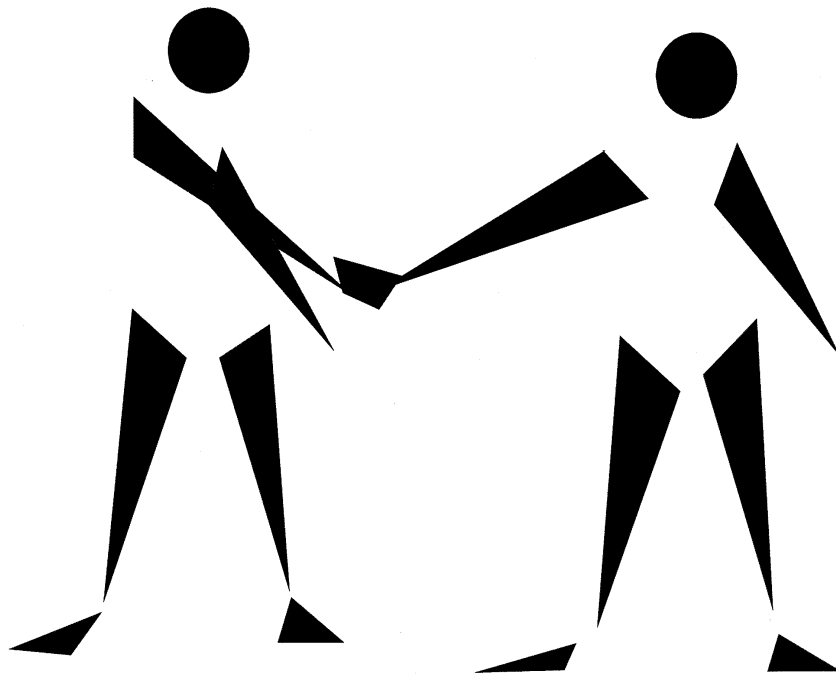

Grade 5

4. Personal and Social Management

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



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.5.A.1 Identify how one’s self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...).

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **The Highs and Lows**

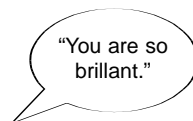
Have students come up with a working definition of **self-concept** (e.g., self-concept is the mental picture we have of ourselves). Discuss how others affect our self-concept and our feelings (e.g., praise and encouragement build confidence, and ridicule and insults hurt our feelings). Using a chart with three columns, list positive and negative comments and behaviours under the headings Looks Like, Sounds Like, and Feels Like.

Example:

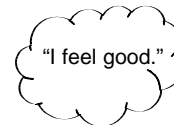
Looks Like	Sounds Like	Feels Like
• excluding	“Get lost.”	sadness
• a pat on the back	“Way to go!”	confidence

◆ **Imagine That**

1. Have students brainstorm for positive and negative comments they might hear from others.
2. Ask students to describe or draw a facial expression of a person who hears the following negative comments:
 - “You are so stupid.”
 - “You can’t do anything right.”
 - “What is wrong with you?”
3. Ask students to draw or describe another image of a person who hears the following positive comments:
 - “Well done. Excellent work.”
 - “You are so brilliant.”
 - “What a great friend you are.”
4. Have students put their illustration on blank paper, write examples of comments the person might hear around the picture, and identify some of the feelings the person might have. Students may want to put the feelings in a thought bubble and the comments from others in a speech callout.



Callout



Thought Bubble

(continued)



TEACHER NOTES

Encourage students to imagine how different responses would feel if they were directed towards them.

Some students may have a low opinion of themselves. This may be the result of years of negative comments from others, or it may be the result of something that occurred recently. Some students will have high and low times, while others may be at a constant state of high or low. Give students sufficient time to express themselves either in a journal or publicly with their peers.

Note that it may be extremely difficult for some students to hear positive comments from others and it is quite common for them to “act out” or to be out of character during activities of this nature. These students need to hear genuine positive comments more than anyone. It may be necessary to progress more gradually with these students so that they feel more comfortable.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Anecdotal Notes

Ask students to answer the following questions in their journals:

1. What are some things that we can do to help others feel better about themselves?
2. What are some ways in which our self-concept and feelings are affected by others?

◆ **Observation: Imagine That**

Teacher Assessment: Checklist

Assess whether the student correctly identifies	Yes	No
• characteristics of a person with a positive self-concept	<input type="checkbox"/>	<input type="checkbox"/>
• characteristics of a person with a negative self-concept	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.5.A.1 *(continued)*

(continued)

◆ **Boosters**

Discuss how we can improve our self-concept (e.g., set realistic goals, accept our mistakes, keep an open mind, treat others with respect, accept compliments, share with others, laugh, try new things). Discuss how we can help improve the self-concept of others (e.g., give compliments, accept others' mistakes, keep an open mind, encourage others). Behaviours that improve self-concept are called "boosters" because they make us feel better and boost the way we feel. Ask students to make a conscious effort to encourage others and work to improve their self-concept. When students receive a booster or give a booster, write it on a slip of paper and put it in the classroom booster jar. At the end of each week, take out the slips and read the examples to students. Have students comment on how the booster made them feel.

K.4.5.A.2a Identify ways of setting group goals (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team building.**

◆ **You Decide**

Brainstorm for a list of groups that must work together to set goals (e.g., sports teams, youth groups, student committees). List ways in which these groups make decisions (e.g., by consensus, arbitrary decision, taking turns).

Provide some case scenarios and have students identify how the decisions were made or the goals were set.

Have groups of students plan a party for a friend moving away. Their task is to decide on five goals or tasks in order of priority for what they will do to plan the event. Once they have decided on the five goals or tasks, they must assign people to complete each one.

Have groups report to the class. Discuss how students made the decisions and how they determined who would do each task.

Examples of Goal Setting and Decision Making:

1. The group decided that half the group would be responsible for the refreshments, and the other half, the decorations. (consensus)
2. The group leader decided that the student who had a computer at home would make the invitations. (arbitrary decision)
3. Everyone took turns sharing their party ideas. (taking turns)

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that each student receives boosters and gives at least one booster. Use a checklist to keep track so that students are not left out of this activity.

(continued)

◆ **Performance Task: Boosters**

Self-Assessment: Anecdotal Notes

Ask students to write about how they felt after they received a booster.

Group Goal-Setting Process:

1. Brainstorm ideas.
2. Discuss pros and cons.
3. Reach consensus.
4. List necessary steps.
5. Identify roles and responsibilities.
6. Make a timeline for completion.
7. Evaluate results.

Scenario:

Facilitate a class meeting regarding the following scenario: Lately there have been many incidents of “put-down” comments during class. Many students are upset and frustrated.

Process:

1. Divide students into small groups to discuss
 - a. the problem
 - b. the feelings of students
 - c. possible solutions
2. Assign roles for cooperative learning (see list provided).
3. Have groups report to the class and record results on chart paper



◆ **Performance Task: You Decide**

Group Assessment: Anecdotal Notes

Have each group discuss with the rest of the class the procedure they used to set goals. Ask the other groups to list what procedures the presenting group used and write a short description of each style.

Suggested Criterion:

Look for

- evidence that students are able to identify different ways to set group goals for cooperative learning and team building

TEACHER NOTES *(continued)*

4. Follow the group goal-setting process.

Roles for Cooperative Learning:

- **Facilitator:** keeps group on task and ensures that everyone has the opportunity to contribute.
- **Reporter:** shares summary of the group discussion with the large group.
- **Time Keeper:** ensures that the task is completed within the time allotted.
- **Recorder:** keeps notes during the discussion.
- **Group Manager:** picks up, distributes, collects, turns in, or puts away materials.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one’s own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success.</p> <div data-bbox="113 640 548 913" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (S.2.5.A.3a)</p> </div>	<div data-bbox="609 325 852 357" style="margin-bottom: 10px;"> <p>◆ The Glass Ball</p> </div> <p>Ask the class to list characteristics of a person who is responsible for his or her own actions. Record students’ answers on one side of a T-Chart. Ask students to list characteristics of someone who does not take responsibility for his or her own actions and record them on the other side of the chart. Discuss what kind of person they see for each side.</p> <ul style="list-style-type: none"> • Whom would they want to be friends with? • How would each person function from day to day? • How would the lives of the two people differ? <div data-bbox="609 745 933 777" style="margin-bottom: 10px;"> <p>◆ A Picture of Success</p> </div> <p>Make a web of the personal characteristics of a successful person. Ask students to do this individually and then get together as a class and develop one large web of characteristics. Example:</p> <div data-bbox="828 966 1153 1176" style="text-align: center; margin: 10px 0;"> </div> <div data-bbox="609 1228 933 1260" style="margin-bottom: 10px;"> <p>◆ Fitness Goal Setting</p> </div> <p>Refer to results from the fitness-assessment tasks suggested for learning outcome S.2.5.A.3a. Have students set goals for developing their personal fitness and determine what helped or hindered their success.</p> <div data-bbox="649 1438 755 1554" style="display: inline-block; vertical-align: middle; margin-right: 10px;"> </div> <p>Refer to BLM 5–7: Fitness Goal Setting.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

When establishing class routines and/or student monitors, remind students of the importance of self-regulation and performing tasks without needing reminders or close supervision.

Explain that success is relative and that it is different for all people. Emphasize that success means striving to do one's best rather than being the best.



◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Anecdotal Notes

Ask students to respond, in their journals, to the following sentence starters:

1. Some of my responsibilities are...
2. I do not need supervision and do not need to be told what to do related to...
3. I need supervision or need to be told what to do related to...
4. It is important to take responsibility for my own actions because...

Suggested Criterion:

Look for

- the student's ability to identify how self-regulation and being responsible lead to more personal success

◆ **Journal/Learning Log: Fitness Goal Setting**

Self-Assessment: Anecdotal Notes

Have students respond, in their fitness journals, to the following sentence starters:

1. It is important to do my best on each exercise because...
2. If I use the proper techniques I will improve...
3. Ways I can become more responsible for developing my personal fitness...
4. I know I need to be active every day because...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...).</p>	<p>◆ Input Output</p> <p>Ask students to consider how they set priorities and make responsible personal decisions.</p> <p>Using an outline of a human figure, have students illustrate and label the various influences that occur within the person (e.g., values, religion, names of friends, interests), as well as outside influences (e.g., violence on television, peer pressure).</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> <p>SS: Identity, Culture, and Community</p>	<div data-bbox="797 604 1125 1010" data-label="Image"> </div> <p>◆ Influential Collage</p> <p>Have students create a collage of things and people that influence their decisions and priorities.</p> <p>◆ Decision Flower</p> <p>Provide students with a flower diagram, and have them list factors that influence a personal decision. In the centre of the flower, students list a decision they may have to make. On the petals, they write who or what influences their decision. On the stem, students list some of their core values. In the ground, they list what knowledge they use from their past experiences.</p> <div data-bbox="870 1503 1138 1860" data-label="Image"> </div>

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Commonly Accepted Values:

Values include

- honesty
- equity
- responsibility
- justice
- respect
- consideration
- commitment

For definitions of the above terms, see pages 112 and 113 of the Framework.

See the Character Counts! website: <<http://www.charactercounts.org>>.

Possible Influences on Decision Making:

- Self
 - personal values
 - feelings
- Social
 - role models
 - peers
 - media influences
- Family
 - values
 - support
 - beliefs
- Environment
 - available resources (money)

Sample Scenarios:

Example 1: You are home alone for an hour. Your parents have made the rule that you cannot have friends over when they are not home. Your friend Pat would like to come over and promises to leave before your parents come home.

Identify which influences would affect your decision.



◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Anecdotal Notes

Ask students to write, in their journals, about the most influential person in their lives or about one thing that influences much of what they do in their lives.

Suggested Criterion:

Look for

- the students’ ability to link their influences to goals and personal priorities

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

Self-Assessment: Checklist

Have students make a T-Chart to list influences of self and others when setting priorities and making responsible personal decisions.

Self	Others

Suggested Criterion:

The student is able to list influences of self and others in personal decision making.

- Yes
- No

TEACHER NOTES (continued)

Example 2: Your parents have made it a rule that you are not permitted to play violent video or computer games. Your friend Kim wants you to come to his or her house to play a video game you know is very violent.

Identify which influences would affect your decision.



(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.5.A.3 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Bag It</p> <p>Ask each student to bring to class three objects or pictures that symbolize how they make decisions or set priorities. Have students sit in a circle and share their objects with the class. Objects might include: pictures of people, gifts received, letters, objects from nature, a wrist watch, and spiritual symbols.</p> <p>◆ Sharing Circle</p> <p>Have students sit in a circle around a flag, blanket, or towel. Select various items found in the school (e.g., a ruler, hockey puck, baseball, cassette tape, key, picture) and place them in the middle of the circle. Ask each student to select one item and share with the group a story (of a memorable event or experience from the past related to that item) that could influence making a decision or setting priorities for the future. When the speaker is finished telling a story, he or she places the item back in the centre. Remind students that they are not to interrupt the speaker and that all the stories must stay in the circle.</p> <p>◆ Word Search</p> <p>To familiarize students with the terminology used in this learning outcome, have students create a word search (e.g., using the Discovery School’s Puzzlemaker website: <http://www.puzzlemaker.com>).</p> <p>◆ Role Models</p> <p>Have students choose a role model (e.g., sport hero, parent, grandparent, teacher, friend) and identify the key influences that this person has had on their lives or why they admire this person.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.5.B.1a Describe behaviours (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) that show respect for the rights and feelings of others.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Respect Report</p> <p>Have students generate a list of characteristics that demonstrate respect for the rights and feelings of others. Ask students to record the characteristics in three columns, using the following headings: Look Like, Sounds Like, and Feels Like.</p> <p>◆ Rewards for Respect</p> <p>Ask the class to generate a list of rewards that would be applicable to everyone in the class (e.g., 20 minutes of a favourite activity, a longer recess, an extended outdoor period). Brainstorm for a list of behaviours that demonstrate respect for the rights and feelings of others. Label the list “Behaviours to Look For.”</p> <p>Give students some examples of behaviours that might generate a Respect Receipt (e.g., holding a door open for someone, picking up something that someone has dropped, listening attentively without interrupting, offering to help, being honest).</p> <p>◆ Rules of Respect</p> <p>Have each student write an acrostic with the word “Respect” (i.e., make each letter stand for a behaviour that exemplifies respect). Ask students to put their work on a poster and present it to the class.</p> <p>Example:</p> <ul style="list-style-type: none"> R Random acts of kindness E Everyone is equal and special in her or his own way S Say compliments to others P Politeness is the point E Encourage others C Compassion for others T Try to include everyone



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

As a classroom-management strategy, have students or the teacher write on self-adhesive notes instances when a student demonstrates respectful behaviour (this could be called a Respect Receipt). The observers write down what they saw and put the information into a container kept in the class or post it in a Behaviour Bank Book. When the container is full or a certain number of receipts have been issued, the class receives the reward.

Respect Receipt	
Behaviour I saw	_____
Person I saw do it	_____
Date	_____
My Name	_____

Ensure that the Respect Receipts are authentic and that students know examples of behaviours that could be recorded.



◆ **Paper and Pencil Task: Respect Report**

Teacher Assessment: Inventory

Ask students to list three behaviour characteristics for each category: Looks Like, Sounds Like, and Feels Like.

Suggested Criteria:

Look for evidence that the student

- describes behaviours from all three categories
- identifies behaviours that show respect for the rights and feelings of others

◆ **Observation: Rewards for Respect**

Self-Assessment: Checklist

Using the criteria from the “Behaviours to Look For” list, have students put a check mark beside the behaviours that they are able to demonstrate over a period of one month.

◆ **Performance Task: Rules of Respect**

Group Assessment: Checklist

Have students circulate around the room and fill out a checklist for a selected number of posters. Give each student a class list and ask them to check off whether the student has listed seven respectful behaviours. Give the student a check mark for listing seven rules of RESPECT and a number value if fewer than seven are listed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.B.1b Recognize the role of activities and events (e.g., games, sports, dances, social events, cultural events...) in getting to know and understand others of similar and different cultures.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Cultural Diversity</p> <p>Discuss various characteristics that make a culture unique. Ask students to focus on activities and events that help us learn about a culture (e.g., stories, games, sports, dances, social events, cultural events).</p> <p>Ask students to work in pairs to study one culture, and teach the class about three activities or events from that culture. For example, if students were teaching about an Aboriginal culture, they might show the class an example of a hoop dance, teach the importance of a powwow for a cultural event, interview someone on the importance of a sweat lodge and how it relates to spirituality, and report findings to the class.</p> <p>◆ Stepping Out</p> <p>Take the class to an actual cultural event and have students write about their experience in a learning log.</p> <p>◆ Who Am I?</p> <p>Make a list of activities and events from one culture. Give students the clues one at a time and see who can guess the correct culture. The clues may be generated by the teacher or by students.</p> <p>Suggested Sentence Starters for Clues:</p> <ul style="list-style-type: none"> • I like to play... • Sometimes we... • Our family... • It is very important for our culture to... • We used to live... • My favourite food dish is... • A ceremony we go to is... <p>◆ Virtual Tour</p> <p>Have the class simulate an experience from a particular culture (e.g., digging Seneca root, walking a trap line). Have students develop a script to accompany the actions or illustrations. As the script is read, students can act out the words (e.g., putting boots on, gathering supplies).</p> <p>This learning activity can be done in several ways:</p> <ul style="list-style-type: none"> • Groups write the script and then mime the actions. • The teacher reads the script and all students act it out.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Plan special school events to promote multiculturalism. Make curricular connections with the various Grade 5 Social Studies topics or themes.

◆ **Performance Task: All Activities**

Teacher Assessment: Frequency Index

Give students examples of activities and events and ask them to guess what culture they are from.

Suggested Criterion:

Look for

- the number of correct responses for each student

◆ **Journal/Reflection: All Activities**

Self-Assessment: Anecdotal Notes

Ask students to write, in their journals, about the role of activities and events in getting to know people from different cultures.

Have them answer the following questions:

1. Why are cultural activities and events significant to culture?
2. What have you learned about how some cultures are similar?
3. What is the most important thing you have learned about culture?

Suggested Criterion:

Look for

- the student's ability to recognize that although events and activities differ, the various cultures all promote the same core values (e.g., getting together to celebrate and have fun, spirituality, a sense of belonging and acceptance)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.B.2a Review verbal and non-verbal behaviours that help (e.g., listening, keeping secrets, smiling...) and hinder (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) communication for building positive relationships.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ To Help or Not to Help</p> <p>Ask the class to generate a list of behaviours that help communication and behaviours that hinder communication. Have groups of students perform two skits, one to demonstrate verbal behaviours and one to demonstrate non-verbal behaviours.</p> <p>While watching the skits, have half the observers demonstrate helpful behaviours (e.g., listening, keeping secrets, smiling) and the other half demonstrate unhelpful behaviours (e.g., betraying loyalty, making fun of someone/something, not listening, interrupting, using inappropriate body language). Have all students observe the reactions of the performers and the audience throughout the activity and discuss their observations following the skits.</p> <p>◆ The DO Box</p> <p>Ask students to watch for someone demonstrating verbal and non-verbal behaviours that help communication and build positive relationships. Ask the observer to write his or her name on a slip of paper, record the date and time, describe what he or she saw, write the name of the student demonstrating the helpful behaviour, and place the note into a box. Empty the box at the end of each week and keep a checklist of who is observing (put an O beside their names) and who is demonstrating (put a D beside their names) the various skills. When any student receives three Ds or Os, add his or her name to a poster to be displayed in the room.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

During the skits, ensure that students do not use inappropriate language and that they replace any offensive word with a sound effect such as a “beep” used on some television shows.

Behaviours That Help and Hinder Communication	
Help	Hinder
Refraining from interrupting	Looking away
Making eye contact*	Fidgeting
Facing the speaker	Interrupting

* where culturally appropriate



◆ **Performance Task: To Help or Not to Help**

Group Assessment: Checklist

Ask the observers to record the verbal and non-verbal behaviours that they see the performing group demonstrate. At the end of all the skits, each person should have a list of non-verbal behaviours.

Ask students to exchange lists with another student and then highlight or circle only the behaviours that help build positive relationships.

◆ **Performance Task: The DO Box**

Teacher Assessment: Frequency Index

Use the list of Ds and Os to ensure that all students are able both to demonstrate and observe the various helpful communication skills.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.5.B.2b Identify qualities (e.g., honesty, support, reliability, common interests, loyalty, fairness...) that are important in establishing and maintaining a friendship.	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.	
	<p>◆ There’s a New Kid in Town</p> <p>Discuss qualities that are important in establishing and maintaining friendships (e.g., honesty, support, reliability, common interests, loyalty, fairness). Ask students to imagine that a new student has just arrived at their school. The new student does not know anyone and seems quite nervous about coming to the school. Talk about how difficult it is to be the “new person.”</p> <p>Discuss other situations when it might be necessary to reach out to make new friends (e.g., joining a new sports team or club, changing friends because you no longer have the same things in common). Have groups of students role-play a situation to demonstrate how to establish a friendship and help make someone feel accepted.</p> <p>◆ Friend Foliage</p> <p>Ask students to create a collage shaped like a tree or plant to identify the qualities that help make and keep friends.</p> <p>◆ Recipe for a Friend</p> <p>Using the appropriate format, each student writes a creative recipe for a good friend.</p> <ul style="list-style-type: none">• What are the necessary ingredients?• How are they put together? <p>◆ Friend or Foe</p> <p>Ask students to read a book or view a video or television show that includes a dialogue or story between friends. In small groups, students discuss and identify the qualities that seemed important in establishing and/or maintaining a friendship in their particular example.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Characteristics of Successful Friendships:

- trust
- helpfulness
- communication
- loyalty
- caring
- honesty
- support
- reliability
- fairness
- shared interests
- acceptance
- companionship
- empathy
- active listening
- providing and receiving feedback
- conflict-resolution skills
- other



◆ **Observation: Any Activity**

Teacher Assessment: Inventory

Look for students’ ability to list qualities that are important in establishing and maintaining a friendship.

◆ **Performance Task: There’s a New Kid in Town**

Teacher Assessment: Scoring Rubric

Use a scoring rubric such as the following in observing students’ discussion and role-play.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • is able to identify and demonstrate many appropriate ways to establish and maintain friendships (e.g., honesty, support, reliability, common interests, loyalty, fairness)
2	<ul style="list-style-type: none"> • is able to identify and demonstrate some ways to establish and maintain friendships
1	<ul style="list-style-type: none"> • is unable to identify and demonstrate appropriate ways to establish and maintain friendships

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.5.B.3a Identify components (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Before You Know It**

Discuss various components of anger management and strategies for self-control. Use a chart with three columns, such as the following, to record the information.

Anger Management and Self-Control		
Looks Like	Sounds Like	Feels Like

◆ **On the Spot**

Ask students to work in pairs to write a scenario dealing with anger. Have all students put their scenarios into a box.

Ask each pair to take a scenario out of the box, read the situation aloud, and then role-play how they would use an anger-management strategy to solve the problem.

Sample Scenarios:

- Your parent will not let you go to a party.
- A good friend has cancelled an activity that you planned so that he or she can be with someone else.
- A class member has taken something of yours without asking and refuses to give it back.
- You have received a failing grade and you really think that your work is good.

◆ **Pictures of Anger**

Have students create a picture of anger using a variety of art supplies (e.g., clay, paper, newspapers, magazines, modelling paste). Show cues or components related to anger. Discuss the importance of dealing with anger before it gets out of control.

◆ **Control Check**

Discuss various strategies for gaining control of anger (e.g., relaxation, breathing exercises, checking out choices and consequences, being aware, practising assertiveness skills, negotiation, compromise). Discuss how to control anger in a variety of contexts (e.g., with parents, friends, teachers, relatives, others). Have students list a variety of situations where they would likely become angry and indicate some strategies they could use for managing anger. Ask them to put a check mark beside the situations that are the most difficult for them to deal with.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Anger Cues:

- increased body temperature
- tense muscles
- increased heart rate
- increased energy
- flushed face
- sweaty skin
- shaking
- other

Suggested Anger-Management Steps:

1. Feel yourself getting angry (cues).
2. Stop and calm down (relaxation techniques).
3. Think and use the decision-making model to choose what to do.
4. Act on the best solution or choose to “let it go.”

Suggested Anger-Management Strategies:

- Stop and calm down.
- Think about how to deal with the situation.
- Talk to the person.
- Write a letter to the person.
- Talk to a friend or family member.
- Accept that it is not worth dealing with and let it go.



◆ **Performance Task: Any Activity**

Teacher Assessment: Checklist

Assess whether the student is able to

- | | Yes | No |
|--|--------------------------|--------------------------|
| • identify components of anger management and identify anger-management strategies | <input type="checkbox"/> | <input type="checkbox"/> |
| • demonstrate the strategies and understand when and how to use them | <input type="checkbox"/> | <input type="checkbox"/> |

◆ **Observation: On the Spot**

Peer Assessment: Checklist

Have students observe each other’s role-play.

Suggested Criterion:

The student is able to identify an anger-management strategy and demonstrate how to use it properly in a role-play.

- Yes
- No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.B.3b Identify misunderstandings and/or miscommunications (e.g., portrayal of violence; ethnic, gender, and racial bias...) related to messages in the media that could cause or affect conflict.</p>	<p>◆ Media Watch</p> <p>Have students record incidents (e.g., from television, movies, newspapers, Internet) related to misunderstandings and/or miscommunications that lead to conflict. Record the incident details.</p>
<div data-bbox="115 611 550 976" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SS: Power, Authority, and Decision Making</p> </div>	<div data-bbox="656 527 1399 816" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Media Watch</p> <p>Date _____ Name _____</p> <p>Incident _____</p> <p>Media form (e.g., newspaper, television, Internet) _____</p> <p>How did the incident lead to conflict? _____</p> <p>How could conflict have been avoided? _____</p> <p>_____</p> </div> <p>◆ Doing Something about It</p> <p>Ask students to list what they can do about something in the media of which they do not approve (e.g., violent scenes, rudeness, disrespect, discrimination). List positive steps that they could take to express their dissatisfaction (e.g., send a letter, send an email, don't watch the show, write a letter to a newspaper editor). Ask each student to write a letter or an email message with regard to something they disapprove of in the media. Students may then decide whether they will mail their letter/message or keep it private.</p> <p>◆ Temper Tantrums</p> <p>Explain that there are many situations and incidents that could lead to conflict. Some result in conflict, while others are quickly resolved before they escalate. Some people are instantly demonstrative in their emotional outbursts and have a temper over a small incident, while others are patient and take a long time to become angry. Have students list situations that usually lead to conflict, share the responses with a partner, and then share the results with the rest of the class.</p> <p>Examples of Situations:</p> <ul style="list-style-type: none"> • losing your homework • breaking a game/toy • losing a friend



TEACHER NOTES

Ensure that students follow basic guidelines when listing incidents that could lead to conflict. Review general rules for brainstorming and class discussion prior to beginning the activities.

Suggested Guidelines:

- Do not use names.
- Treat all answers respectfully.
- Recognize that everyone will have a different tolerance level for conflict.
- List now, discuss later.
- Other

For topic-related resources, consult *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Anecdotal Notes

Ask students to reflect, in their journals, on what they have learned about misunderstandings and/or miscommunications related to messages in the media.

◆ **Paper and Pencil Task: Do Something about It**

Peer Assessment: Checklist

Have students give their letter/message to three peers and ask them to fill out a checklist such as the following.

Assessment Checklist

Name of Student _____

Assessed by _____

The student

- clearly defined the purpose of the letter
- clearly stated the example that could cause or affect the conflict
- suggested alternative responses
- outlined what the writer wanted in response to the letter
- wrote a persuasive argument
- supported his or her opinion
- used proper letter-writing techniques

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness) and conflict-resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) to negotiate disputes and de-escalate conflicts.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Power, Authority, and Decision Making</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Tips for Success**

Post two charts in the classroom, one titled “Process” and the other titled “Strategies.” Have students work in pairs to list what they know about the conflict-resolution process and about conflict-resolution strategies. Ask each group to put their responses on a piece of poster paper. Display all the information around the classroom.

◆ **Step by Step**

Determine the steps involved in the conflict-resolution process. Have the class agree on all the necessary components (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose the best option; evaluate for effectiveness). Have groups of students develop a role-play that demonstrates proper use of the conflict-resolution process.

◆ **Going Down**

Ask students to write a scenario about conflict and to identify at least three strategies they could use to decrease the level of conflict (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy). Create a large drawing of an escalator or staircase going down and have students write their strategy on an index card or a self-adhesive note and place it on the escalator.

◆ **What Are Your Anger Triggers?**

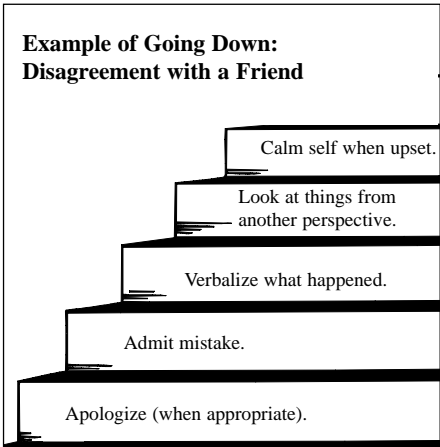
When students record, in their journals, incidents that made them angry, they could include an analysis:

- How well did they deal with their anger?
- Is there anything they could do differently to improve their response if a similar situation were to arise?



TEACHER NOTES

It is helpful to have students write down what they agree to do during a conflict-resolution process. Writing it down tends to make it more like a contract and students are more apt to adhere to the decision.



For topic-related resources, consult *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Scoring Rubric

Have students write about a conflict they have had and how they used a process or strategy to de-escalate the situation.

Suggested Criteria:

Use the following rubric to assess students.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> thoroughly understands the steps involved in the conflict-resolution process accurately describes useful conflict-resolution strategies
2	<ul style="list-style-type: none"> has basic knowledge of the steps involved in the conflict-resolution process adequately describes conflict-resolution strategies
1	<ul style="list-style-type: none"> has unsatisfactory knowledge of the steps involved in the conflict-resolution process has difficulty describing conflict-resolution strategies

◆ **Performance Task: Step by Step**

Group Assessment: Checklist

Have another group of students fill out an assessment form for the performing group, using an assessment indicator.



Refer to BLM 5–10: Group-Assessment Form.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.5.B.4 Identify and assess strategies (e.g., using decision-making/problem-solving process, saying “no” assertively, walking away/staying away, using conflict-resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 1—Movement

GLO 2—Fitness Management

SC:

Cluster 1—Maintaining a Healthy Body

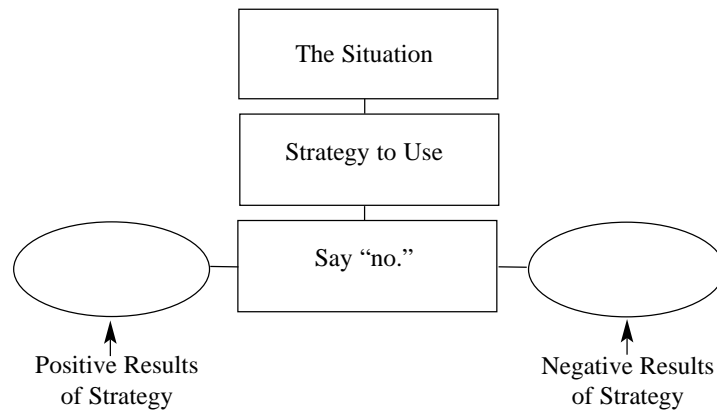
SUGGESTIONS FOR INSTRUCTION

◆ **A Map for Preventing Problems**

Have students map out examples of situations that could lead to danger and/or that would be uncomfortable:

- For each situation, they note a strategy that could help someone prevent or avoid the situation.
- For each strategy, they list the pros and cons.

Example:



Possible Situations:

- An older student approaches you to buy drugs.
- Someone driving by tells you to come to his or her car window to give directions.
- A friend asks you to steal something for him or her.
- Students want you to fight with someone.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT**

Many different problem-solving and decision-making models exist. The following DECIDE model (suggested on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.

◆ Journal/Learning Log: A Map for Preventing Problems

Teacher Assessment: Checklist

Have students write, in their journals, about how they would handle a variety of uncomfortable or dangerous situations.

Suggested Criteria:

The student is able to identify and assess at least three different strategies for dealing with uncomfortable or dangerous situations.

Yes

No



PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal (e.g., project work, gymnastic routine, prediction run...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement

SUGGESTIONS FOR INSTRUCTION

◆ **Match the Criteria**

Have students brainstorm for criteria to use when setting a group goal. Introduce the GOALS acrostic and discuss the criteria set out for developing individual or group goals.

Guiding Questions:

G General Goal—What is your goal?

O Organized Plan—How are you going to reach your goal?

A Assessment of Goal—Is your goal achievable/possible?

L Length—How long will it take you to reach/achieve your goal?

S Support/Help—Who or what will assist you to work towards attaining your goal?

Have students submit a monitoring sheet at several points throughout the process.

Monitoring Sheet

Group Names _____

Date _____

Goal _____

1. Is the group making progress in reaching their goal?
Explain. _____


2. How was the goal changed? _____

3. Explain why the change was necessary. _____



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Match the Criteria**

Group Assessment: Rating Scale

Once the group has attained their goal, have them rate their work using the following criteria.

Assessment of Group Goal Setting			
Criteria	Above Expectations	Meets Expectations	Below Expectations
G clearly stated the goal			
O outlined steps to achieve the goal			
A assessed the goal			
L revised the timeline/goal/plan as needed			
S provided support and monitored progress			




Refer to BLM 5–11: Goal Setting.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.</p> <div data-bbox="110 533 550 831" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management GLO 5—Healthy Lifestyle Practices SC: Cluster 1—Maintaining a Healthy Body</p></div>	<p>◆ One a Day</p> <p>Have each student develop a plan to be physically active and to make healthy living choices for each day of a given month. Each using a blank calendar, students record the activity or the healthy living choice they demonstrate each day. Alternatively, students may want to develop a computer-generated calendar, keying in the goal or priority for each day and then printing it.</p> <p>Variation: Have the class decide on one priority or goal for each day that promotes physical activity and healthy living choices. Incorporate the lesson into the daily classroom activities.</p> <p>Examples of Physical Activity Choices:</p> <ul style="list-style-type: none">• walk to school• skate• stretch• bike• swim• in-line skate• swim• skateboard• hike• participate in physical activity for at least 60 minutes each day• sustain heart rate in target heart-rate zone for at least 10 to 15 minutes <p>Examples of Healthy Living Choices:</p> <ul style="list-style-type: none">• eat five to ten servings of fruits and vegetables• drink six to eight glasses of water• wear a helmet when riding a bicycle• get plenty of rest (at least nine to ten hours a night)• reduce intake of sugar by limiting the amount of sweets consumed



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A small illustration of a sneaker with stripes, located in the bottom right corner of the large empty box.

◆ **Journal/Learning Log: One a Day**

Teacher Assessment: Anecdotal Notes

Have students keep a journal for a set period of time (e.g., a week, a month) discussing their physical activities and healthy food choices. Allow students time at the end of each day to reflect in their journals.

Suggested Criterion:

Look for

- evidence that the student was able to reflect on personal progress throughout the month

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.5.A.3 Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities.**

Curricular Connections
ELA:
 GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Interpersonal Skills**

During physical activities and classroom group activities, have students demonstrate interpersonal skills such as listening attentively, summarizing information, clarifying feelings, abstaining from put-downs, encouraging others, playing fairly, being inclusive, showing non-aggressive behaviour, and resisting negative influences.

◆ **Our Code**

Have students develop a scoring rubric related to interpersonal skills outlining the key behaviours for the various levels. During physical activities and classroom group activities, have each student fill out a self-assessment form on how well he or she demonstrated functional use of the behaviours identified in the rubric or code.

Example:

Scoring Rubric				
Behaviours	4 All the Time	3 Most of the Time	2 Sometimes	1 Rarely
• Refrain from making “put-down” comments.				
• Practise being a team player.				
• Play fairly.				
• Encourage teammates and opposition.				



TEACHER NOTES

Ensure that students and parents/guardians are informed of the assessment criteria before students are assessed or evaluated.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Interpersonal Skills**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, have students self-assess their interpersonal skills, using the following chart.

Self-Assessment of Interpersonal Skills			
Name _____		Date _____	
Activity _____			
Assess your interpersonal skills by answering the following questions. If you answer “yes,” give an example of how you did it. If you answer “no,” describe what you could do to improve the skill.			
Interpersonal Skill	Yes	No	Comments
In this group activity/project, did I ...			
1. listen closely?	<input type="checkbox"/>	<input type="checkbox"/>	
2. summarize information?	<input type="checkbox"/>	<input type="checkbox"/>	
3. notice and respect feelings?	<input type="checkbox"/>	<input type="checkbox"/>	
4. refrain from making “put-down” comments?	<input type="checkbox"/>	<input type="checkbox"/>	
5. encourage others?	<input type="checkbox"/>	<input type="checkbox"/>	
6. play fairly?	<input type="checkbox"/>	<input type="checkbox"/>	
7. try to be inclusive?	<input type="checkbox"/>	<input type="checkbox"/>	
8. show non-aggressive behaviour?	<input type="checkbox"/>	<input type="checkbox"/>	
9. resist negative influences?	<input type="checkbox"/>	<input type="checkbox"/>	
10. complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.5.A.4 Demonstrate ways (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) to turn conflict into a win-win situation in different case scenarios (e.g., disagreement with a friend or classmate...).</p>	<p>◆ Winner’s Circle</p> <p>As conflict arises throughout the year, have students demonstrate different ways to achieve a win-win situation (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results).</p> <p>When a win-win situation is achieved, have students write a brief note on an index card about the process they used to achieve the desired outcome. Ask students to submit the card to the Winner’s Circle (e.g., a brightly coloured box or jar). The cards should be kept private but the teacher may want to reinforce the process that students used.</p> <p>Example of a Situation:</p> <p>You have been paired to do a project with a classmate with whom you have had previous conflicts. If your goal is to achieve a good mark, the process might be to agree to put aside past feelings and work cooperatively. This could include sharing responsibilities and assisting your partner with his or her portion of the project.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>SS: Power, Authority, and Decision Making</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Compromise—giving up something in order to come to an agreement.

Accommodate—adapting or adjusting to a situation or to someone else’s ideas or plans.

Reaching consensus—being able to determine a common solution or decision.

Win-win situation—a circumstance in which both or all parties are happy with an outcome or agreement.

◆ **Observation: Winner’s Circle**

Teacher Assessment: Checklist

Observe whether the student is able to demonstrate ways to turn conflict into a win-win situation in different case scenarios.

Yes

No





Personal and Social Management Outcomes: Grade 5



Knowledge

- K.4.5.A.1 Identify how one’s self-concept and feelings are affected by others** (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...).
- K.4.5.A.2a Identify ways of setting group goals** (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team building.**
- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one’s own actions** (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) **for personal success.**
- K.4.5.A.3 Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) **on setting priorities and making responsible personal decisions** (e.g., academic achievement, leisure activities...).
- K.4.5.B.1a Describe behaviours** (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) **that show respect for the rights and feelings of others.**
- K.4.5.B.1b Recognize the role of activities and events** (e.g., games, sports, dances, social events, cultural events...) **in getting to know and understand others of similar and different cultures.**
- K.4.5.B.2a Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships.**
- K.4.5.B.2b Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship.**
- K.4.5.B.3a Identify components** (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts.**
- K.4.5.B.3b Identify misunderstandings and/or miscommunications** (e.g., portrayal of violence; ethnic, gender, and racial bias...) **related to messages in the media that could cause or affect conflict.**

Knowledge (continued)

- K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness) **and conflict-resolution strategies** (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) **to negotiate disputes and de-escalate conflicts.**
- K.4.5.B.4 Identify and assess strategies** (e.g., using decision-making/problem-solving process, saying “no” assertively, walking away/staying away, using conflict-resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations.**

Skills

- S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal** (e.g., project work, gymnastic routine, prediction run...).
- S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.**
- S.4.5.A.3 Demonstrate functional use of interpersonal skills** (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities.**
- S.4.5.A.4 Demonstrate ways** (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) **to turn conflict into a win-win situation in different case scenarios** (e.g., disagreement with a friend or classmate...).

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.