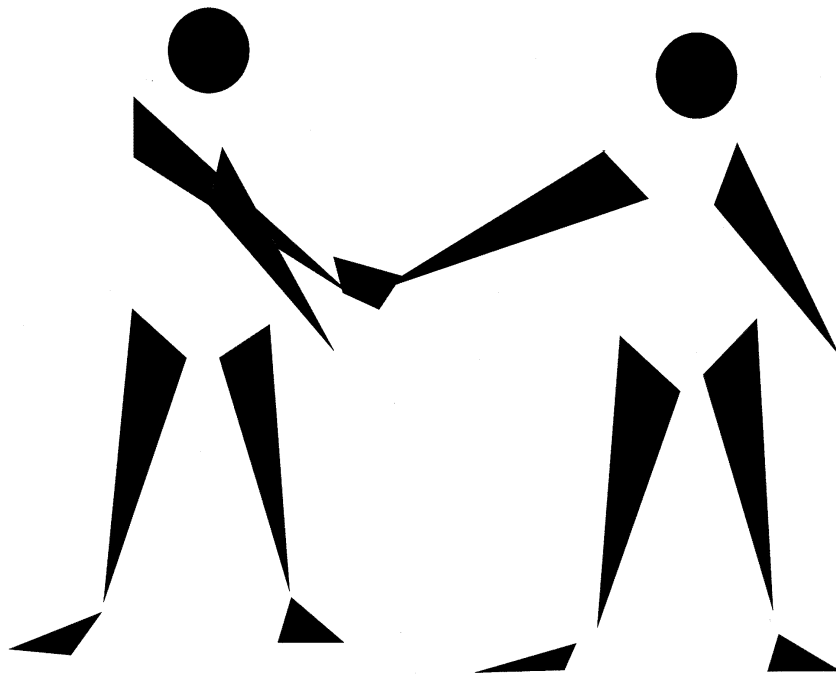

Grade 6

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
<i>Students will...</i>
<p>□ K.4.6.A.1 Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy.</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: Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Identity Map**

Have students put a picture of themselves in the middle of a piece of poster paper. Ask them to write a list of their individual characteristics around the picture (e.g., gender, culture, family, religion, community, appearance, interests, hobbies, preferred learning approaches). Encourage students to discuss the characteristics that help build self-confidence. Have students display their posters.

◆ **FACTORS**

Ask students to write paragraphs describing themselves, using the acrostic **FACTORS**:

F (family members and/or favourite foods)

A (special abilities)

C (clothing representative of their culture)

T (mode of transportation they or their family commonly use)

O (current or former occupations of parents/guardians, if applicable)

R (religion, if applicable)

S (shelter—where they live)

◆ **Name Fame**

Have students choose the name of a classmate from a list and write a poem about this person’s unique characteristics. Characteristics must be worded positively.

Examples of Acrostic Poems:

Energetic	Shiny hair
Medium-length brown hair	Tall
Intelligent in music	Athletic
Laughs a lot	Caring
Yugoslavian	Youthful

See 5–8 *ELA*, Strategies–69 to 71 for additional Poetry Frames.

◆ **Celebrate Diversity Day**

Have a day in the class when all students share something unique about themselves, such as

- a dance they can perform
- a unique skill (e.g., juggling, singing) they have
- something important they have learned from an elder, a family member, or a special person
- something they collect



TEACHER NOTES

Treat this learning outcome with sensitivity since students may feel self-conscious of personal traits, background, or parents' occupations. Ask students to focus on positive traits of self or others.

Pictures of students can be taken with a digital camera and printed for use in the classroom.

Aboriginal Link:

For a list of resources, refer to *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis* (Manitoba Education and Training).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Checklist

Observe whether the student is able to describe personal characteristics that contribute to personal identity, self-confidence, and self-efficacy.

- Yes
 No

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Ask students to reflect, in their journals, about their unique characteristics.

After students have participated in an activity suggested for this learning outcome, have them answer the following questions:

- What surprised you about yourself or about others?
- What did you learn about yourself?

Suggested Criterion:

Look for

- the student's ability to identify a variety of personal characteristics

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.4.6.A.2a Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management (i.e., tasks, time, responsibilities).</p>	
<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. PE/HE: GLO 2—Fitness Management (S.2.6.A.3b)</p>	<p>◆ Intersecting Goals</p> <p>Ask students to brainstorm a list of short-term and long-term goals. Use a Venn diagram to record the suggestions. Where the circles intersect, list the goals that could be both long-term and short-term.</p> <p>Discuss why goals may need to be revised. For example,</p> <ul style="list-style-type: none"> • goals/steps are unrealistic (tasks) • tasks are too difficult (tasks) • something unexpected happens (time) • too busy (time) • illness (time) • needs or wants change (responsibilities) • responsibilities change (responsibilities) <p>◆ Picture a Goal</p> <p>Have students pick one goal they would like to accomplish in the next month. Using four boxes, have them draw or list what tasks would need to be accomplished by the end of each week.</p> <p>◆ Goalies in the Net</p> <p>Have students dramatize a series of “plays” (as opposed to “steps”) needed to accomplish a long-term goal. The individual plays represent the short-term goals, and the long-term goal is the final goal, which is written in the net.</p> <p>Ask students to draw a diagram of all the plays (see teacher notes) they need to accomplish before achieving their final goal.</p> <p>Example of Plays to Complete a Science Project:</p> <p>Play 1: Gather materials (science experiment equipment, books, cardboard poster, paper, pen).</p> <p>Play 2: Conduct the experiment.</p> <p>Play 3: Write the first draft of the report.</p> <p>Play 4: Have the report peer edited and make revisions.</p> <p>Play 5: Complete the final copy.</p> <p>Play 6: Mount the report on the board.</p> <p>Goal: Science project is done in six easy plays.</p>



TEACHER NOTES

When setting long-term goals, have students consider

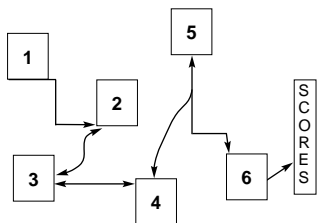
- what they would like to accomplish in the future
- where they would like to be in 10 years

When setting short-term goals, have students consider

- available time, resources, and supports
- current responsibilities, such as babysitting, family functions, other jobs or commitments, lessons they attend, and work they need to complete for their education

For a variation, students may want to use a sport theme analogy to show the plays (e.g., hockey, football, basketball). Students can hold the actual game equipment as they call out the various plays.

Plays to Reach a Goal



Refer to BLM 5–11: Goal Setting.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Scoring Rubric

Interview students to discuss their personal long-term and short-term goals.

Suggested Criteria:

Use the following criteria to assess students’ responses.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • is able to set realistic goals, identifying both short-term and long-term goals • is able to discuss how setting goals will help him or her manage life more effectively
2	<ul style="list-style-type: none"> • has some difficulty setting realistic short-term and long-term goals • has minimal understanding of how setting goals might help him or her manage life more effectively
1	<ul style="list-style-type: none"> • has difficulty identifying short-term and long-term goals • lacks the ability to see how setting goals might help him or her manage life more effectively

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.4.6.A.2b Determine effective time-management techniques and organizational skills (e.g., making lists, setting priorities...) for personal planning (e.g., preparing for tests, examinations, projects, competitions...).</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.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Works for Me**

Have students come up with a list of time-management techniques, organizational skills, and planning skills in preparation for a class assignment/project or a test/examination. Ask each student to contribute examples of effective skills to include in a class book or a form for parents/guardians to sign.

◆ **I'm Late, I'm Late**

Discuss the benefits of effective time management. Have students respond to the following statements/questions either individually or with a partner:

- Good time management leads to...
- Poor time management leads to...
- A good time manager...
- A poor time manager...
- What does good time management look like?
- What does good organization look like?
- What does good organization feel like?

Discuss the various responses.

◆ **A Look Inside**

Ask students to draw a picture of or describe orally how the inside of their own desk looks, without making any changes. Then ask them to draw or describe orally how it could be reorganized and set up to be more efficient.

Variation: Have students take a snapshot or draw a picture of their room at home before and after they reorganize it. Ask them to have their parents/guardians assess what they have done to get more organized.

◆ **Binder Check**

Have pairs of students assess each other's binder and list five tips for improving its organization (e.g., hole punch all pages, date and use headings on each page, keep pages in correct order, use a ruler for making lines, improve outside binder appearance, write more neatly).



TEACHER NOTES

Helping students plan and prepare for school assignments or tests is valuable. Encourage students to share information related to this learning outcome with an adult at home so that the information can be reinforced.

Good time managers

- consider the unexpected
- leave extra preparation time
- make lists
- prioritize tasks
- set goals
- have organized notes
- designate study/work time
- take responsibility

Good time management leads to

- assignments done on time
- less stress
- more time for leisure activities
- positive self-esteem

It is advisable to break long-term assignments into shorter ones with mini-deadlines. Record all deadlines in an agenda book, if possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Works for Me**

Teacher Assessment: Rating Scale

Have students fill out a form such as the following to determine effective time-management techniques and organizational skills for personal planning.

Personal Planning: Rating Scale				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
<ul style="list-style-type: none"> • identified effective ways to plan related to <ul style="list-style-type: none"> — making lists — prioritizing tasks — setting goals — making a schedule — making a commitment — being self-disciplined — other 				
<ul style="list-style-type: none"> • showed strong time management and organization by <ul style="list-style-type: none"> — preparing for the test — preparing for the examination — writing the examination — completing the project — being self-disciplined/self-motivated — other 				

Variation: Ask students to take home the above assessment form/rating scale and have a parent/guardian assess them.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media, advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...).

Curricular Connections

ELA:

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

GLO 5—Celebrate and build community.

PE/HE:

GLO 2—Fitness Management

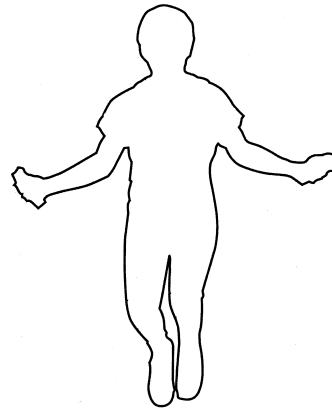
SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

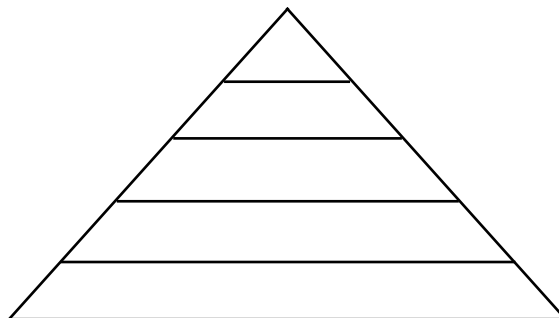
◆ Decisions I Make...

Discuss personal and social factors that affect decision making. Have students brainstorm examples of healthy lifestyle decisions that they make daily (e.g., exercising, brushing teeth, not smoking, not drinking soft drinks). Have them draw an outline of a person to represent themselves. On the inside of the figure, students list personal factors that affect their decision making. On the outside of the figure, they list the social factors that also affect their decisions. Have students share the personal and social factors that they observed to create a class list.



◆ Decision Pyramid

Ask students to design a pyramid to outline factors that are important to their decision making. They begin with the top triangle and then work their way down, listing people and things that affect their decisions in order of importance, with the top being most important.



Have each student share and discuss his or her pyramid with another person. Have volunteers present their pyramids to the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that students recognize that different factors influence people to varying degrees. Factors that may be a top priority for some may not even be considered a priority for others.

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

Teacher Assessment: Anecdotal Notes

Ask students to write, in their journals, about how they make health-enhancing decisions. They may focus on an incident when they were influenced by something personal and/or social to make a healthy lifestyle choice (e.g., exercising, eating healthy foods, getting enough sleep, improving personal hygiene, avoiding substance use). For example, how did they decide to begin an activity or to eat more nutritiously?

Suggested Criterion:

Look for

- the students' ability to describe how personal and social factors influence their decisions

If the pyramid does not work for some students, they could use another shape, such as a circle, a rectangle, or something else of their choice.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.6.B.1a Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision making (e.g., choosing friends, choosing activities, communicating with others...).</p>	<p>◆ Influential Factors</p> <p>Ask students to create a collage (using pictures and text) of factors that influence their decision making related to social situations. Under each picture or word, have them write how this factor might help or hinder them.</p> <p>Examples of Influential Factors:</p> <ul style="list-style-type: none">• Picture of friends playing soccer—helps because it encourages me to be more active.• Picture of a teen smoking—hinders because it might encourage teens to start smoking.• Name of a movie with violence—hinders because violence will not solve problems.• The word “truth”—helps because my family taught me to tell the truth and because others will want to be with people who are honest. <p>◆ A Novel Idea</p> <p>Choose fictional stories or scenes from films/movies related to making responsible decisions. Have students identify the influences that may have helped or hindered the decision-making process in the selected case scenarios.</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:

Identity, Culture, and Community
Historical Connections



TEACHER NOTES

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

- Define the topic or issues.
- Explore alternatives or options.
- Check alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- Identify possible solutions.
- Decide and take action.
- Evaluate and revise.

For more information on character, see the following website:
<<http://www.charactercounts.org>>.

Possible Influences:

- parents/guardians
- grandparents
- teachers
- sisters/brothers
- the law
- music
- friends
- spiritual leaders

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Influential Factors**

Teacher Assessment: Inventory

Have students list influences that help and/or hinder their decision making and explain how.

Factors That Influence Social Decision Making			
Influence	Help	Hinder	Explanation/Context
1. Family	X		• provides support
2. Television		X	• is not interactive
3. Movies	X		• could be motivational
4. Team Sports	X		• promote teamwork
5. Peers	X	X	• could help or hinder, depending on context (e.g., pressure to smoke or not to smoke)
6. Other			

Suggested Criterion:

Look for

- the students’ ability to list the influences and explain how they help or hinder their social decision making

TEACHER NOTES (continued)

- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org/>>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION													
<p><i>Students will...</i></p>														
<p><input type="checkbox"/> K.4.6.B.1b Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts.</p>	<p>◆ What’s Your Social Score?</p> <p>Have students develop a list of responsibilities and actions to guide themselves in a variety of social contexts (e.g., in the classroom, on a team, in a group, as a friend, in a restaurant, in a store). Use a chart similar to the one below to record the information.</p> <p>Example:</p>													
<table border="1"> <tr> <td data-bbox="89 672 571 903"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </td> </tr> </table>	<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>	<table border="1"> <thead> <tr> <th data-bbox="657 611 870 667">Social Context</th> <th data-bbox="870 611 1071 667">Responsibility</th> <th data-bbox="1071 611 1308 667">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="657 667 870 724">Community</td> <td data-bbox="870 667 1071 724">Respect</td> <td data-bbox="1071 667 1308 724">Greet people.</td> </tr> <tr> <td data-bbox="657 724 870 781">School</td> <td data-bbox="870 724 1071 781">Compassion</td> <td data-bbox="1071 724 1308 781">Help others.</td> </tr> <tr> <td data-bbox="657 781 870 837">Home</td> <td data-bbox="870 781 1071 837">Cooperation</td> <td data-bbox="1071 781 1308 837">Help with chores.</td> </tr> </tbody> </table>	Social Context	Responsibility	Action	Community	Respect	Greet people.	School	Compassion	Help others.	Home	Cooperation	Help with chores.
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>														
Social Context	Responsibility	Action												
Community	Respect	Greet people.												
School	Compassion	Help others.												
Home	Cooperation	Help with chores.												
	<p>Using the list, have students assess themselves and write an example for one situation. Once they have completed this task, ask them to go through the list and put a star beside the items that they would like to improve in themselves over the next few months.</p>													



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Invite guest speakers (e.g., elders) to speak to the class about social responsibility and decision making.

◆ **Observation: What’s Your Social Score?**

Teacher Assessment: Checklist

Observe whether the student is able to recognize personal participation and responsibilities in a variety of social contexts.

Yes

No

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Inventory

Ask students to answer the following three-part question in a personal journal:

What does responsibility look like, sound like, and feel like related to (fill in the social context)_____?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION		
<p><i>Students will...</i></p>			
<p>□ K.4.6.B.2a Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...).</p>	<p>◆ Quote Me</p> <p>Discuss the characteristics of passive, aggressive, and assertive styles of communication. Have students each write a quotation to represent one of the styles of communication on separate index cards, write their names on the back, and put the cards in a box. Ask students to pick a card, read it, and state what style of communication it represents. Have the student who wrote the quotation indicate whether the response was correct.</p>		
<table border="1"> <tr> <td data-bbox="123 653 358 674"> <p>Curricular Connections</p> </td> </tr> <tr> <td data-bbox="123 684 526 783"> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> </td> </tr> </table>	<p>Curricular Connections</p>	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>	<p>Examples of Quotations:</p> <ul style="list-style-type: none"> • Aggressive: “They are stupid for not including me.” “Shut up and let me talk.” “I will get you for this.” • Passive: “I’m not good enough to be included.” “Who cares about what I have to say?” “I don’t care.” • Assertive: “I feel sad that you didn’t include me.” “I need you to listen to me.” “I am angry.” <p>Variation: Identify three locations in the room/gym to represent the three styles of communication. Have students physically move to the locations that match the examples on the index cards.</p>
<p>Curricular Connections</p>			
<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>			
	<p>◆ Journal Entries</p> <p>Ask students to record, in their journals, occasions when they had to be assertive or should have been assertive, responding to questions such as the following:</p> <ul style="list-style-type: none"> • Why did you need to be assertive? • What did you say/do? • What were the results of your behaviour? <p>Assess students’ responses in terms of the results.</p>		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Read the quotations before they are put in the box to ensure that they are appropriate for class discussion.

◆ **Paper and Pencil Task: Quote Me**

Self-Assessment: Inventory

Have students tally the number of correct responses they guessed during the activity.

___ # of aggressive responses out of ___

___ # of assertive responses out of ___

___ # of passive responses out of ___

◆ **Observation: Quote Me**

Teacher Assessment: Checklist

Observe whether the student is able to identify different styles of communication and list their characteristics.

Yes

No



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.4.6.B.2b Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others.</p>
<p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Find It, Chart It, Do It**

Discuss what it means to cooperate and collaborate. Ask students to list behaviours that demonstrate working cooperatively and collaboratively with others.

Have students prepare for, conduct, and report findings from surveys, following these steps:

- Students work in small groups to generate a list of interview questions.
- All groups work together to create one list for all students to use.
- Each student interviews at least four people to survey their opinions related to working with others.
- Students record their survey results in a log and then share the information with members of their group.
- Each group creates one chart or graph (e.g., pie chart, bar graph, line graph) to represent the behaviours that are important for working cooperatively and collaboratively with others.

Variation: After students have played a team game, discuss the behaviours that promoted cooperation and collaboration for each team.

◆ **Puzzled**

Ask each student to

- design a picture to represent working cooperatively and collaboratively with others (e.g., a group of people moving a large item, a team encouraging each other in a huddle, a band performing a song)
- separate the picture into small puzzle pieces
- exchange puzzles with a partner and assemble the picture


◆ **Cartoon Collaboration**

Ask students to bring to class examples of cartoon strips that show characters working or playing together. Divide a bulletin board in half. On one side, group all the cartoons that show characters successfully cooperating or collaborating. On the other side, group all the cartoons that show characters having difficulty cooperating or collaborating.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Observation: Find It, Chart It, Do It**

Teacher Assessment: Checklist

Observe whether the student is able to identify behaviours that are important for working cooperatively and collaboratively with others.

- Yes
- No

◆ **Journal/Learning Log: All Activities**

Teacher Assessment: Inventory

Ask students to list behaviours they can practise to work more cooperatively and more collaboratively with others.

Suggested Criterion:

Look for

- the student’s ability to identify cooperative and collaborative behaviours

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 5—Celebrate and build community.

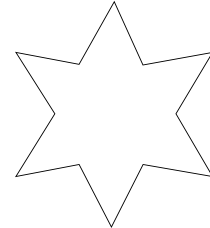
SUGGESTIONS FOR INSTRUCTION

◆ **Six Pointers**

Discuss how to share and express feelings in appropriate ways. Have students draw a six-pointed star, using the points to answer questions such as the following.

Suggested Questions:

- Whom can I talk to?
- What can I share?
- When could I do this?
- Where could I go?
- Why would I want to express myself?
- How could I express my feelings?



◆ **Four Square**

Have students imagine a situation in which they might have intense feelings (e.g., a family member is sick, an argument with a close friend). Ask them to create a four-square diagram, labelled Talk, Think, Do, and Express, and fill it with information about sharing and expressing their feelings in appropriate ways. Encourage them to list at least four points in each square.

Suggested Questions:

Have students answer the following questions in the four squares:

1. Whom can I talk to (e.g., Mom, an elder, a counsellor)?
2. What can I think to encourage myself (e.g., I can get through this.)?
3. What can I do to help me cope more effectively (e.g., exercise, eat properly)?
4. What are effective ways to express myself (e.g., through artwork, music, drama, sports)?

Talk	Think
Do	Express

Variation: Have students share and express their feelings in a sharing circle.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Sharing and Expressing Feelings:

Ensure that students understand that expressing themselves does not mean being negative or using their expression as an excuse to hurt others.

Suggested Answers:

Whom can I talk to?

- parents/guardians
- counsellors
- teachers
- elders
- myself in a journal
- other

What can I share?

- sadness
- frustration
- happiness
- other

When could I do this?

- when someone hurts me
- when I have a conflict or argument with someone
- when I experience family problems
- when I am dealing with friend problems
- other

Where could I go?

- to my home
- to an agency
- to a phone line/helpline
- to an office
- other



◆ **Observation: Six Pointers**

Teacher Assessment: Inventory

Have students write their ideas on a large star on the board or on self-adhesive notes.

Suggested Criterion:

Look for

- the student’s ability to list appropriate strategies for sharing and expressing feelings

◆ **Paper and Pencil Task: Four Square**

Peer Assessment: Checklist

The student is able to list four points for each category:

1. Talk
2. Think
3. Do
4. Express

Talk	Think
Do	Express

Suggested Criterion:

The student

- is able to list specific examples of self-talk, active listening, good communication skills, and participation in physical activities

TEACHER NOTES (continued)

Why would I want to express myself?

- to get “it” out
- to ask for help
- to get a different opinion
- to control myself
- other

How could I express my feelings?

- talk
- write in a journal
- exercise
- design something
- create artwork
- send a letter
- other



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...), and where to go for help (e.g., family, teacher, school counsellor, elder, religious leader...).</p>	<p>◆ Posted Support</p> <p>Discuss different kinds of loss, such as the loss of</p> <ul style="list-style-type: none"> • an object • a pet • a parent • a friend <p>Discuss different kinds of reactions to loss, such as feeling</p> <ul style="list-style-type: none"> • sad (because the person, pet, or object is gone) • scared • guilty (that you did or didn't say or do something) • worried (that you might also die) <p>Have students create a class mural of people, places, and things that could help them cope with loss.</p> <p>◆ Stages</p> <p>Ask students to write each stage of grief on a separate page of blank paper, fold each paper into three equal sections, and label these sections Looks Like, Sounds Like, and Feels Like. Have students work with a partner to list the characteristics of the different stages. On the back of the paper, they list people/places they could go to for help (e.g., family, teacher, school counsellor, elder, spiritual leader).</p> <p>◆ Helping Hands</p> <p>Ask students to write five different ways to help out friends who are experiencing a loss (e.g., take their homework to them, make them a snack, phone them to chat, write them a poem, take them for a walk, draw them a picture). Have students trace their hand on a piece of blank paper and put one idea for helping a friend on each finger and the thumb. Post the hands on a bulletin board.</p> <p>Variation: Have students determine five different ways to help out in a loss or grief situation that is described in a story, poem, song, or film.</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>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Grieving—a period of sadness following a loss.

Be sensitive to students who may currently be experiencing a loss. Encourage students to access the support systems that are available to the school (e.g., school counsellor, elder, clergy).

Provide students with time to reflect about their own personal losses. Some students will be reminded of a loss they have experienced.

Everyone will have a unique reaction to loss. There is no “normal way” to grieve. Although there are some typical stages through which people progress while grieving, these stages occur at different times and they are experienced differently by each person.

Stages of Grief:

Note that the following stages of grief (identified by Elisabeth Kübler-Ross) are not linear. People work through them at different rates and to various degrees. Some stages may occur more than once and in a different order:

- **Denial**—refusal to believe what has happened.
- **Anger**—easily agitated, blaming others for the loss.
- **Bargaining**—attempt to make a deal in exchange for having things the way they were before.
- **Sadness**—feeling unhappy and gloomy. May not feel motivated to do anything.

◆ **Journal/Learning Log: Stages**

Teacher Assessment: Checklist

Ask students to write, in their journals, about a time they experienced a loss, or a time they observed someone who was dealing with a loss.

Have students answer the following questions:

1. What did you notice about this loss experience?
2. What emotions did you have or observe?
3. Where did you go for help?
4. To whom did you go for help?
5. Who are some people who helped?
6. What are some of the stages of loss you experienced or observed?

Suggested Criteria:

Look for the student’s ability to

- list a range of emotions
- identify the stages of grief
- list people/places to go to for help

◆ **Paper and Pencil Task: Helping Hands**

Teacher Assessment: Checklist

Observe whether the student is able to list at least five people, places, or things that would help someone cope more effectively with loss.

- Yes
- No

TEACHER NOTES (continued)

- **Depression**—feeling there is no purpose to life anymore. May be accompanied by periods of guilt and overwhelming sadness.
- **Acceptance**—realizing that life has to go on and you can accept your loss.

For stories or films related to loss and grief, check resources available at the Instructional Resources Unit (Library), Manitoba Education and Youth:

<<http://libinfo.merlin.mb.ca>>.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.6.C.2 Identify the personality traits (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in a stressful situation).

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.

SUGGESTIONS FOR INSTRUCTION

◆ **Bouncing Back**

Discuss what enables some people to handle stressful events. List examples of traits that contribute to this resilience (e.g., humour, flexibility, patience, perseverance, understanding, getting along with others, independence, feeling of self-worth). Have students work in groups to write a short story about someone who uses these personality traits to help him or her deal with a stressful situation. Ask students to read or present their story using a dramatic play.

◆ **Trace the Trait**

Using stories, films, or movies that involve individuals responding to stressful situations and bouncing back, identify the personality traits that are demonstrated.

Example:

How Characters Respond to Stress		
Stressful Situation	Traits Demonstrating Stress Handled Well	Traits Demonstrating Stress Handled Poorly
<ul style="list-style-type: none"> Losing a pet. 	<ul style="list-style-type: none"> Working out at gym. Talking to a friend. 	
<ul style="list-style-type: none"> Other 		



TEACHER NOTES

Resiliency is the ability to bounce back or to adapt successfully when things are going wrong to overcome a stressful situation.

For additional information, refer to the Resiliency in Action, Inc. website:
<<http://www.resiliency.com>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Group Assessment: Checklist

Have students keep a running list of the personality traits they observe in a short story, dramatic play, or movie dealing with a stressful situation. Ask them to identify the examples using a form such as the following.

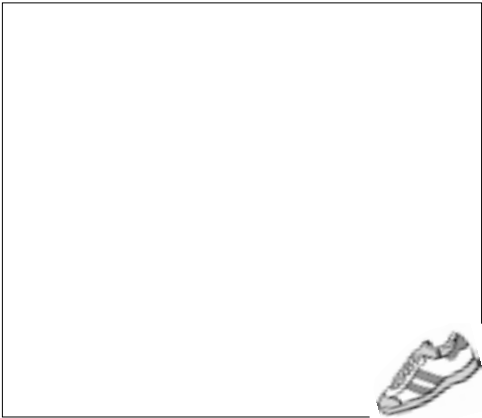
Trace the Trait	
Title of Story/Play/Movie _____	
Group Members _____	
Trait Observed	Example from Text
1 _____	_____
2 _____	_____
3 _____	_____
Assessed by _____	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage).	<p>◆ An Inside Look at Stress</p> <p>Have students research and present the Stages of the General Adaptation Syndrome (GAS) relating to stress. Ask them to</p> <ul style="list-style-type: none">• show the three stages from the perspective of being inside the body (e.g., the heart beats faster, the respiratory system works harder, the body gets worn down)• present the three stages using drama (e.g., Readers Theatre, skit), visuals (e.g., posters, brochures), or multimedia resources (e.g., computer-generated presentation, digital picture show) <p>◆ Chart the Course of Stress</p> <p>After a discussion of the three GAS stages, ask students to develop three posters to describe the three stages and present their information.</p> <p>Variation: Ask three groups each to research one of the stages.</p> <p>◆ A Still Shot of Stress</p> <p>Ask each group to develop a tableaux (frozen dramatic picture) to represent one of the GAS stages visually. Have class members guess what stage is being represented.</p>
<p>Curricular Connections</p> <p>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.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: All Activities**

Teacher Assessment: Checklist

Observe whether students are able to describe the characteristics of and the body’s response at each General Adaptation Syndrome stage.

Stage	Yes	No
• Alarm	<input type="checkbox"/>	<input type="checkbox"/>
• Resistance	<input type="checkbox"/>	<input type="checkbox"/>
• Exhaustion	<input type="checkbox"/>	<input type="checkbox"/>

General Adaptation Syndrome (GAS)	
Stages	Signs and Symptoms
<p>Alarm: The body releases adrenaline and attempts many psychological mechanisms to combat stress and maintain control. The body reacts as a means to protect itself. If the stress is removed, the body goes back to normal—often referred to as a “fight or flight” response.</p>	<ul style="list-style-type: none"> • Blood rushes to muscles. • Blood pressure increases. • Respiration speeds up. • Perspiration increases. • Adrenaline increases. • Heart beats increase. • Eyes dilate. • Stomach may get tense. • Other
<p>Resistance: If the stress is not removed, the body goes into the next stage, also referred to as adaptation. More hormones are secreted and the blood sugar level increases to keep the body supplied with energy. Without a counterbalance (e.g., rest, exercise, relaxation), the body starts to show negative stress.</p>	<ul style="list-style-type: none"> • The body adapts or resists. • Headaches may occur. • Fatigue may be experienced. • Cardiovascular disease may develop. • Hypertension may develop. • Vulnerability to disease increases. • Other
<p>Exhaustion: The body runs out of energy and has a difficult time defending itself against disease and sickness. The body suffers mentally, physically, and emotionally. The body cannot tolerate continued stress, as it will eventually become sick and exhausted.</p>	<ul style="list-style-type: none"> • The body is unable to fight. • Physical exhaustion sets in. • Body systems may fail. • Other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.6.C.4a Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...).</p>	<p>◆ Combat Stress and Control Anger</p> <p>Ask students to brainstorm a list of situations that would cause most people to become angry (e.g., put-downs, someone borrowing something and not returning it, forgetting to bring homework or lunch to school, losing something, difficulty at home, pressure from a friend, younger siblings behaving in an annoying way). Discuss how to use stress-management strategies to cope with these types of situations.</p> <p>Create a chart with three headings: Before, During, and After. Ask students to use the chart to identify strategies that they could use before, during, and after a particular situation to control stress and anger.</p> <p>◆ Stress Relievers</p> <p>Ask students to teach one stress-management strategy to the rest of the class (e.g., guided imagery, slow and controlled breathing, progressive relaxation).</p> <p>◆ Solitude Songs</p> <p>Have students brainstorm a variety of songs that have a calming effect and could help in controlling anger. Have them listen to a selection and then write, in their journals, how the music made them feel.</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>PE/HE: GLO 4—Personal and Social Management (S.4.6.A.5)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Suggested Stress-Management Strategies:

- Use self-talk.
- Keep an anger inventory.
- Participate in physical activity.
- Keep a sense of humour.
- Rely on a support system.
- Eat nutritiously and drink plenty of water.
- Manage time.
- Get proper sleep.
- Communicate effectively.
- Make a stress-management plan.
- Control irrational thoughts.
- Look at situations from a different perspective.
- Practise slow and controlled breathing.
- Take time out.
- Listen to or play music.
- Focus on visual imagery.
- Practise muscle relaxation.
- Count to 10 slowly.
- Write poetry/stories.
- Create art (paint, work with clay).

Emphasize that everyone manages stress differently. One person may find an activity quite useful, while others may find it ineffective. It is important for people to find out what strategy works best for them and to use it effectively.

Consult stress-management training programs for more information.



◆ **Journal/Learning Log: Combat Stress and Control Anger**

Self-Assessment: Anecdotal Notes

Have students write, in their journals, about a time they effectively used a stress-management strategy for controlling anger, considering the following questions:

1. What happened?
2. What strategy did you use?
3. How well did it work?
4. What is another situation for which you might use the same strategy?

◆ **Performance Task: Stress Relievers**

Peer Assessment: Checklist

Have several students assess each presentation, using a checklist such as the following.

Assessment of Presentation		
The student	Yes	No
• explained the strategy thoroughly	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrated the strategy clearly	<input type="checkbox"/>	<input type="checkbox"/>
• provided an example of how to use the strategy	<input type="checkbox"/>	<input type="checkbox"/>
• gave realistic and useful examples	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments: _____		

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.4.6.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being.</p> <div data-bbox="115 604 548 823" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HE: GLO 4—Personal and Social Management (K.4.6.A.2a, K.4.6.A.2b)</p> </div>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Making Time for Goals**
 Have students continually assess and revise their personal health and academic goals throughout the school year. (See activities suggested for learning outcome K.4.6.A.2a for more information.) Ask students to keep an agenda book or journal and record all their long-term and short-term goals. Set aside some time at the beginning of each week to give students the opportunity to set new goals and revise ongoing goals.

- ◆ **Goals in the Net**
 Make a large net and put it on a bulletin board. When students set a goal, have them submit a short write-up about the goal on a self-adhesive note and place it outside the net. When they achieve the goal, have them move the goal inside the net. Ask them to add to the note how long it took to achieve the goal and comment on how it has enhanced their health and well-being. Have students staple their goals in the net to display their accomplishments.

<p>☐ S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices.</p> <div data-bbox="115 1283 548 1581" style="border: 1px solid black; padding: 5px;"> <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. PE/HE: GLO 4—Personal and Social Management (K.4.6.B.1a)</p> </div>

- ◆ **Consequences**
 Have students use index cards to write a variety of scenarios that require problem solving or decision making. Collect the cards and then randomly distribute the scenarios, one to each student. For each scenario, have students write two possible solutions and list the positive and negative consequences.
Suggested Scenarios:
 - You promised to go to a party with a friend and now another friend is offering to give you a free ticket to go with him or her to see your favourite band scheduled for the same time as the party.
 - Your best friend has started smoking and is pressuring you to give it a try.
 - Someone at school is threatening to beat you up.
 - Every day you go to your favourite store and buy a super size drink or some other non-nutritious food.**Variation:** This activity can be done in pairs.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Benefits of Setting Goals:

Discuss the advantages or payoffs of goal setting. For example, setting goals

- establishes direction and priorities
- increases commitment
- helps to measure progress and accomplishments
- improves confidence and morale
- improves coping capabilities
- prevents problem behaviour
- promotes self-regulation and intrinsic motivation
- saves time
- other

◆ Journal/Learning Log: Goals in the Net

Teacher Assessment: Checklist

1. Have students set a goal that would enhance their health and well-being.
2. Discuss three ways in which the goal could be revised to make it easier or more difficult to achieve.
3. Discuss three ways in which the goal could be assessed.
4. Repeat this process for setting an academic goal or an additional health goal.

Suggested Criteria:

The student was able to

- set goals
- revise goals
- assess goals

Reinforce this step of the decision-making/problem-solving process on an ongoing basis. It is important for students to learn to collect accurate and current information and weigh the pros and cons for making healthy choices.

Refer to learning outcome K.4.6.B.1a for additional information and suggestions.

Encourage involvement of parents and families by providing students with a sheet of case scenarios for discussion at home.


◆ Paper and Pencil Task: Consequences

Self-Assessment: Checklist

Have students list the positive and negative consequences of two different decisions or solutions to a problem.

Suggested Criteria:

The student listed

- possible outcomes to each scenario
- negative consequences for each scenario
- positive consequences for each scenario

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.4.6.A.3 Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) **for inclusion of others in different types of physical activities** (e.g., low-competitive, cooperative, multicultural...).

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 5—Celebrate and build community.

◆ **Interpersonal Skills**

When participating in physical activities or sports and classroom group activities, have students demonstrate certain interpersonal skills, such as listening attentively, summarizing information, clarifying feelings, abstaining from put-downs, encouraging others, playing fairly, being inclusive, showing non-aggressive behaviour, resisting negative influences, and completing the task. Follow the SLANT strategy to help students develop active listening skills (see *Success for All Learners* 6.11).

◆ **River Raft**

To develop team-building skills and promote inclusion, have groups of students get two gym mats and travel from one end of the gym to the other without touching their feet to the floor. They all get on one mat, advance to the other mat, and then move the first mat forward, repeating the process until they reach the other end of the gym.

Variation: Have students complete this activity without talking. If they talk or step off the mat, have them start over from the beginning.



TEACHER NOTES

SLANT (suggested by Edwin Ellis) is an acronym used to help students learn the physical behaviours associated with active listening:

Sit up.

Learn.

Activate your mind.

Note what the speaker is saying.

Track the speaker with your eyes.

(See *Success for All Learners*, 6.11.)

For additional suggestions on physical challenges that develop team-building skills, refer to resources such as *Team Building through Physical Challenges* (Glover and Midura) and *More Team Building Challenges* (Midura and Glover).



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. Have them use the following chart to help them in their assessment.

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.			
Skill	Yes	No	Comments
In this group activity/project, did I...			
1. listen attentively?			
2. follow directions?			
3. clarify feelings?			
4. abstain from put-downs?			
5. encourage others?			
6. play fairly?			
7. help others?			
8. show non-aggressive behaviour?			
9. resist negative influences?			
10. complete the task?			



Refer to BLM G–16: PE Self-Assessment of Interpersonal Skills.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.4.6.A.5 Demonstrate the functional use of stress-management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...).</p>
<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 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.6.C.4a)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Managing Stress**

Throughout the year, practise the use of stress-management strategies (see learning outcome K.4.6.C.4a). Some situations in which to practise stress-management strategies are:

- before a competition
- when a student is angry
- before, during, or after a test
- before, during, or after a presentation
- when students are in a conflict
- when dealing with change
- when coping with failure

◆ **Journal Entries**

Suggest that students make journal entries that detail what happened to make them feel stressed and the stress-management technique(s) that they used to cope with the stress. Discuss entries at class meetings. Students’ stories can help others.

◆ **Stress-Related Stories**

Students could identify situations that make characters in the novels they read feel stressed, discuss how effectively a character deals with stress, and note when a character’s stress parallels their own stress. Students could create a bulletin board on this topic or write letters to the characters that show empathy and give suggestions for dealing with stress.



TEACHER NOTES

For a list of stress-management strategies, see the teacher notes for learning outcome K.4.6.C.4a.

Ensure that students know that people manage stress in different ways. One person may find an activity quite useful, while others may find it ineffective. It is important to find out personally what strategy works best and to use it effectively.

Consult stress-management training programs for more information on stress-management strategies (e.g., art, music, writing).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Managing Stress**

Self-Assessment: Anecdotal Notes

Have students fill out a post-stress assessment form after using a stress-management strategy.

Post-Stress Assessment

Name _____ Date _____
 Time _____

1. The situation:

2. The stress-management strategy I used:

3. Why I needed it:

4. How it worked:

5. Why I would or would not use it again:

6. My level of stress after following the strategy (check one):
 increased decreased stayed the same

Other comments:



Personal and Social Management Outcomes: Grade 6



Knowledge

- K.4.6.A.1 Describe individual characteristics** (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) **that contribute to the development of personal identity, self-confidence, and self-efficacy.**
- K.4.6.A.2a Identify and revise short- and long-term goals** (e.g., using a student planner for school work, training for a marathon relay team, saving money...) **for personal management** (i.e., tasks, time, responsibilities).
- K.4.6.A.2b Determine effective time-management techniques and organizational skills** (e.g., making lists, setting priorities...) **for personal planning** (e.g., preparing for tests, examinations, projects, competitions...).
- K.4.6.A.3 Describe how personal factors** (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media, advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...).
- K.4.6.B.1a Identify the influences** (e.g., family beliefs/values, role models, peers, advertising, television, movies...) **that help or hinder responsible, social decision making** (e.g., choosing friends, choosing activities, communicating with others...).
- K.4.6.B.1b Recognize personal participation and responsibility** (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) **in different social contexts.**
- K.4.6.B.2a Identify different styles of communication** (i.e., passive, aggressive, assertive) **and their characteristics** (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...).
- K.4.6.B.2b Identify the behaviours** (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) **that are important for working cooperatively and collaboratively with others.**
- K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways** (e.g., talking out conflicts with safe adult assistance, using self-statements or

Knowledge (continued)

- self-talk for control, using active listening, participating in physical activities...).
- K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief** (e.g., denial, anger, bargaining, sadness, depression, acceptance...), **and where to go for help** (e.g., family, teacher, school counsellor, elder, religious leader...).
- K.4.6.C.2 Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in a stressful situation).
- K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages** (i.e., alarm stage, resistance stage, exhaustion stage).
- K.4.6.C.4a Identify stress-management strategies** (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) **for controlling anger in different situations** (e.g., being called names, losing a game, being pressured by parents or peers...).

Skills

- S.4.6.A.1 Assess and revise personal health and academic goals** (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) **to enhance health and well-being.**
- S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/ problem-solving process for making healthy living choices.**
- S.4.6.A.3 Demonstrate functional use of interpersonal skills** (e.g., fair play, use of inclusive language and actions...) **for inclusion of others in different types of physical activities** (e.g., low-competitive, cooperative, multicultural...).
- S.4.6.A.5 Demonstrate the functional use of stress-management strategies** (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) **for managing stress in case scenarios related to a variety of situations** (e.g., competition, anger, tests, public speaking, conflict, change, failure...).

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.