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<p><input type="checkbox"/> K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics)</p>	<p><input type="checkbox"/> K.4.3.A.2a Differentiate between long-term goals (e.g., strong bones, class projects...) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...)</p>	<p><input type="checkbox"/> K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement</p>	<p><input type="checkbox"/> K.4.3.A.3 Explore the steps in the decision-making/problem-solving process (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...)</p>
<p>K A</p>	<p>K A</p>	<p>K A</p>	<p>K A</p>

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<p><input type="checkbox"/> K.4.3.B.1a Describe the behaviours (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) that show respect for the abilities and feelings of others</p>	<p><input type="checkbox"/> K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...)</p>	<p><input type="checkbox"/> K.4.3.B.2a Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) of communicating emotions</p>	<p><input type="checkbox"/> K.4.3.B.2b Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other...) of friends and groups that are safe and dependable</p>
<p>K B</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

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<p><input type="checkbox"/> K.4.3.B.3a Recognize anger triggers for self and others (e.g., name-calling, feeling inadequate, being reprimanded...), and strategies to reduce, control, or avoid anger (e.g., seek someone to talk to, take time-outs, participate in a diversion activity, engage in physical exercise...) in emotional situations</p>	<p><input type="checkbox"/> K.4.3.B.3b Show an understanding of the steps in a conflict resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness...)</p>	<p><input type="checkbox"/> K.4.3.B.3c Identify mediation skills (e.g., allow person to express opinions, summarize other person’s point of view, recognize feelings of others...) that can be used as part of the conflict resolution process</p>	<p><input type="checkbox"/> K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying “no” with a firm voice...)</p>
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<p><input type="checkbox"/> S.4.3.A.1 ⇨ S.4.1.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...)</p>	<p><input type="checkbox"/> S.4.3.A.2 Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...)</p>	<p><input type="checkbox"/> S.4.3.A.3 Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) that show respect for the abilities and feelings of others in small-group class activities</p>	<p><input type="checkbox"/> S.4.3.A.4 Demonstrate the use of mediation strategies as a part of a conflict resolution process in different case scenarios (e.g., recess play, class disagreements, calling own fouls in a game...)</p>
<p>S A</p>	<p>S A</p>	<p>S A</p>	<p>S A</p>