

*Communities of the World*

Connecting with Canadians

GRADE

3

1

CLUSTER



# Learning Experiences



## 3.1.1 Canadian Citizenship

KC-001 Recognize citizenship as membership in the Canadian community.

KC-002 Give examples of responsibilities and rights of Canadian citizens.

VC-002 Be willing to contribute to their groups and communities.

## 3.1.2 Canadian National Anthem

KC-003 Recite the words to Canada's national anthem in English, French, and a local Aboriginal language.  
*Examples: Cree, Ojibway, Michif, Dene...*

### **3.1.3 Personal Identity**

KI-007 Identify factors that may influence their identities.

*Examples: culture and language, time and place, groups and communities, arts and media...*

KI-007A Describe personally significant aspects of their Aboriginal community.

KI-007F Describe personally significant aspects of their francophone community.

### **3.1.4 Leadership**

KP-032 Give examples of formal and informal leadership and decision making in groups and communities.

VP-011 Respect positive leadership in their groups and communities and in Canada.

VP-011A Respect the teachings of Elders, leaders, parents, and community members.

### **3.1.5 Conflict Resolution**



KP-033 Identify ways of resolving conflict in groups and communities.

KP-034 Identify ways to deal with bullying.

### **3.1.6 Remembrance Day**

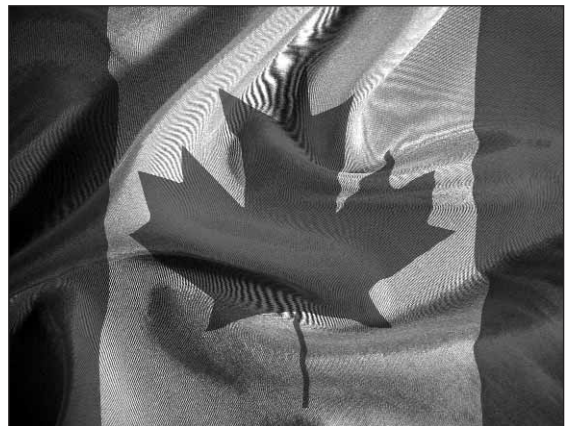
KC-004 Describe Remembrance Day as a time to think about peace and war.

**Cluster Assessment: Tools and Processes**

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

**Cluster Description**

Students examine the responsibilities and rights of Canadian citizens and explore their connections with other Canadians. This includes a focus on Canada's national anthem and Remembrance Day. Students also consider community influences and interactions related to identity, leadership, and decision making, and explore ways of dealing with conflict and bullying.



## Engaging Students in the Cluster

- Create a bulletin board display of images of Canada (e.g., symbols of Remembrance Day, maps of Canada, Canadian symbols, Canadian leaders, words to the national anthem...).
- Create a literature centre of books, poems, and songs that express Canadian identity.
- Students contribute articles that reflect their identity to an artifact centre.
- Post words that contribute to positive conflict resolution on a classroom word wall (e.g., caring, considerate, cooperation, friendly, honest, patient, peace, respect, responsibility, rights...).
- Create a listening centre of music from across Canada (e.g., Maritime fiddle music, Inuit throat singing, Métis fiddle music, Ukrainian polka music, Winnipeg Symphony Orchestra...).
- Students contribute pictures and ideas related to leadership and decision making to create a classroom collage.
- Share books, poems, and picture books related to Canadian communities.

## Learning Experiences

**3.1.1 Canadian Citizenship**

**3.1.4 Leadership**

**3.1.2 Canadian National Anthem**

**3.1.5 Conflict Resolution**

**3.1.3 Personal Identity**

**3.1.6 Remembrance Day**



*Learning Experience: 3.1.1 Canadian Citizenship*

- KC-001 Recognize citizenship as membership in the Canadian community.
- KC-002 Give examples of responsibilities and rights of Canadian citizens.
- VC-002 Be willing to contribute to their groups and communities.

**Description of the Learning Experience**







All Canadians have responsibilities and rights, including the responsibility to contribute to the well-being of their groups and communities. Students explore what it means to be a citizen of Canada and ways that they can personally contribute to their groups and communities.

**Vocabulary:** citizen, citizenship, responsibility, right (See Appendix D for Vocabulary Strategies.)

3.1.1 Canadian Citizenship





Assessment	Outcomes	Strategies
	KC-001 KC-002	<p><b>Activate</b></p> <p>Students discuss the concept of citizenship, proposing definitions of the term “citizen,” and describing what it means to them to be a Canadian citizen. Students record and post ideas on a classroom bulletin board, including dictionary definitions of citizenship.</p> <p>TIP: Be sensitive to the fact that not all individuals see themselves as Canadians and that some students may have immigrated to Canada under difficult circumstances.</p>
	KC-001 KC-002 VC-002	<p>Students discuss the differences between responsibilities and rights. Students create a class list of responsibilities and rights in the community, the school, and in their families.</p> <p>TIP: Help students differentiate between legal and ethical responsibilities. Violations of legal responsibilities have legal penalties (e.g., speeding results in a traffic violation ticket). Violations of ethical responsibilities have social consequences (e.g., deciding not to participate in a team event may affect the team’s success and result in disappointment for all team members).</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KC-001 KC-002 VC-002	Students brainstorm various ways that citizenship is recognized (e.g., medals, certificates, local, provincial, and national awards...). Students discuss the importance of recognizing the contributions of good citizens, and create a list of criteria for Canadian citizenship awards.
or		
	KC-001 KC-002 VC-002	Students brainstorm examples of classroom citizenship (e.g., sharing, respecting others, following the rules, cleaning up...), and take pictures or illustrate instances of “Citizenship in Action” and examples of responsibilities and rights in the classroom. Students discuss how each illustration and example contributes to a positive classroom and/or school environment.
Acquire		
	KC-001 KC-002	Students sort and classify examples of responsibilities and rights. Students share classifications with peers and discuss the differences between responsibilities and rights, and the purposes of each. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
 <b>3.1.1 a</b> BLM: Canadian Citizenship - Responsibility or Right		
or		
	KC-001 KC-002 VC-002	Students compose questions and interview, email, or fax community leaders (e.g., elected leader, First Nations Chief, principal, clergy member, police officer, judge, Aboriginal Elder...) to learn about citizenship, responsibilities and rights, as well as ways in which students can contribute to their groups and communities. Students record information and share with peers.
or		
	KC-001 KC-002 VC-002	Students view video clips describing various views of citizenship, responsibilities, and rights. Students discuss the responsibilities and rights of Canadian citizens and record their thoughts and ideas on the meaning of Canadian citizenship and ways in which they may contribute to their groups and communities. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		












3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 <p>Appendix A Skill 11c</p>	<p>KC-001 KC-002</p>	<p>Using email, students contact students in other countries to learn about their responsibilities and rights as citizens. Using a Venn diagram, students compare Canadian citizenship responsibilities and rights with those of students in another country. Students share results with peers.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
 <p>Appendix A Skill 11a</p>	<p>KC-001</p>	<p>Using print and electronic resources, students research the criteria for becoming a citizen of Canada. They prepare and ask questions of someone who has chosen to come to this country and has applied for Canadian citizenship, focusing on that individual's experiences in becoming a Canadian citizen.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
Apply		
 <p>Appendix A Skill 5</p>	<p>KC-001 KC-002 VC-002</p>	<p>Using a Y-Chart, students describe what citizenship looks like (e.g., helpful actions), sounds like (e.g., respectful language), and feels like (e.g., pride and belonging), and give examples of ways in which they may contribute to their groups and communities.</p>
or		
 <p>Appendix A Skill 11d</p>	<p>KC-001 KC-002 VC-002</p>	<p>Using a word processor, students create a brochure promoting Canadian citizenship. Students identify and give examples of Canadian responsibilities and rights, and illustrate examples of ways in which students may contribute to their groups and communities.</p>
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		



3.1.1 Canadian Citizenship

Assessment	Outcomes	Strategies
Apply <i>(continued)</i> or _____		
 	KC-001 KC-002 VC-002	Students create a “Canadian Citizens Wanted” poster. Students illustrate the responsibilities and rights of Canadian citizens, and describe ways in which they may contribute to their groups and communities.   BLM: Canadian Citizenship - Canadian Citizens Wanted Poster
_____ or _____		
 	KC-001 KC-002 VC-002	Students plan and conduct a Canadian Citizenship celebration. Students develop criteria, and design and present citizenship awards to recognize individual actions that contribute to their groups and communities. Students present vignettes (e.g., dramatizations, songs, poems...) that identify the responsibilities and rights of Canadian citizens.
_____ or _____		
 	KC-001 KC-002 VC-002	Collaborative groups of students create a multimedia “Canadian Citizenship” presentation. Using a map of Canada as the title slide, students create links to additional slides, and illustrate responsibilities and rights enjoyed by Canadians (e.g., students going to school, sound clips of “O Canada,” multiculturalism...), as well as examples of ways in which Canadian citizens contribute to their groups and communities. Compile group presentations in a class presentation.
_____ or _____		
 	KC-001 KC-002 VC-002	Students exercise their responsibilities as Canadian citizens and plan and conduct a “Kids Can Make a Difference” community action project (e.g., recycling, visiting community elders, organizing a food drive...) to contribute to their groups and communities.
<p><b>Teacher Reflections</b></p>		

*Learning Experience: 3.1.2 Canadian National Anthem*



KC-003 Recite the words to Canada’s national anthem in English, French, and a local Aboriginal language.  
*Examples: Cree, Ojibway, Michif, Dene...*

**Description of the Learning Experience**










The national anthem is an important aspect of who we are as Canadians. It has its own history and it is part of the Canadian cultural fabric. Students learn the lyrics and history of “O Canada,” and recite the anthem in English and French, as well as a local Aboriginal language.

**Vocabulary:** O Canada, native land, patriot, glorious (See Appendix D for Vocabulary Strategies.)




3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
	<p>KC-003</p>	<p><b>Activate</b></p> <p>Students brainstorm places and times when the national anthem is sung (e.g., opening exercises, special events, sporting events...), and protocols observed during the singing of “O Canada” (e.g., removal of hats, standing quietly and respectfully...). Students discuss why the national anthem is sung at various times and the significance of the protocols.</p> <p>TIP: Be aware of cultural/religious sensitivities regarding the national anthem.</p>
	<p>KC-003</p>	<p>Students create a Word Splash of words and phrases from the lyrics of “O Canada” (e.g., patriot, strong and free...). Students discuss the meanings of the words and phrases, and how the words reflect Canada as a country.</p> <p> BLM: Canadian National Anthem - Lyrics</p>
<p><b>Teacher Reflections</b></p>		

3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
	KC-003	<p><b>Acquire</b></p> <p>Use the lyrics of “O Canada” for a daily edit. Students rewrite the lyrics, correcting errors in grammar, spelling, or vocabulary. Students check their corrections with a poster or blackline master.</p> <p> <b>3.1.2 a</b> BLM: Canadian National Anthem - Lyrics</p> <p>or</p>
	KC-003	<p>Students explore the lyrics of “O Canada” in different languages. Students practise the pronunciation of words in different languages, recite the anthem to an instrumental accompaniment, match the words to their English equivalent, and cut and mix up the lyrics and arrange them in the correct order.</p> <p>TIP: Words in Aboriginal languages are phonetic and made up of many syllables that start with a consonant.</p> <p> <b>3.1.2 b</b> BLM: Canadian National Anthem - Translations</p> <p>or</p>
	KC-003	<p>Students complete Cloze exercises using the lyrics of “O Canada.”</p> <p> <b>3.1.2 c</b> BLM: Canadian National Anthem - Cloze</p> <p>or</p>
	KC-003	<p>Using print and electronic resources, students research the history of the Canadian national anthem. Students record facts about “O Canada” (e.g., timeline of versions, who wrote the lyrics, when “O Canada” was adopted as the national anthem...).</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p>or</p>
	KC-003	<p>Students compare different versions of “O Canada” and discuss how the lyrics have changed over time, and what they like or dislike about different versions.</p> <p> <b>3.1.2 d</b> BLM: Canadian National Anthem - Versions</p>
<b>Teacher Reflections</b>		

## 3.1.2 Canadian National Anthem

Assessment	Outcomes	Strategies
 Appendix A Skill 11g	KC-003	<p><b>Apply</b></p> <p>Collaborative groups of students create a multimedia presentation about the national anthem. Students include illustrations to represent the meaning of the lyrics of “O Canada,” sound clips of recitations of “O Canada” in English, French, and an Aboriginal language, and reflective stories or poems describing what the lyrics mean to them as Canadians. Compile group presentations in a class presentation.</p>
or		
 Appendix A Skill 6d	KC-003	<p>Students design and conduct a survey to determine current attitudes toward the national anthem (e.g., Do school and community members know the words to the national anthem? How do new Canadians and Aboriginal people feel about the anthem?...). Students compile their results, draw conclusions, and prepare a report making recommendations regarding the national anthem to an elected representative.</p>
or		
 Appendix A Skill 10	KC-003	<p>Collaborative groups of students prepare and present a new version of the national anthem (e.g., rewrite the lyrics to represent their ideals of Canadian society, recite lyrics to a different tune, dramatize lyrics while reciting “O Canada” in English, French, and an Aboriginal language...).</p>
<b>Teacher Reflections</b>		

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**Teacher Reflections**



### Learning Experience: 3.1.3 Personal Identity

- KI-007 Identify factors that may influence their identities.  
*Examples: culture and language, time and place, groups and communities, arts and media...*
- 
- KI-007A Describe personally significant aspects of their Aboriginal community.
- 
- KI-007F Describe personally significant aspects of their francophone community.
- 

*Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).*

### Description of the Learning Experience







Personal identity is influenced by many different factors, including culture and language, the time and place in which one lives, affiliations to groups and communities, and the arts and media. Students explore the meaning of the term “identity” and determine various factors that influence their personal identities. They reflect on ways in which their identities are influenced and represent their personal identities in various media.

**Vocabulary:** personal identity (See Appendix D for Vocabulary Strategies.)

### 3.1.3 Personal Identity







Assessment	Outcomes	Strategies
	KI-007 KI-007A KI-007F	<b>Activate</b> Using Think-Pair-Share, students reflect on the meaning of the word “identity.” Students list various factors with examples that influence their personal identities. Students share factors and examples with peers.
		BLM: Personal Identity - My Identity
or		
	KI-007 KI-007A KI-007F	Students brainstorm positive character traits (e.g., kind, courageous, trustful, respectful, responsible...), and give examples of actions that illustrate each. Students complete the BLM Character Traits, and discuss ways in which each character trait may be learned/acquired and how particular traits are a part of their personal identities.
		BLM: Personal Identity - Character Traits
<i>(continued)</i>		
<b>Teacher Reflections</b>		

3.1.3 Personal Identity



Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KI-007 KI-007A KI-007F	Students discuss factors that influence identity (e.g., family traditions and celebrations, special foods, places they have lived...), and share examples of ways in which particular factors are expressed in their families. Students discuss how these factors influence their personal identities.
or		
	KI-007 KI-007A KI-007F	Students view images of places in Canada, including Canadian art, and listen to Canadian musical selections. Students discuss ways in which art, culture, and the place one lives may influence identity. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
Acquire		
	KI-007 KI-007A KI-007F	Students compose questions and interview family or community members to learn about their personal identities. Students discuss how various factors influence identity.
or		
	KI-007 KI-007A KI-007F	Collaborative groups of students list examples of factors that influence their identities. Compile lists to create a collective classroom list of identity factors.
 3.1.3 BLM: Personal Identity - Factors		
or		
	KI-007 KI-007A KI-007F	Using print and electronic resources, students view/listen to various art forms by a number of different Canadian artists. Students list the images represented in various works of art and discuss how the art forms reflect Canadian identity. TIP: Expose students to a variety of art mediums, including painting, sculpture, models, music, dance, photography, film, video, et cetera. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<i>(continued)</i>		
<b>Teacher Reflections</b>		



## 3.1.3 Personal Identity

Assessment	Outcomes	Strategies
	KI-007A KI-007A	<b>Acquire</b> <i>(continued)</i> Introduce the Seven Teachings of the Ojibway culture. Students compare the Ojibway teachings to the general list of character traits, give examples of each teaching, and describe how they reflect their own identities. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >  <b>3.1.3</b> BLM: Personal Identity - Seven Teachings or
	KI-007 KI-007A KI-007F	Students plan and prepare a potluck lunch to celebrate individual cultural traditions and identities. Students contribute family dishes and recipes, as well as games or traditions that illustrate their identities. Students prepare a menu and a program that lists the various dishes and activities, and explain ways in which each represents their identity. The recipes, games, and traditions may be compiled in a “Class Cultural Cookbook.” or
	KI-007 KI-007A KI-007F	<b>Apply</b> Students create a personal multimedia presentation to represent their identities. Students include images and reflective statements to illustrate ways in which culture, language, the time and place in which they live, groups and communities to which they belong, the arts, and media influence their identities. or
	KI-007 KI-007A KI-007F	Students select an art form (e.g., art, sculpture, music, dance...) and create an artistic piece that illustrates their personal identities. Students present their art to peers, describe how it represents their identities, and give examples of factors that influence their identities. or
	KI-007 KI-007A KI-007F	Students decorate shoe or cereal boxes to represent their identities. Students keep items in the box that reflect their identities. Using the items as storytelling props, students describe their identities to peers and explain how the items reflect their identities. (continued)
<b>Teacher Reflections</b>		

3.1.3 Personal Identity

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
	KI-007 KI-007A KI-007F	_____ or _____ Students compose and present a poem or song that reflects their identities. Students include references to various factors that influence their identities. While listening to each presentation, students list factors identified in poems or songs that influence identity.
	KI-007 KI-007A KI-007F	_____ or _____ Students create “Identity” collages or posters that include images and slogans to represent various factors that influence identity.
<b>Teacher Reflections</b>		



*Learning Experience: 3.1.4 Leadership*

- KP-032 Give examples of formal and informal leadership and decision making in groups and communities.
- VP-011 Respect positive leadership in their groups and communities and in Canada.
- VP-011A Respect the teachings of Elders, leaders, parents, and community members.




*Note: Aboriginal learning outcomes are not intended for all students (see page 36 of the Overview).*

**Description of the Learning Experience**





Positive leadership and decision making influence our lives and contribute to our groups and communities. Students explore the concepts of formal and informal leadership, identify leaders, and give examples of ways in which they learn from and respect the positive influence of leaders in their groups and communities.

**Vocabulary:** formal, informal, leadership (See Appendix D for Vocabulary Strategies.)





3.1.4 Leadership

Assessment	Outcomes	Strategies
	KP-032 VP-011	<p><b>Activate</b></p> <p>Students brainstorm leadership qualities and examples of ways in which each quality is expressed. Students sort the examples according to whether they represent formal or informal leadership.</p> <p>TIP: Provide students with examples, and review the meaning of the words “formal” and “informal” before doing this activity. Define formal leadership as authority that a group of people officially give to one or several people. Define informal leadership as authority that is either self-declared or informally granted.</p>
	KP-032 VP-011	<p>Students use focused freewriting to respond to the statement “Examples of positive leadership in my groups and communities include...” Students use examples to describe ways in which they exercise formal or informal leadership in their groups and communities.</p>
		 BLM: Leadership - Qualities
<i>(continued)</i>		
<b>Teacher Reflections</b>		








3.1.4 Leadership

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KP-032 VP-011	Students discuss leadership and decision making through the use of “What If?” scenarios (e.g., What if there were no conflict managers? What if there was no coach for your team? What if there were no police? What if there was no one to assist you when you needed help?...). Students discuss the positive influences that leaders exhibit.
or		
	KP-032 VP-011	Collaborative groups of students discuss various scenarios in which leaders must make decisions (e.g., You are line leader and your best friend wants to cut in; you are a school patrol and you notice your friend crossing the street outside of the crosswalk...). Students identify both positive and negative decisions that could be made, and role-play the consequences of each choice. Students discuss the challenges leaders face in making appropriate decisions.
Acquire		
	KP-032 VP-011	Students compose questions and interview, email, or fax community leaders to learn about positive contributions they’ve made to their particular groups and communities, how they obtained their position as leader, and challenges and opportunities they face in their leadership role, including decision making. Students share information with peers and create leadership statements (e.g., a leader is..., leadership means..., leaders contribute...).
TIP: Encourage students to interview both informal and formal community leaders.		
or		
	KP-032 VP-011 VP-011A	Students review media reports or news articles about formal and informal community leaders. Students record examples of community leadership, and identify the positive contributions that are made to various groups and communities. Students compose thank-you letters to selected leaders, expressing their appreciation for the leaders’ positive contributions to their respective groups and communities.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 3.1.4 Leadership

Assessment	Outcomes	Strategies
<i>Acquire (continued)</i>		
	KP-032 VP-011	Collaborative groups of students brainstorm examples of community leaders (e.g., principal, conflict manager, parent volunteer...). Students list who the leaders are, what their role is, the groups they lead, and identify whether they represent formal or informal leadership. Students discuss the positive contributions of each leader.
	KP-032 VP-011A	Students research leadership in an Aboriginal community. Using concept mapping, students compare the roles and responsibilities of Aboriginal Elders, Aboriginal community leaders, and parents.
<i>Apply</i>		
	KP-032 VP-011	Students create a “Leadership” bulletin board display. Students post pictures of formal and informal leaders, and compose a profile that includes the name of the leader, her or his role, positive contributions he or she has made, and a description of why each leader’s contributions are appreciated.
	KP-032 VP-011	Students create a “Leadership” collage identifying leaders in their groups and communities, and in Canada. Students take their own photographs, or clip pictures from newspapers, and describe each leader’s positive contributions.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

3.1.4 Leadership

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KP-032 VP-011	Students compose an editorial describing an example of positive leadership and decision making that has affected them personally in their groups and communities. Students describe the leader and his or her actions, and explain why these contributions deserve respect.
 	KP-032 VP-011	Using a RAFT, students choose an issue they believe to be important, and describe how a particular leader makes decisions to resolve the issue positively.
 	KP-032 VP-011	Students write and present a speech about someone they respect as a leader and decision maker. Using the W-5 strategy, students explain who the leader is, what positive contributions/decisions the leader has made, where the leader lives, when the person became a leader, and why her or his contributions deserve respect.
	KP-032 VP-011	Students compose acrostic poems identifying leaders in their groups and communities. Using the letters of the leaders' names, students identify examples of their positive leadership and decision making, as well as their leadership qualities.
<b>Teacher Reflections</b>		



*Learning Experience: 3.1.5 Conflict Resolution*

- KP-033 Identify ways of resolving conflict in groups and communities.
- KP-034 Identify ways to deal with bullying.

**Description of the Learning Experience**

Conflicts may occur when people interact with each other in their groups and communities, and most conflicts can be resolved peacefully. Students identify examples of conflict and bullying, explore ways to resolve conflicts, and develop strategies to deal with bullying.







**Vocabulary:** conflict resolution, bully, victim, bystander (See Appendix D for Vocabulary Strategies.)

3.1.5 Conflict Resolution










Assessment	Outcomes	Strategies
	KP-033 KP-034	<p><b>Activate</b></p> <p>Using a Y-chart, students identify the characteristics of a bully and a victim. Students describe what each person does, what she or he says, and how he or she feels. Students share completed charts with peers.</p> <p> BLM: Conflict Resolution - Y-Chart</p> <p>_____ or _____</p>
	KP-033 KP-034	<p>As an Admit Slip, students describe a conflict or bullying situation they have seen on a television show. Students describe the conflict, explain how it was resolved, and suggest an alternative solution. Students record successful conflict resolution strategies in their journals.</p> <p>_____ or _____</p>
	KP-033 KP-034	<p>Students brainstorm places where conflict or bullying occurs (e.g., playground, school bus, community centre...), people who help resolve conflicts (e.g., teachers, police, parents, friends...), and examples of how conflicts are resolved (e.g., talking, compromise, apologizing, restitution...). Students discuss strategies they may use to resolve conflict or deal with bullying.</p> <p>TIP: Introduce the term “restitution” as a means of conflict management.</p>
<p><b>Teacher Reflections</b></p>		





3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
Acquire		
	KP-033 KP-034	<p>Discuss with students the difference between conflict and bullying (i.e., A conflict is a disagreement between two or more people with differing ideas; bullying occurs when a stronger person deliberately hurts or intimidates a weaker person—mentally, physically, and/or emotionally.). Students discuss ways in which conflict and bullying may be resolved, and complete a bullying survey.</p> <p>TIP: The bullying survey is intended to be anonymous and for teacher information only to help determine if bullying situations exist. Additional strategies and resources on this topic are identified in <i>Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation</i>. Refer to GLO 3: Safety (Safety of Self and Others) and GLO 4: Personal and Social Management.</p> <p style="text-align: center;"> <b>3.1.5 BLM: Conflict Resolution - Bullying Survey</b></p>
	or	
	KP-033 KP-034	<p>Students review various conflict/bullying scenarios, and identify whether a scenario represents conflict, bullying, or both. Collaborative groups of students discuss how the individuals in each situation are behaving, describe what they might be feeling, and suggest strategies that may resolve the conflict or stop the bullying. Students choose one strategy and describe in detail how it will resolve a conflict or deal with bullying.</p> <p style="text-align: center;"> <b>3.1.5 BLM: Conflict Resolution - Case Studies</b></p>
	or	
	KP-033 KP-034	<p>Students choose a situation that involves conflict or bullying, and role-play various ways of resolving the conflict or dealing with the bullying. Peers identify the strategies in the role-play and suggest alternative ways of resolving conflict and dealing with bullying.</p> <p style="text-align: center;"> <b>3.1.5 BLM: Conflict Resolution - Role-Play</b></p>
	(continued)	
<b>Teacher Reflections</b>		

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
 	KP-033 KP-034	Students compose questions and interview, email, or fax a person who helps resolve conflicts (e.g., conflict manager, guidance counsellor, principal...) to learn various ways of resolving conflict and dealing with bullying. Students share information with peers and record strategies in their journals.
	or	
	KP-033 KP-034	Students read stories about situations that involve bullying or conflict. Students identify the events that led up to the conflict or bullying, describe the feelings of the characters, and point out strategies that are used to resolve the conflict or deal with the bullying. Students suggest alternative ways of resolving conflict and dealing with bullying.
	or	
<b>Apply</b>		
 	KP-033 KP-034	Collaborative groups of students create a “Choose your own...” conflict resolution multimedia presentation. Students describe a conflict or bullying situation on the opening slide and present various strategies that characters may choose in the situation. Students create links to additional slides that (1) describe the consequences of different actions, and (2) describe successful strategies for dealing with conflict or bullying. Compile group presentations in a class presentation.
	or	
 	KP-033 KP-034	Using a word processor, students create “conflict resolution” brochures or posters identifying ways of resolving conflict and dealing with bullying in groups and communities. Students include images illustrating conflict situations and suggest positive strategies to deal with bullying and to resolve conflict. Students post brochures and posters throughout the school.
	or	
 	KP-033 KP-034	Students design a classroom problem-solving area. Students create posters and strategies (e.g., conflict resolution posters, an emotion thermometer to measure anger levels [cool → hot], pictures to help identify emotions...) and develop a protocol for using the problem-solving area.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

3.1.5 Conflict Resolution

Assessment	Outcomes	Strategies
<i>Apply (continued)</i> or _____		
	<p>KP-033 KP-034</p>	<p>Students compose “Advice Column” letters that describe situations involving conflict or bullying and seek advice on resolving the situation. Students post their letters in a classroom conflict-resolution mailbox. On a regular basis, students discuss selected letters and compose “answers,” identifying strategies to resolve the conflict or deal with the bullying.</p> <p>TIP: Review selected letters before sharing with the class to screen sensitive issues.</p>
_____ or _____		
	<p>KP-033 KP-034</p>	<p>Students compose and present songs or jingles that promote conflict-resolution strategies and anti-bullying behaviours.</p>
<b>Teacher Reflections</b>		



*Learning Experience: 3.1.6 Remembrance Day*

KC-004 Describe Remembrance Day as a time to think about peace and war.

**Description of the Learning Experience**











Remembrance Day is a significant annual event to Canadians, and a time when people reflect on both peace and war. Students learn the significance of Remembrance Day and the importance of peace.

**Vocabulary:** cenotaph, memorial, monument (See Appendix D for Vocabulary Strategies.)

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
	KC-004	<p><b>Activate</b></p> <p>Collaborative groups of students brainstorm words related to Remembrance Day and create a word bank. Students discuss what the words mean to them and identify the meaning of unfamiliar words. They consult the prepared word list for additional words.</p> <p> BLM: Remembrance Day - Vocabulary</p> <p>_____ or _____</p>
	KC-004	<p>Students share personal experiences of past Remembrance Days (e.g., ceremonies, traditions, poems and literature...) and discuss their significance.</p>
<p><b>Teacher Reflections</b></p>		

3.1.6 Remembrance Day

Assessment	Outcomes	Strategies
 	KC-004	<p><b>Acquire</b></p> <p>Using print and electronic resources, students research Remembrance Day. Students record important dates and events, symbols, and Canada’s contributions to world peace. Students share their research and discuss the significance of Remembrance Day. Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p>or</p>
 	KC-004	<p>Students compose questions and interview, email, or fax people who have been affected by war (e.g., veterans, peacekeepers, those who have lost loved ones, refugees...) to learn about peace and war, the significance of Remembrance Day, and why it is important for Canadians to remember. Students share responses with peers and reflect on why it is important to think about peace and war.</p> <p>TIP: Contact a local legion to identify war veterans with whom contact can be made.</p> <p>or</p>
 	KC-004	<p><b>Apply</b></p> <p>Students plan and conduct a Remembrance Day ceremony, observing appropriate protocols. Students create posters and present readings, songs, and dramatizations illustrating the significance of Remembrance Day and why it is important to think about peace and war. Students invite other classes and community members to participate in the ceremony.</p> <p>or</p>
 	KC-004	<p>Students compose letters to Canadian peacekeepers, expressing how they feel about Remembrance Day and why it is important to think about peace and war. Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p>or</p>
 	KC-004	<p>Using a RAFT, students compose a journal describing the significance of Remembrance Day and why it is important to think about peace and war.</p>
<b>Teacher Reflections</b>		

## 3.1.6 Remembrance Day

**Cluster 1 — Connecting and Reflecting**

Using their “Connecting with Canadians” portfolio, students reflect on their responsibilities and rights as citizens of Canada, and describe how their daily decisions and actions show concern for others.



**3.1** BLM: Cluster 1 - Connecting and Reflecting

**Teacher Reflections**