourage students to do similar visualization exercises on their own during a reading (e.g., novel passage, poem, historical documentary) or as they work (e.g., imagine how the Aboriginal people lived before the settlers arrived). Students can also try to visualize the continuation of an event, the outcome of an action, or the consequence of a decision.

◆ **Talk It Over**

Encourage students to talk to someone (e.g., a friend, parent, teacher, student mediator, counsellor) about what is on their minds.



**TEACHER NOTES**

Stress is the body’s physiological, metabolic, and behavioural response to an unusual demand for adaptation. It is the body’s reaction to things that happen in everyday living. Stress can be a feeling of being overwhelmed or excited because of changes in one’s environment.

Experiencing stress is not unique to human beings. Animals and plants, when exposed to unusual demands, also experience stress, the signs of which can be observed (e.g., the leaves of a plant that turn yellow prematurely due to excessive dryness).

Help students recognize the importance of looking at things with a positive attitude and lowering stress for a healthy lifestyle. Students must develop coping mechanisms to resist and adapt to stress.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Managing Personal Stress**

Self-Assessment: Rating Scale

After students have completed at least four stress-management strategies, have them rate the strategies using the scale provided below.

<b>Stress-Management Strategies</b>			
Name _____		Date _____	
<b>Rating Scale:</b>			
3 This strategy helps me most when I am worried or anxious.			
2 This strategy helps me a little when I am worried or anxious.			
1 This strategy does not help me when I am worried or anxious.			
Strategy Examples	Rating		
	1	2	3
• going for a walk			
• breathing deeply			
• listening to music			
• talking to a friend or adult			
• other			

**Suggested Criterion:**

Look for

- use of stress-management strategies in specific class activities



## Personal and Social Management Outcomes: Grade 4



### Knowledge

- K.4.4.A.1 Demonstrate an awareness of factors** (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) **that influence self-esteem and self-confidence.**
- K.4.4.A.2a Identify a goal-setting process** (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) **for establishing personal goals.**
- K.4.4.A.2b Describe the factors** (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) **that affect personal motivation and achievement of goals.**
- K.4.4.A.3 Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps** (e.g., making the decision, taking action, evaluating results...).
- K.4.4.B.1a Identify appropriate social behaviours** (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) **toward others in small-group situations.**
- K.4.4.B.1b Discuss connections or representations of cultures in different physical and recreational activities** (e.g., lacrosse from Aboriginal culture, tinikling from Philippines, voyageur games from French-Canadian culture...).
- K.4.4.B.2a Identify positive communication skills** (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) **and behaviours** (i.e., fair-play code of conduct) **for getting along with others in competitive situations** (i.e., as a participant, player, or spectator).
- K.4.4.B.2b Identify ways** (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say "please/thank you"... ) **to get along with others in cooperative/collaborative situations.**
- K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions** (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others.**
- K.4.4.C.1b Identify different strategies** (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief.**
- K.4.4.C.2 Recognize that people have different reactions** (e.g., excitement, fear, motivation, inhibition...) **to stressors.**

### Knowledge (continued)

- K.4.4.C.3 Identify the physical responses the body may experience as a result of stress** (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...).
- K.4.4.C.4a Identify the stress management skills** (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress.**

### Skills

- S.4.4.A.1 Set goals** (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) **to enhance health and physical well-being.**
- S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision** (e.g., classroom rules and routines, planning a class or group activity...).
- S.4.4.A.3 Demonstrate interpersonal skills** (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) **for getting along with others in class activities.**
- S.4.4.A.5 Demonstrate use of stress-management strategies** (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...).

### 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.