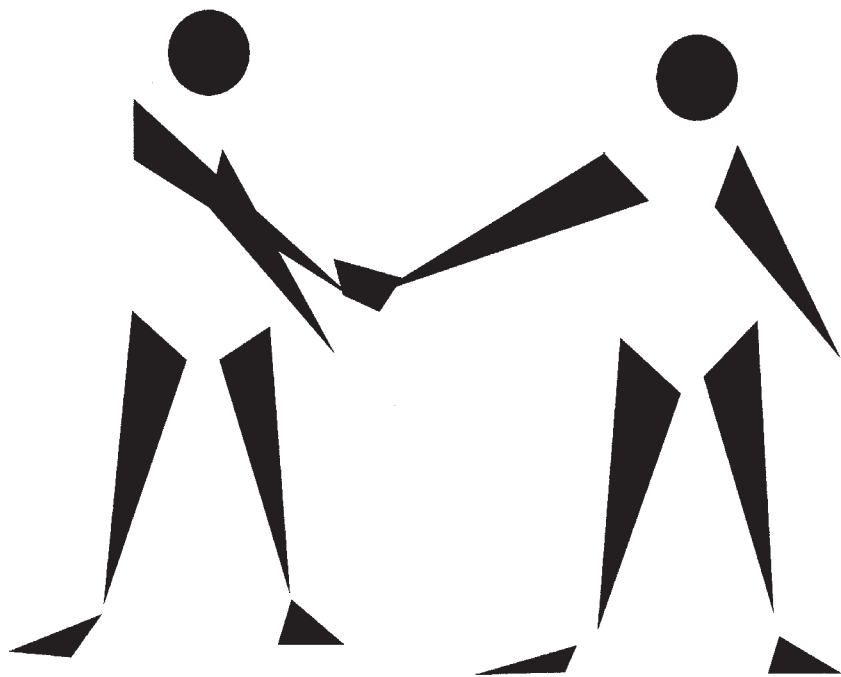


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# Senior 1

## 4. Personal and Social Management

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.4.S1.A.1 Examine personal strengths, values, and strategies</b> (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) <b>for achieving individual success and a positive self-image.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.4.S2.A.1  <b>FS:</b>                      S1.5.1.1 Discuss factors that influence self-concept.</p> </div>	<p>◆ <b>Why I Shine</b></p> <p>Students identify their individual strengths by listing</p> <ul style="list-style-type: none"> <li>• things that make them interesting</li> <li>• positive words to describe themselves</li> <li>• reasons why they make good friends</li> <li>• qualities that make them good workers/students</li> <li>• things they are good at</li> <li>• accomplishments they are proud of</li> </ul> <p>◆ <b>“T” Game</b></p> <p>Working in pairs, students take turns saying something about themselves (in 30 seconds) related to their strengths, beliefs, and successes. Each person begins with “I...” After 30 seconds, the teacher signals a switch. After both students have had an opportunity to speak, the partners summarize each other’s qualities.</p> <p>◆ <b>Colour-Coded Characteristics</b></p> <p>Have students form small groups and provide each student with a set of coloured cards containing the following statements:</p> <p><b>Yellow</b> Identify a positive quality in yourself.  <b>Blue</b> State an accomplishment you are proud of.  <b>Orange</b> State a reason why people respect you.  <b>Green</b> Identify a quality you admire in a friend.  <b>Red</b> Compliment a group member.</p> <p>Students write a response to each card and then take turns sharing their responses with their group.</p> <p>◆ <b>Medicine Wheel Teachings</b></p> <p>Have students examine their own personal strengths, values, and strategies for achieving individual success and a positive self-image, and discuss how the four aspects of the Aboriginal medicine wheel relate to the areas examined. (See Teacher Notes.)</p>



## TEACHER NOTES

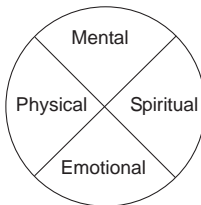
### Glossary

- self-esteem

### Aboriginal Link

- For centuries, many Aboriginal people have used the medicine wheel as a tool for learning and teaching. The medicine wheel provides direction and meaning to an individual, teaching that the physical, mental, emotional, and spiritual aspects must be in balance to maintain a healthy mind, spirit, and body.

#### The Medicine Wheel



*Spiritual* The spiritual aspect of human nature allows people to look beyond the present circumstances to see the purpose in life.

*Emotional* The emotional aspect refers to the need of every human being to be loved and to belong.

*Physical* The physical aspect refers to the human body being strong, healthy, and free of illness.

*Mental* The mental aspect allows humans to have the capacity to think and have conscious control over surroundings.

Adapted, by permission, from The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001. 171.

- For additional information about medicine wheel teachings, refer to The Aboriginal Multi-Media Society (AMMSA)—Buffalo Spirit (see Aboriginal Websites in Bibliography).



## SUGGESTIONS FOR ASSESSMENT

### ◆ Journal/Reflection: All Activities

Self-Assessment: Inventory

Students answer the following questions in their journals:

1. How would a close friend describe me?
2. How would my parent(s)/guardian(s) describe me?
3. How would I like people to describe me?

## TEACHER NOTES (continued)

### Resources

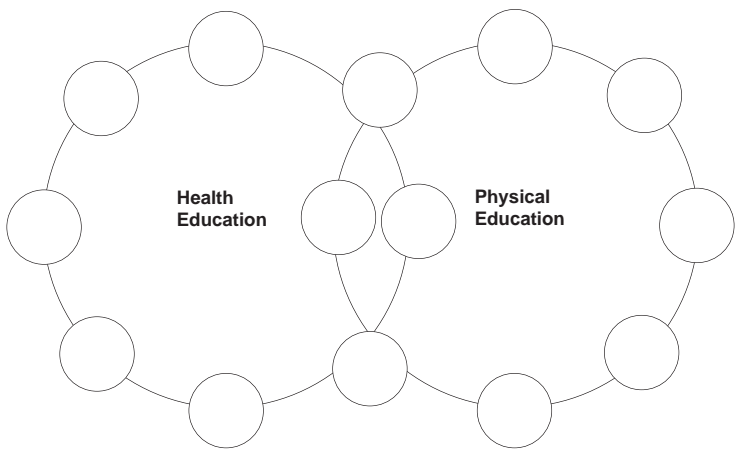
#### Publications

- Friedman, Sandra Susan. *Body Thieves: Help Girls Reclaim Their Natural Bodies and Become Physically Active*. Vancouver, BC: Salal Books, 2002.
- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See Medicine Wheel, page 9.)
- The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001.

#### Board Game

- Hellesoe, Cynthia. *The Esteem Theme Game*. Board game. Dartmouth, NS: The Esteem Theme Co., 2001.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.4.S1.A.2a Identify potential career choices in health education and physical education</b> (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist...).</p>	<p>◆ <b>Career Choices</b></p> <p>Arrange students in groups of three or four. Using a schematic diagram (such as the Career Wheels diagram below), each group brainstorms a list of potential career choices in health education and physical education.</p> <p style="text-align: center;"><b>Career Wheels</b></p>  <p>◆ <b>Research a Career</b></p> <p>Each student selects a career from the Career Wheels diagram (specific to physical education and/or health education). Students research their selected career, addressing the following areas/questions:</p> <ul style="list-style-type: none"> <li>• Provide a description of the selected career.</li> <li>• What level of education (high school, post-secondary) is required for this career?</li> <li>• Where in Manitoba can this education be obtained? If not in Manitoba, where?</li> <li>• In what occupations could one work once the required education is obtained?</li> <li>• What is the salary range for the career?</li> </ul> <p>Students share their research results with a partner.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Resource****Publication**

- Manitoba Education and Youth. *High-Demand Occupations in Manitoba*. Winnipeg, MB: Manitoba Education and Youth, 2002.

**◆ Performance Task: Research a Career**

Peer Assessment: Checklist

Partners check off each other's research to ensure that all five points have been completed satisfactorily.

**Career Research Checklist**

The student

- describes the selected career
- notes the level of education (high school, post-secondary) required for this career
- identifies where in Manitoba (or elsewhere) this education can be obtained
- specifies in what places or institutions one could work once the required education is obtained
- indicates the starting salary for the career



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> <b>K.4.S1.A.2b Determine the skills for employability</b> (i.e., academic, personal management, and teamwork skills).</p> <div data-bbox="115 499 554 625" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.4.S1.B.2a</p> </div>	<p>◆ <b>Employability Skills</b></p> <p>Using the <i>Employability Skills 2000<sup>+</sup></i> resource (The Conference Board of Canada), students find the definitions for three kinds of employability skill categories (Fundamental, Personal Management, and Teamwork) and note the skills listed under each heading. For example, Fundamental Skills include the following skills:</p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Manage Information</li> <li>• Use Numbers</li> <li>• Think and Solve Problems</li> </ul> <div data-bbox="659 783 754 892" style="text-align: center;"> </div> <p style="text-align: center;">Refer to RM S1–2: <i>Employability Skills 2000<sup>+</sup></i>.</p> <p>To show how the skills are used in the workplace, students match the appropriate skill with the skill-building activity listed in the BLM provided (e.g., the skill Communicate matches the skill-building activity Email Co-workers).</p> <div data-bbox="659 1098 766 1207" style="text-align: center;"> </div> <p style="text-align: center;">Refer to BLM S1–3: <i>Employability Skills Match and Answer Key</i>.</p>
<p><input type="checkbox"/> <b>K.4.S1.A.3 Examine factors</b> (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) <b>that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.</b></p> <div data-bbox="115 1644 554 1896" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.4.S1.B.1b  <b>SC (Biology):</b>                      S3B-O-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.</p> </div>	<p>◆ <b>Factors for Decision Making</b></p> <p>Students form two groups based on their choice of one of the following categories (trying to keep groups of equal size):</p> <ol style="list-style-type: none"> <li>1. a healthy, active lifestyle for a 17-year-old</li> <li>2. a successful career-building plan for a 17-year-old</li> </ol> <p>The two groups create and post a master list of factors that would affect decision making for their respective categories. Students individually list 10 factors that would influence them in making decisions for a healthy, active lifestyle or a successful career-building plan.</p>



**TEACHER NOTES**

**Tip**

- The “academic” employability skills identified in this learning outcome are synonymous with the “fundamental” skills noted in RM S1–2: *Employability Skills 2000+*.

**Aboriginal Link**

- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC) offers career information, encourages early career planning, promotes positive Aboriginal role models, and provides employment mentorships and work experience opportunities. Students could research the purpose, objectives, and activities of MAYCAC and determine their own skills for employability.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Paper and Pencil Task: Employability Skills**

Peer Assessment: Inventory

To confirm their understanding of skills desirable for employment, students share their completed Employability Skills Match with peers.



Refer to BLM S1–3: Employability Skills Match and Answer Key.

**TEACHER NOTES (continued)**

**Resources**

**Organizations**

- The Conference Board of Canada
- Human Resources and Skills Development Canada
- Manitoba Aboriginal Youth Career Awareness Committee (MAYCAC)

**Blackline Master**

- BLM S1–3: Employability Skills Match and Answer Key



**Resource Master**

- RM S1–2: *Employability Skills 2000+*



**Resource**

**Publication**

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 2, 3, and 6.)



◆ **Journal/Reflection: Factors for Decision Making**

Self-Assessment: Inventory

Students describe in their journals how each of the 10 factors they selected affects their decisions for a healthy, active lifestyle or for a successful career-building plan.

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.4.S1.B.1a Describe ways to treat others** (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) **for developing healthy and meaningful relationships** (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community...).

**SUGGESTIONS FOR INSTRUCTION**

◆ **Characteristics of Healthy, Meaningful Relationships**

Students mark the characteristics they think are important in each of the four relationships identified in the following chart. Any number of check marks (from 0 to 4) could apply to each characteristic.

Characteristics of Healthy, Meaningful Relationships				
Characteristic	Friend	Parent/ Guardian	Teacher/ School Staff	Neighbour
• helpfulness				
• honesty				
• understanding				
• ability to accept flaws				
• reliability				
• supportiveness				
• ability to forgive				
• thoughtfulness				
• respectfulness				
• good listening skills				
• kindness				
• patience				
• generosity				
• sensitiveness				
• loyalty				
• sincerity				
• consideration				

◆ **Treating Others Well**

Working individually, students select a specific relationship and list five characteristics they consider important for developing a healthy, meaningful relationship. Students then find a classmate who chose the same relationship and compare their lists of characteristics, identifying commonalities (e.g., giving hugs and kisses may be a characteristic of a romantic relationship).

◆ **Act It Out**

Students create and perform a skit or role-play that shows positive ways of treating others in a specific relationship (e.g., parent and child, siblings, romantic relationship).





## TEACHER NOTES

### Aboriginal Link

The Aboriginal philosophy of living is based upon universal principles known as the Seven Teachings, which focus on treating others with respect for the development of healthy and meaningful relationships. The Seven Teachings, representing traditional values, beliefs, and ways of life for Aboriginal people, can be integrated in sport to promote respect, fair play, and healthy and meaningful relationships.

#### The Seven Teachings

<i>Wisdom</i>	Apply the knowledge that you have about a sport while playing it. Outsmart your opponents by understanding their moves.
<i>Love</i>	Show commitment to and love for the game even when you don't feel like playing. Show love for teammates and opponents in how you treat them.
<i>Respect</i>	Support your teammates when they are feeling down. Encourage your opponents instead of using put-downs.
<i>Courage</i>	Stand tall when faced with defeat. Don't give up.
<i>Honesty</i>	Own up to mistakes/fouls that you make during games.
<i>Humility</i>	Refrain from boasting when you win. Practise fair play.
<i>Truth</i>	Be true to yourself. Only do what is in your heart.

Adapted, by permission, from The Winnipeg School Division. *North American Indigenous Games: Teacher's Resource 2002*. Winnipeg, MB: The Winnipeg School Division, 2001. 172.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation: Characteristics of Healthy, Meaningful Relationships

Peer Assessment: Inventory

In a class discussion of the chart Characteristics of Healthy, Meaningful Relationships, students identify

- characteristics that were checked off in all four relationships
- characteristics that did not fit in one or more of the relationships
- characteristics that everyone in the class agrees should be included in each of the four relationships

### ◆ Performance Task: Act It Out

Peer Assessment: Inventory

After each group has performed their skit or role-play for the class, students describe the ways in which the actors treated others for developing healthy, meaningful relationships.

## TEACHER NOTES (continued)

### Resources

#### Publications

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 2 and 6.)
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="104 268 295 298"><i>Students will...</i></p> <p data-bbox="104 331 563 499"><b>☐ K.4.S1.B.1b Reflect on the factors (e.g., interest, multiple intelligences, access...) that influence choice of physical activities or sport pursuits for self and others.</b></p> <div data-bbox="113 533 554 655" style="border: 1px solid black; padding: 5px;"> <p data-bbox="123 546 360 571"><b>Curricular Connections</b></p> <p data-bbox="123 575 200 600"><b>PE/HE:</b></p> <p data-bbox="123 604 231 630">K.4.S1.A.3</p> </div>	<p data-bbox="612 327 819 357">◆ <b>My Factors</b></p> <p data-bbox="656 378 1398 478">Students list the factors that influence their personal choice of physical activities, find someone who has a similar list, and discuss commonalities.</p> <p data-bbox="612 520 1352 550">◆ <b>Real-Life Reflections: Factors That Affect Choices</b></p> <p data-bbox="656 571 1429 739">Arrange students in groups of three or four and have each group select a scenario from a posted list. Each group identifies factors that would influence the choice of physical activities, given the constraints implied in the selected scenario. Groups share identified factors with the class.</p> <p data-bbox="656 760 924 789"><b>Suggested Scenarios:</b></p> <ol data-bbox="656 802 1429 1310" style="list-style-type: none"> <li data-bbox="656 802 1379 865">1. A 14-year-old male has decided that he would like to try snowboarding because his friends are into it.</li> <li data-bbox="656 877 1392 940">2. A 14-year-old student and his or her parent want to join a fitness centre.</li> <li data-bbox="656 953 1413 1087">3. A single woman has a 14-year-old son and a 16-year-old daughter. Both want to play volleyball and basketball for their school teams. The mother has said she needs one of them home after school to babysit their two young siblings.</li> <li data-bbox="656 1100 1429 1234">4. A 15-year-old Manitoba female is a rising star in soccer. She has gone to 10 development camps run by a national soccer association, which would like her to train and live in Vancouver.</li> <li data-bbox="656 1247 1422 1310">5. A low-income family has four daughters, three of whom are potential Olympic athletes.</li> </ol>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students reflect in their journals on the following questions:

1. What factors have influenced your choice of physical activities?
2. Do you wish you could have altered any factors? Explain.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p><input type="checkbox"/> <b>K.4.S1.B.2a Identify communication skills and strategies that promote team/group dynamics</b> (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...).</p>	<p>◆ <b>Communicating in a Collaborative Situation</b></p> <p>Arrange students in groups of five or six and have them participate in a selected collaborative activity. (See Tip in Teacher Notes.)</p> <p>◆ <b>Communicating in a Team Situation</b></p> <p>Divide the class into three groups and assign one of the following skills to each group:</p> <ul style="list-style-type: none"> <li>• effective listening skills (e.g., staying quiet when someone is giving a presentation)</li> <li>• effective speaking skills (e.g., changing language and tone to make the message clearer and/or more appealing to the listener)</li> <li>• effective non-verbal skills that enhance effective communication (e.g., using appropriate body language such as smiling, affirmative nod of head)</li> </ul> <p>Each group lists behaviours and strategies that exemplify the given skill.</p> <p>◆ <b>My Communication Skills</b></p> <p>To help students analyze their own strategies and skills for communication within a group, they reflect on their past experience(s) in a group discussion. Students complete the following statements, indicating what their usual reaction would be:</p> <ol style="list-style-type: none"> <li>1. If a group member says or does something I agree with, I _____.</li> <li>2. When I want to make a point to the group, I _____.</li> <li>3. If a group member ignores my suggestions, I _____.</li> <li>4. If a group member says or does something I disagree with, I _____.</li> <li>5. If I don't understand the group leader's ideas, I _____.</li> </ol>	
<table border="1"> <tr> <td> <p><b>Curricular Connections</b></p> <p><b>PE/HE:</b> K.4.S1.A.2b</p> </td> </tr> </table>	<p><b>Curricular Connections</b></p> <p><b>PE/HE:</b> K.4.S1.A.2b</p>	
<p><b>Curricular Connections</b></p> <p><b>PE/HE:</b> K.4.S1.A.2b</p>		



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Tip**

- For suggested activities, see Module 4: The Leadership Team in *Student Leadership Development Program* (CIRA).

**Resources****Publications**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup> ed. Ottawa, ON: CIRA, 1998.
- The Conference Board of Canada. *Employability Skills 2000+*. Ottawa, ON: The Conference Board of Canada, 2000.
- Fetro, Joyce V. *Personal and Social Skills: Level 3*. Santa Cruz, CA: ETR Associates, 2000.
- Glover, Donald R., and Daniel W. Midura. *More Team Building through Challenges*. Windsor, ON: Human Kinetics Publishers, 1995.

**Resource Master**

- RM S1–2: *Employability Skills 2000+*



◆ **Performance Task: Communicating in a Collaborative Situation**

Peer Assessment: Checklist

Once students have finished the selected collaborative activity, they complete a checklist, such as the following, within their groups.

**Collaborative Activity Checklist**


Students

- chose a group leader
- ensured that all group members were on task
- used verbal communication skills
- used non-verbal communication skills
- encouraged other group members

◆ **Questioning/Interview: My Communication Skills**

Peer Assessment: Anecdotal Notes

Students share the analysis of their communication skills with a peer. They ask each other if they agree with the assessment offered and identify which communication skills, if any, promoted their group's cohesion.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> <b>K.4.S1.B.2b Identify appropriate social behaviours</b> (e.g., use inclusive language, treat others with respect...) <b>for developing meaningful interpersonal relationships.</b></p>	<p>◆ <b>What’s My Opinion?</b></p> <p>To stimulate class discussion about appropriate social behaviours, read out statements such as the following:</p> <ul style="list-style-type: none"><li>• Everybody has to put up with a certain amount of disrespect in a relationship.</li><li>• Saying “please” and “thank you” shows respect for people.</li><li>• Treat people with respect.</li><li>• I’ll talk to you any way I want.</li><li>• Swearing is an acceptable way of communicating.</li><li>• There is no “I” in teamwork.</li><li>• There are occasions when one has to raise one’s voice when talking in a group.</li></ul> <p>After reading each statement, ask students whether they agree with it, disagree with it, or are unsure. Each student then moves to one of three designated opinion areas identified as: Agree, Disagree, and Unsure. Students in each group/area share their reasons for having formed their opinion. They return to a central point in the room before the next statement is read.</p> <p> Refer to Opinion Line in RM G–2: Active Learning Strategies.</p> <p>◆ <b>Looking at Relationships in the Media</b></p> <p>Arrange students in pairs and have each pair choose two or three television shows (or movies or video games) with which both partners are familiar. Together they identify any healthy relationships apparent in their choices and find examples of both appropriate and inappropriate behaviours.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Resources****Publications**

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

**Resource Master**

- RM G–2: Active Learning Strategies

**◆ Paper and Pencil Task: All Activities**

Peer Assessment: Inventory

Students create a list of appropriate social behaviours for developing meaningful interpersonal relationships and share this list with a peer. Students identify the common features among their selected behaviours.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.4.S1.B.3a</b> Examine how to <b>manage anger</b> (i.e., control own anger and respond to anger of others) <b>in constructive ways</b> (e.g., stay calm, use conflict-resolution process...) <b>in different case scenarios.</b></p>	<p>◆ <b>Identifying Anger</b></p> <p>Using a Think-Pair-Share strategy (McTighe and Lyman 74), students create a master list of physical signs of anger (e.g., shouting, slamming a door, swearing, pushing, hitting, tensing muscles, feeling hot). Students identify signs individually, add to their ideas with a partner, and then share the combined lists with the class.</p> <p>◆ <b>Finding a Peaceful Solution</b></p> <p>Arrange students in groups of two or three and have each group select one of the scenarios suggested below. The group members confer with each other to identify</p> <ul style="list-style-type: none"><li>• the cause of the anger reflected in the scenario</li><li>• how someone else’s anger would make them feel</li><li>• what response they could give to resolve the conflict constructively</li></ul> <p>Each group presents to the class a constructive way of responding to the selected scenario.</p> <p><b>Suggested Scenarios:</b></p> <ol style="list-style-type: none"><li>1. Your younger sister is mad at you because she believes you do not have as many household chores to do as she does. She intentionally interrupts you when you are on the phone.</li><li>2. A classmate always seems to be angry with you and constantly calls you hurtful names.</li><li>3. You “borrow” an item of clothing from a parent/guardian or a close friend without asking permission. That person sees you wearing the “borrowed” item and immediately starts yelling at you.</li></ol>





## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Tips**

- Find “teachable moments” to address anger (e.g., make note of students fighting, swearing loudly).
- Encourage students to recognize their own “anger triggers.”

**Resources****Publications**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup> ed. Ottawa, ON: CIRA, 1998.
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Friedman, Sandra Susan. *Nurturing GirlPower: Integrating Eating Disorder Prevention/ Intervention Skills into Your Practice*. Vancouver, BC: Salal Books, 2003.
- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students identify at least three anger-management strategies that would work (or that have worked) for them in dealing with anger in a constructive way.

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Ask students to reflect on an event in their life that made them angry. Students describe what happened and identify a personal anger-management strategy they used in a given situation, answering the following questions:

1. During the current school year, have you experienced an incident that made you angry (e.g., lost your wallet, failed a major test)?
2. Describe the incident. What happened? Where/when did it happen?
3. What were your feelings and thoughts at the time of the incident?
4. Describe your actions. How did you handle the situation?
5. What was the result?
6. Now that you have had time to think about it, would you act differently in a similar situation? Explain.

◆ **Observation: Finding a Peaceful Solution**

Teacher Assessment: Inventory

As students present their suggestions for responding constructively to a selected scenario, determine how well they are able to outline anger-management strategies (e.g., staying calm, counting to 10, taking deep breaths, taking time out).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.4.S1.B.3b Examine effects of conflicts</b> (e.g., broken trust, hurt feelings, equity issues...) <b>and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships</b> (e.g., seek understanding, accept differences...).</p>	<p>◆ <b>Conflicts: Effects and Solutions</b></p> <p>The class creates a master list of the possible effects of a conflict between friends, within a family, and among team members.</p> <p>Divide students into two groups. One group lists <b>constructive</b> ways to deal with conflict, and the other group lists <b>destructive</b> ways to deal with conflict.</p> <p>◆ <b>Finding a Constructive Solution</b></p> <p>Students pair up and choose one of the scenarios suggested below. (Ensure that an equal number of pairs select each scenario.)</p> <p>Each pair analyzes its selected scenario, suggests possible effects that the conflict could create, and identifies constructive ways to deal with the conflict, keeping in mind the goal of developing and maintaining meaningful personal and/or team relationships. All students who analyzed the same scenario join to share their information.</p> <p><b>Suggested Scenarios:</b></p> <ol style="list-style-type: none"><li>1. Two people are attracted to the same person.</li><li>2. Two friends are trying out for the same position on a school team.</li><li>3. Your teammates have voted you to be co-captain. You share the responsibility with someone you do not get along with.</li></ol> <p><b>Variation:</b> Students create their own scenarios.</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Tips

- Possible effects of conflict:
  - feel anger
  - feel frustration
  - blame others
  - withdraw
  - seek revenge
- Constructive ways to address conflict:
  - listen to all opinions before making a judgement
  - talk it out
  - have face-to-face conversations with a mediator present
  - seek understanding
- Destructive ways to address conflict:
  - criticize people for their opinions
  - blame others
  - say or do hurtful things

### Resource

#### Publication

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup> ed. Ottawa, ON: CIRA, 1998. (See Module 10: Problem Solving and Conflict Resolution.)



### ◆ Observation: Finding a Constructive Solution

Peer/Group Assessment: Inventory

Students assess each other's suggestions for constructive ways to deal with the conflict in the selected scenario.

### ◆ Journal/Reflection: All Activities

Self-Assessment: Inventory

Using a real-life example (or a fictitious example from a movie or book) of a conflict within a relationship, students reflect in their journals on the following statement: "There are always two sides to a story." They answer the following questions in relation to their selected example:

1. Did both people in the relationship look at each other's side?
2. If yes, how did this affect their relationship? Did it help them develop a more meaningful relationship? Explain.
3. If no, did it affect their relationship in a negative way? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.4.S1.B.3c Assess behaviours and conflict-resolution strategies</b> (i.e., negotiation, arbitration, and adjudication) <b>in the context of final outcome</b> (i.e., win/win, win/lose, lose/lose) <b>for settling disputes or disagreements.</b></p>	<p>◆ <b>Arbitration and Adjudication</b></p> <p>Students research a news report or story (or a television or video scene) that illustrates one of the following conflict-resolution strategies:</p> <ul style="list-style-type: none"><li>• negation</li><li>• arbitration</li><li>• adjudication</li></ul> <p>Arrange students in pairs and have them identify the final outcome (i.e., win/win, win/lose, or lose/lose), as reported in their example.</p> <p>◆ <b>Middle-of-the-Road</b></p> <p>Provide students with a list of opposites (e.g., black/white, heavy/light, excellent/poor) and have them find the word that best describes the half-way point between the two opposites (e.g., black/grey/white). This exercise is intended to help students understand the meaning of the term <i>compromise</i>.</p> <p>◆ <b>Negotiation</b></p> <p>Provide students with the following scenario:</p> <p style="padding-left: 40px;">A friend of yours refuses to do his or her part in a class project.</p> <p>Divide the class into three groups, each representing one of the three possible types of solutions to negotiation:</p> <ul style="list-style-type: none"><li>• win/win</li><li>• win/lose</li><li>• lose/lose</li></ul> <p>Students role-play the selected solution for the scenario.</p>
<p><b>Curricular Connections</b> <b>PE/HE:</b> S.4.S1.A.4</p>	



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Glossary**

- adjudication
- arbitration
- negotiation
  - win/win
  - win/lose
  - lose/lose

**Resources****Publications**

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup>. ed Ottawa, ON: CIRA, 1998. (See Module 10: Problem Solving and Conflict Resolution.)
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

**◆ Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students write in their journals about a conflict they have experienced, addressing the following in their recollection:

1. Identify the main source of conflict.
2. Describe the conflict-resolution strategy that was used to resolve the conflict.
3. Indicate the final outcome of the conflict: win/win, win/lose, or lose/lose.
4. Note personal feelings of satisfaction about the end result. Could something have been done differently to change the final outcome? Explain.

**◆ Observation: Negotiation**

Peer Assessment: Inventory

As each group presents a solution for the scenario (e.g., win/win), students identify the final outcome and discuss its effectiveness.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.4.S1.B.4 Identify examples of potentially dangerous situations</b> (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) <b>and effective strategies for avoidance/refusal.</b></p>	<p>◆ <b>I Have Choices</b></p> <p>Students create a master list of strategies for avoiding a potentially dangerous situation (e.g., say “No” assertively with appropriate body language and tone of voice, say “No” again if necessary, walk away, give a reason, use humour, give an excuse, offer a different alternative). Beside each strategy listed, students add a scenario that exemplifies the effective use of the strategy.</p> <p>◆ <b>What Are My Choices?</b></p> <p>Arrange the class in pairs and provide them with examples of potentially dangerous situations. For each scenario, students identify</p> <ul style="list-style-type: none"><li>• the potential danger (e.g., getting stoned, getting hurt in a car accident)</li><li>• an example of a “pressure statement” (what someone might say)</li><li>• the strategies or response that could be used to avoid potential harm (e.g., avoidance by planning ahead, refusal by saying “No” firmly and giving a reason)</li></ul> <p><b>Suggested Scenarios:</b></p> <ol style="list-style-type: none"><li>1. The group you hang out with is having a big party at a friend’s house this Saturday, and the parents are not going to be home. Some of the kids are planning on bringing alcohol, and you’re afraid you will be pressured to drink. You do not drink but really want to go to the party.</li><li>2. You are sitting in a car and someone who does not have a driver’s licence says he is going to drive.</li><li>3. You and your friends are at the back doors of the school. One of your friends lights up a joint. You are offered a chance to smoke it.</li><li>4. You are babysitting your neighbour’s children at their house. At midnight the doorbell rings. The parents told you they would phone before they came home.</li></ol>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Tip**

- Help students to recognize peer pressure statements (e.g., “Don’t be a loser.” “Everyone’s doing it.”) that may feel intimidating or threatening to them.

**Resources*****Publications***

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually. (See current publication.)
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 2 and 6.)
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See Chapter 6.)

◆ **Questioning/Interview: What Are My Choices?**

Peer Assessment: Inventory

Pairs share their information with another group and compare and contrast the avoidance and/or refusal strategies identified for each scenario.


◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students write in their journals about a personal experience that was dangerous, responding to the following questions:

1. What dangerous situation did you experience?
2. What strategies did you use to avoid harm in that situation?
3. How did that experience change your subsequent behaviour in similar situations?

**Variation:** Students write about a potentially dangerous situation that they have not experienced personally.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> <b>S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices</b> (e.g., active living, good nutrition, no substance use, safety...).</p> <div data-bbox="115 604 554 724" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      S.4.S1.A.2</p> </div>	<p><b>◆ Making a Short-Term Plan</b></p> <p>Have each student select a personal goal related to academic and/or healthy lifestyle practices in a variety of contexts, such as the following:</p> <ul style="list-style-type: none"> <li>• participate in an exercise program</li> <li>• consume fewer carbonated drinks</li> <li>• quit smoking</li> <li>• practise safety procedures while skateboarding</li> <li>• stop procrastinating with doing homework</li> </ul> <p>Students develop a short-term plan to achieve their personal goal, including the following components:</p> <ul style="list-style-type: none"> <li>• the goal</li> <li>• a timeline to achieve the goal</li> <li>• steps in the action plan</li> <li>• possible roadblock(s)</li> <li>• solution(s) to possible roadblock(s)</li> </ul> <p>Students share their plans with one another.</p>
<p><input type="checkbox"/> <b>S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices</b> (e.g., active living, good nutrition, no substance use, safety...).</p> <div data-bbox="115 1360 554 1480" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      S.4.S1.A.1</p> </div>	<p><b>◆ Action Planning</b></p> <p>Students write a vision statement that describes what it would be like to adopt a healthy lifestyle and how it would improve their lives.</p> <p>Students set a goal and develop an action plan for a healthy lifestyle practice of their choice (e.g., exercise regularly, eat healthy foods, quit smoking, watch less television, take a lifesaving course). The action plan should</p> <ul style="list-style-type: none"> <li>• outline specific steps that will be taken to reach the goal</li> <li>• indicate when and how often these steps will be taken</li> <li>• describe how progress will be assessed</li> <li>• specify how the plan will be revised if it is not working</li> </ul> <p>Students could record their plans using a BLM provided.</p> <div data-bbox="654 1575 762 1690" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM S1–4: Action Planning.</p> <p><b>Variation:</b> Students develop an Action Planning template.</p>





**TEACHER NOTES**

**Tip**

- Reinforce this learning outcome throughout the term/year in relation to different strands, themes, or units.

**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Making a Short-Term Plan**

Peer Assessment: Checklist

Students rate the five parts of each other’s short-term plan to achieve a selected personal goal. They circle

- 1 if they think something is clear
- 2 if they think more clarity is needed

**Checklist for Short-Term Plan**

	<b>Is/Are Clear</b>	<b>Need(s) Clarification</b>
• the goal	1	2
• timeline to achieve goal	1	2
• steps in action plan	1	2
• possible roadblock(s)	1	2
• solution(s) to possible roadblock(s)	1	2

**Tip**

- When students share their action plans with their classmates, in either small or large groups, they will learn that the action plans can be as varied as the individuals who make them, and that what works for one may not work for another.

**Resources**

**Publication**

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually. (See current publication.)

**Blackline Master**


- BLM S1–4: Action Planning



◆ **Paper and Pencil Task: Action Planning**

Self-Assessment: Checklist

Using teacher/student-developed criteria, students assess the design, implementation, and achievement of their own action plans.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.4.S1.A.3 Apply interpersonal skills</b> (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) <b>in case scenarios related to developing close, meaningful relationships</b> (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships...).</p>	<p>◆ <b>Identification of Interpersonal Skills</b></p> <p>Arrange students in small groups and have each group select a relationship from the following list (ensuring that all five relationships are selected):</p> <ul style="list-style-type: none"><li>• between parents and child</li><li>• among siblings</li><li>• among close friends</li><li>• between employer and employee</li><li>• among teammates</li></ul> <p>Students in each group create a master list of interpersonal skills that they deem necessary to develop close, meaningful relationships (e.g., sharing, respect, making a commitment). Post the master lists and have students identify</p> <ul style="list-style-type: none"><li>• which interpersonal skills apply to most or all of the five relationships</li><li>• which interpersonal skills apply only to a specific relationship</li></ul> <p>◆ <b>Finding the Components of a Relationship</b></p> <p>Make a poster that identifies various components of a relationship (both positive and negative).</p> <p> For an example, refer to RM S1–3: Relationship Cards.</p> <p>Each student checks the poster and identifies the skills he or she thinks are related to developing a close, meaningful relationship with a romantic partner. The class then identifies</p> <ul style="list-style-type: none"><li>• the most frequently checked skills</li><li>• the skills that are not related to developing a meaningful relationship with a romantic partner</li></ul>
<p><b>Curricular Connections</b> <b>PE/HE:</b> K.4.S2.B.2b</p>	



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Resources****Publications**

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

**Resource Master**

- RM S1–3: Relationship Cards

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

Students choose an example of a personal relationship they are involved in and comment on the interpersonal skills (e.g., showing respect, being responsible) that each person contributes to the development of that relationship.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<p><input type="checkbox"/> <b>S.4.S1.A.4 Apply conflict-resolution strategies</b> (i.e., mediation and negotiation) <b>in different case scenarios for understanding different perspectives and points of view</b> (i.e., determine the reason behind a conflict).</p>		
<table border="1"><tr><td data-bbox="92 604 577 724"><p><b>Curricular Connections</b> <b>PE/HE:</b> K.4.S1.B.3c</p></td></tr></table>	<p><b>Curricular Connections</b> <b>PE/HE:</b> K.4.S1.B.3c</p>	<p>◆ <b>Understanding Conflict Resolution</b></p> <p>Present a case scenario that exemplifies a conflict between two people. Clearly identify the opposing opinions.</p> <p>Divide the class into two equal groups, each group representing one side of the conflict exemplified in the case scenario. Each group discusses the issue from its assigned perspective, using the following questions as a guide:</p> <ul style="list-style-type: none"><li>• How does your group see the conflict?</li><li>• What is the source of the conflict?</li><li>• What would the group be willing to do to resolve the conflict?</li><li>• What would the group hope to achieve from a resolution?</li></ul> <p>◆ <b>Practising Conflict Resolution</b></p> <p>Students create case scenarios that contain conflict and use conflict-resolution strategies for understanding different viewpoints.</p> <ul style="list-style-type: none"><li>• <b>Mediation:</b> Arrange students in groups of three so that each group has someone from each side of a conflict and one mediator. “Opposing” students present their sides of the conflict and the mediator helps to solve the conflict. Students record the solutions and share them with the class.</li><li>• <b>Negotiation:</b> Arrange students in pairs so that each pair has someone from each side of a conflict. Each student presents his or her side of the conflict to the other and uses negotiation to solve the conflict. Students record their solutions and share them with the class.</li></ul>
<p><b>Curricular Connections</b> <b>PE/HE:</b> K.4.S1.B.3c</p>		



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Glossary

- mediation
- negotiation

### Resources

#### Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup> ed. Ottawa, ON: CIRA, 1998.
- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.
- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.



### ◆ Observation: All Activities

Teacher Assessment: Inventory

During class discussion, observe whether or not students are able to

- mediate and negotiate in a respectful manner
- see others' points of view



## Personal and Social Management Outcomes: Senior 1



### Knowledge

- K.4.S1.A.1 Examine personal strengths, values, and strategies** (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks...) **for achieving individual success and a positive self-image.**
- K.4.S1.A.2a Identify potential career choices in health education and physical education** (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist...).
- K.4.S1.A.2b Determine the skills for employability** (i.e., academic, personal management, and teamwork skills).
- K.4.S1.A.3 Examine factors** (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) **that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.**
- K.4.S1.B.1a Describe ways to treat others** (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) **for developing healthy and meaningful relationships** (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community...).
- K.4.S1.B.1b Reflect on the factors** (e.g., interest, multiple intelligences, access...) **that influence choice of physical activities or sport pursuits for self and others.**
- K.4.S1.B.2a Identify communication skills and strategies that promote team/group dynamics** (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...).
- K.4.S1.B.2b Identify appropriate social behaviours** (e.g., use inclusive language, treat others with respect...) **for developing meaningful interpersonal relationships.**
- K.4.S1.B.3a Examine how to manage anger** (i.e., control own anger and respond to anger of others) **in constructive ways** (e.g., stay calm, use conflict-resolution process...) **in different case scenarios.**

### Knowledge (continued)

- K.4.S1.B.3b Examine effects of conflicts** (e.g., broken trust, hurt feelings, equity issues...) **and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships** (e.g., seek understanding, accept differences...).
- K.4.S1.B.3c Assess behaviours and conflict-resolution strategies** (i.e., negotiation, arbitration, and adjudication) **in the context of final outcome** (i.e., win/win, win/lose, lose/lose) **for settling disputes or disagreements.**
- K.4.S1.B.4 Identify examples of potentially dangerous situations** (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) **and effective strategies for avoidance/refusal.**

### Skills

- S.4.S1.A.1 Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices** (e.g., active living, good nutrition, no substance use, safety...).
- S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices** (e.g., active living, good nutrition, no substance use, safety...).
- S.4.S1.A.3 Apply interpersonal skills** (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) **in case scenarios related to developing close, meaningful relationships** (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships...).
- S.4.S1.A.4 Apply conflict-resolution strategies** (i.e., mediation and negotiation) **in different case scenarios for understanding different perspectives and points of view** (i.e., determine the reason behind a conflict).

### Attitude Indicators

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