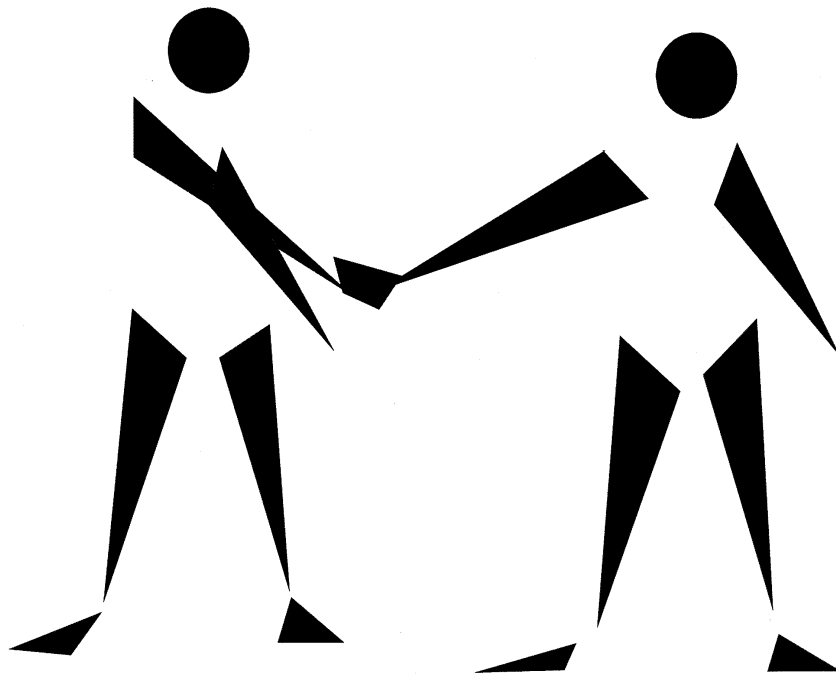


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# Grade 7

## **4. Personal and Social Management**

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.4.7.A.1 Compare attitudes and behaviours</b> (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) <b>that contribute to a sense of belonging.</b></p>	
<p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.                      GLO 5—Celebrate and build community.  <b>PE/HE:</b>                      GLO 4—Personal and Social Management (K.4.7.B.1a, K.4.7.B.3b)  <b>SS:</b>                      Identity, Culture, and Community Power, Authority, and Decision Making</p>	<p>◆ <b>Open and Close</b></p> <p>Discuss different attitudes and behaviours that</p> <ul style="list-style-type: none"> <li>• encourage relationships (e.g., asking a student to play, accepting diversity)</li> <li>• discourage relationships (e.g., discrimination, exclusion)</li> </ul> <p>Have students create a picture of a closed book and a picture of an open book. Ask them to list attitudes and behaviours that are open (encourage relationships) and closed (discourage relationships).</p> <p><b>Variation:</b> Post the two headings Open and Closed on opposite sides of the gym. Read a variety of attitudes and behaviours, and have students run to either the Open or Closed side to show whether the attitude or behaviour contributes to or discourages belonging.</p> <p>◆ <b>You're In</b></p> <p>Discuss attitudes and behaviours that include and exclude. Have groups of students develop a game or activity that everyone could play. Have the class play the game and ask students to write down all the inclusive attitudes and behaviours they observed during the activity.</p> <p><b>Variation:</b> To promote inclusion, have students design or adapt a game to accommodate a person's specific physical disability.</p> <p>◆ <b>All in Together</b></p> <p>Have students, in groups of four, solve the problem of how to fold a gymnastic mat as they stand on top of it, without anyone stepping onto the gym floor. Discuss and compare the behaviours that enabled all members of the group to feel included and accepted.</p> <p>◆ <b>Who Has...?</b></p> <p>Have students gather in a circle and form groups based on things that they have in common (e.g., number of siblings, eye colour, birthday month, hand size, shoe size, height, letters of the alphabet in names). Discuss the importance of accepting individual differences and making sure everyone feels that he or she belongs.</p>



**TEACHER NOTES**

Use two sheets of paper, one to represent an open book and one to represent a closed book. For the closed book, fold a piece of paper in half (like a card). For the open book, fold the paper and lay it flat (open).

**Behaviours That Include:**

- inviting others to play a game
- choosing someone you do not know to play a game with you
- inviting a new student to sit with your group for lunch
- telephoning a friend who was absent from school

**Behaviours That Exclude:**

- ignoring others
- talking behind someone’s back
- spreading rumours
- not helping someone when you are asked to help

More information on team-building activities can be found in *Team Building through Physical Challenges* (Glover and Midura) and *More Team Building Challenges* (Midura and Glover).



**SUGGESTIONS FOR ASSESSMENT**

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

Teacher Assessment: Checklist

Observe whether students are able to list at least five attitudes and behaviours that encourage belonging and five attitudes and behaviours that discourage belonging.

<b>Attitudes and Behaviours That Encourage or Discourage Relationships</b>	
Attitudes That Encourage Belonging	
1. E.g., appreciating individual differences	
2.	
3.	
4.	
5.	
Behaviours That Encourage Belonging	
1. E.g., inviting everyone to play the game	
2.	
3.	
4.	
5.	
Attitudes That Discourage Belonging	
1. E.g., thinking you are the best and no one is as good as you or your group	
2.	
3.	
4.	
5.	
Behaviours That Discourage Belonging	
1. E.g., captains choosing teams	
2.	
3.	
4.	
5.	

◆ **Performance Task: All Activities**

Peer Assessment: Rating Scale

Give students the following rating scale and have them rate the behaviours and attitudes of each member of their group.

<b>Rating Scale</b>			
	<b>3</b>	<b>2</b>	<b>1</b>
The student	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>
• includes others			
• shows positive acceptance of others’ ideas			
• is nondiscriminatory			

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ K.4.7.A.2a Identify the obstacles</b> (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) <b>that may influence achievement of and making revisions to personal goals and strategies</b> (e.g., decision-making/problem-solving process...).</p>
<p><b>Curricular Connections</b></p> <p><b>ELA:</b>            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><b>PE/HE:</b>            GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.3, S.4.7.A.1, S.4.7.A.2)</p> <p><b>SS:</b>            Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Obstacle Course**

Discuss obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities) that may affect achievement of personal goals. Have students, in small groups, write case scenarios that outline goals (e.g., being active every day, eating healthy foods every day), as well as obstacles that interfered with achieving the goals.

**Variation:** Have students identify obstacles when analyzing their fitness goals.

◆ **Game Play**

Ask groups of students to invent a board game that requires players to achieve a personal goal. Have them incorporate various obstacles that would influence achievement of the goal. For example, the players might pick cards that require them to do something physical to work towards achieving a goal or deal with an obstacle throughout the game (e.g., breaking a leg, receiving a low test mark, losing an agenda book). Have groups teach their games to the class and allow them to play each other's games.

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

Ensure that students learn that the process of changing or revising a goal is not failing but an integral part of learning. As we learn new information and as we change our personal needs, our goals also change.

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

**◆ Performance Task: All Activities**

Teacher Assessment: Checklist

Observe whether the student is able to identify obstacles that may influence the achievement of personal goals.

- Yes
- No

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ K.4.7.A.2b Describe the mental skills</b> (i.e., goal setting, focusing, stress management, visualization, positive thinking) <b>necessary to enhance performance, readiness, and satisfaction.</b></p>
<p><b>Curricular Connections</b>  <b>ELA:</b>                      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>

**SUGGESTIONS FOR INSTRUCTION**

◆ **Mental Prep**

Discuss the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness to begin a task, and satisfaction. Have each group research one of the mental skills and present the information to the class (e.g., use self-talk before entering a competition).

◆ **Mental Skills of Athletes**

Have students

- choose an athlete who has achieved something great (e.g., Lance Armstrong winning the Tour de France three times in succession)
- cut and paste or draw a picture of the person in the centre of a sheet of paper
- list as many mental skills as they can think of around the picture (skills related to this person’s athletic achievement)
- share their list with others in the class and then add to their own picture
- circle or highlight the skills that they know how to use

◆ **Coach’s Corner**

Have students choose a team coach (e.g., Senior Years coach) to interview about what mental skills or preparation his or her team uses. Students can report findings in their journals or to the class.

◆ **Visualization and Positive Thinking**

Explain to students the benefits of visualization and positive thinking to assist them in achieving their goals. Have students practise visualization while lying down or sitting at a desk. Start with a skill or task that all students can perform easily and then increase the complexity of the skill, such as walking, running, and hopping, and later, dribbling, doing a lay-up, sinking a basketball, and so on.

◆ **Relaxation Is the Key**

Have students lie with their backs on a mat and ask them to tighten a specific muscle and then relax it. Continue adding muscles until students have relaxed all muscle groups. Ask students how this strategy may enhance performance or the feeling of well-being.



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Visualization**—a mental picture of what you would like to achieve. This may include repeatedly walking through the steps mentally to achieve a perfect performance.

Visualization is the process of abstract thought people use to watch themselves perform a task properly.

To create atmosphere for these activities, use soft classical music or sounds of nature and dim the lights.

◆ **Performance Task: Mental Prep**

Group Assessment: Checklist

Have a group of students assess the mental skills presentation of another group, completing the checklist provided.

**Suggested Criteria:**

The group

- presented well-researched information
- presented the information in an organized way
- provided examples of the mental skills
- other

◆ **Journal/Learning Log: Mental Skills of Athletes**

Teacher Assessment: Anecdotal Notes

Have students use the following sentence starters to write in their journals:

- The mental skills that I know how to use...
- The mental skills that I need to work on...
- One mental skill that I really like is...
- A time that I could use a mental skill is...
- One time that I used a mental skill...
- In the future I will...

**Suggested Criterion:**

Look for

- the student's ability to describe how to use a mental skill to enhance his or her own performance, readiness, and satisfaction

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

Self-Assessment: Anecdotal Notes

Have students write journal entries or draw a series of pictures that describe each mental picture that they visualized.

◆ **Journal/Learning Log: Relaxation Is the Key**

Self-Assessment: Anecdotal Notes

Have students write journal entries or draw a series of pictures that describe how they felt and whether or not they were really able to relax during this activity.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions</b> (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...).</p> <div data-bbox="115 642 550 856" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.                      GLO 3—Manage ideas and information.                      GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ <b>Be Informed</b></p> <p>Discuss the benefits of using a decision-making/problem-solving process. Have students create a list of the benefits (e.g., you make an informed decision, you make a decision that you believe in, you make a decision based on a particular situation, you take the time to look at possible consequences before deciding).</p> <p>Ask students to write about a time they made an impulsive decision that did not work out well. Have them list some of the consequences of their decision and indicate how it affected themselves and others. Help students organize their thinking by adapting the Information Frame (see <i>Success for All Learners</i> 6.51) to this task.</p> <p>◆ <b>Flip Side</b></p> <p>Have students use the example of an impulsive decision from the previous activity (Be Informed) and write about what they would or could have done if they had used a decision-making/problem-solving process.</p> <p><b>Variation:</b> Have students work in groups and role-play a decision made without using the decision-making/problem-solving process and one using the process. Have other students list the benefits that they observed from the role-play where a decision-making/problem-solving process was used.</p>



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

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:

- **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.

**◆ Questioning/Interview: All Activities**

Teacher Assessment: Checklist

Confer with students and ask them to explain the benefits of using a decision-making/problem-solving process.

**Suggested Criterion:**

Observe whether the student is able to explain the benefits of using a decision-making/problem-solving process related to making a healthy or responsible decision for oneself.

Yes

No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.4.7.B.1a Identify socially acceptable behaviours</b> (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) <b>for dealing with new situations and/or change</b> (e.g., participating in new activities, choosing friends...).</p>	
<p><b>Curricular Connections</b>  <b>ELA:</b>            GLO 1—Explore thoughts, ideas, feelings, and experiences.            GLO 5—Celebrate and build community.  <b>PE/HE:</b>            GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.2a, K.4.7.B.2a, S.4.7.A.3)  <b>SS:</b>            Citizenship (Core Concept)</p>	<p>◆ <b>Citizen’s Award</b></p> <p>Ask students to list the characteristics of a class member who could be awarded a classroom-based citizen’s award. Use a Thinking Map (see 5-8 <i>ELA</i>, Strategies–50) to record students’ answers. As a class, discuss characteristics of socially acceptable behaviours.</p> <p>Highlight a student as the “Citizen of the Month” throughout the year. Give these students a small reward outlining the characteristics that they demonstrated and/or add their names to a plaque to be kept in the gym or classroom.</p> <p>◆ <b>Crosswords and Word-Finds</b></p> <p>After identifying socially acceptable behaviours for dealing with new situations and/or change, have students work with a partner and develop a crossword puzzle or a word-find puzzle using the identified vocabulary. Have students write definitions for all the words they use in their puzzle.</p> <p>◆ <b>Striving for Your Personal Best</b></p> <p>After identifying socially acceptable behaviours for dealing with new situations and/or change, have students create a checklist of behaviours that they can strive to accomplish over the next few months. At the end of the day, have them check off the behaviours each time they are demonstrated. Students might also use the list to set goals for the upcoming week. (For example, a student may want to try to give three compliments over the next week, or may need to learn to step away from a situation if he or she is angry.)</p> <p>◆ <b>What’s New?</b></p> <p>Have students participate in a new physical activity, sport, or fitness circuit in a physical education class. Have students complete an Admit Slip prior to their first attempt that tells how they feel about participating. Then, after two or three trials, have students complete an Exit Slip that tells how they feel after participating. Have students identify the behaviours that help to deal with new situations. (See Admit and Exit Slips, <i>Success for All Learners</i> 6.60.)</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Characteristics of Socially Acceptable Behaviours:**

In general, socially acceptable behaviours include

- **enthusiasm**—enter activity with interest
- **effort**—strive for personal best
- **self-control**—use good judgement and display honesty
- **leadership**—use initiative as a leader
- **attentiveness**—concentrate on activities at hand
- **dependability**—accept responsibilities and duties
- **fair play**—play by the rules and be a good sport
- **cooperation/collaboration**—demonstrate willingness to work with others
- **self- and group-adjustment**—be open and flexible
- **attractive appearance**—take pride in personal hygiene

Socially acceptable behaviours for dealing with new situations and/or change include the above, as well as

- **open-mindedness**—be willing to look at other viewpoints or perspectives
- **adaptability**—adjust to new or changing conditions with ease
- **flexibility**—be willing to try new ideas or ways of doing things
- **self-awareness**—attend to and/or understand personal needs, emotions, and reactions
- **communication skills**—express feelings and emotions in appropriate manner



◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

Observe students’ ability to identify socially acceptable behaviour for dealing with new situations and/or change.

Scoring Rubric	
<b>Scale</b>	The student is able to identify
<b>3</b>	• <b>many</b> socially acceptable behaviours for dealing with new situations and/or change
<b>2</b>	• <b>some</b> socially acceptable behaviours for dealing with new situations and/or change
<b>1</b>	• <b>a few</b> socially acceptable behaviours for dealing with new situations and/or change

◆ **Journal/Learning Log: Striving for Your Personal Best**

Teacher Assessment: Checklist

Have students identify a new situation or a change they experienced during the last week and discuss in their journals how they feel they are doing with demonstrating socially acceptable behaviours. Have them comment on what is going well and how they think they can improve.

**Suggested Criteria:**

Observe whether the student is able to identify and demonstrate socially acceptable behaviours for dealing with new situations and/or change.

Look for

- |  |   |
|--|---|
| <input type="checkbox"/> open-mindedness | <input type="checkbox"/> self-awareness       |
| <input type="checkbox"/> adaptability    | <input type="checkbox"/> communication skills |
| <input type="checkbox"/> flexibility     | <input type="checkbox"/> other                |

◆ **Questioning/Interview: What’s New?**


Teacher Assessment: Inventory

At the beginning of the circuit activity, have students complete an Admit Slip stating how they feel about participating in this new activity. After two or three trials of the activity, have students complete an Exit Slip stating how they feel after participating in the activity. Have students identify the behaviours that help to deal with new situations.

**TEACHER NOTES (continued)**

For ideas on generating puzzles, see the Discovery School’s Puzzlemaker website: <<http://www.puzzlemaker.com>>.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><b>☐ K.4.7.B.1b Describe conduct (e.g., personal, group, team...) and ethical behaviours appropriate for engaging in physical activity and/or social events.</b></p>	
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b>                      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><b>PE/HE:</b>                      GLO 1—Movement (K.1.7.C.4)                      GLO 3—Safety (K.3.7.A.2, K.3.7.B.5b)                      GLO 4—Personal and Social Management (K.4.7.B.3a, K.4.7.B.3b)</p> </div>	<p><b>◆ Interaction Satisfaction</b></p> <p>Discuss ways to interact positively and effectively with others:</p> <ul style="list-style-type: none"> <li>• follow game rules</li> <li>• tell the truth</li> <li>• accept others</li> <li>• introduce yourself</li> <li>• accept defeat</li> <li>• show concern and empathy for others</li> <li>• congratulate others</li> </ul> <p>Have students form groups of four. Give each group a physical activity or social event and ask students to role-play appropriate conduct and ethical behaviours for the given situation.</p> <p><b>Suggested Situations:</b></p> <ul style="list-style-type: none"> <li>• job interview</li> <li>• team sporting event</li> <li>• going to someone’s home for a visit</li> <li>• attending a ceremony/celebration</li> <li>• going to a movie</li> </ul> <p><b>◆ Good Sport</b></p> <p>Discuss characteristics of being a “good sport,” such as</p> <ul style="list-style-type: none"> <li>• recognizing when you make a mistake</li> <li>• following game rules</li> <li>• accepting decisions from officials</li> <li>• encouraging team members and opponents</li> <li>• refraining from calling down other teams</li> <li>• shaking hands at the end of a game</li> <li>• accepting second place with pride</li> <li>• controlling anger and frustration</li> </ul> <p>Have students find an example from the media or from a personal experience of someone who exemplifies the characteristics of a “good sport.” Ask students to prepare a one-minute sports briefing (presentation) about the person.</p> <p><b>Variations:</b> After students have participated in selected physical activities, have them rate their own conduct and behaviours.</p> <p style="text-align: right;">  Refer to BLM 7–7: Characteristics of Being a Good Sport.                 </p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

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

◆ **Observation: All Activities**

Peer Assessment: Inventory

Ask students to report on examples of appropriate conduct and behaviours they observe while watching others (e.g., in a class activity, league game, game on television, sporting event, community game or event).

**Variation:** If students are part of the team, have them or a parent/guardian reflect on students' behaviours using the suggested criteria outlined in the instructional suggestion Good Sport.

**Suggested Criteria:**

The student

- is able to identify at least six examples of ethical behaviours appropriate for engaging in physical activity and/or social events
- has difficulty identifying at least six examples of ethical behaviours appropriate for engaging in physical activity and/or social events



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>K.4.7.B.2a Identify the characteristics</b> (e.g., compliance/conflict, confidence level, tone of voice, eye contact, body language...) <b>associated with each of the communication styles</b> (e.g., passive, aggressive, assertive...) <b>and leadership qualities</b> (e.g., enthusiasm, presentation skills, reliability, organization...).</p>
<p><b>Curricular Connections</b>  <b>ELA:</b>            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>

**SUGGESTIONS FOR INSTRUCTION**

◆ **What’s Behind the Door?**

Discuss the characteristics associated with three different communication styles: passive, aggressive, and assertive. Ask students to role-play each of the three styles (limiting the scene to approximately 20 seconds). As each group performs, have the other students guess which style the scene represents. Use a gym mat or a partition as a door or curtain between the actors and the audience.

◆ **Campaign Manager**

Have students discuss characteristics of an effective leader (e.g., assertiveness, enthusiasm, strong presentation skills, reliability, organization, motivation). Ask each student to act as a campaign manager for a leader and design an advertisement to promote the excellent leadership qualities of the chosen leader.

◆ **Read All about It**

Have students discuss characteristics of an effective leader (e.g., assertiveness, enthusiasm, strong presentation skills, reliability, organization, motivation). Ask each student to

- find an example of a real or fictional leader from a novel, short story, or article
- list the leadership qualities of the character
- present the information to the class

◆ **Take Me to Your Leader**

Have students list the leaders they know about in the school, community, province, country, and world (e.g., prime minister, premier, municipal leaders, principal, spiritual leaders, elders, parents/guardians, peer mediators). Organize the answers using a mapping technique (see 5-8 ELA, Strategies–50) to identify the various categories.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Three Communication Styles:**

- **Passive**—refraining from reacting to opposing behaviour.
- **Aggressive**—behaving in a hostile and destructive manner.
- **Assertive**—standing up for yourself and respecting the rights of others.

◆ **Observation: What’s Behind the Door?**

Teacher Assessment: Inventory

Observe whether students are able to identify characteristics associated with passive, aggressive, and assertive communication styles.

◆ **Performance Task: Campaign Manager**

Peer Assessment: Inventory

Have students look at each other’s campaign advertisements and write down five examples of leadership qualities.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.4.7.B.2b Identify areas within the school</b> (e.g., staff, school teams, clubs...) <b>and community</b> (e.g., community projects...) <b>that offer opportunities to make new friends and belong to a group</b> (e.g., staff, school teams, clubs...).</p>	<p>◆ <b>B4 Long UB Long</b></p> <p>As a class, brainstorm a list of groups, clubs, or teams to which students could belong. Ask each student to pick one group they would like to know more about. Give all students a blank index card and have them</p> <ul style="list-style-type: none"> <li>• find and record information about their chosen group (e.g., interview someone who already belongs to the group, visit the group, watch the team, read about the group)</li> <li>• bring to class pictures, pamphlets, or other supporting information</li> <li>• present the information to the class</li> </ul> <p>◆ <b>Caught in the Web</b></p> <p>Have students list areas within the school and community that offer opportunities to make new friends and belong to a group. Write the word “Belong” in the centre of a chalkboard and have students identify and list areas within the school or community that have offered them opportunities to make new friends and belong to a group. Have students draw a symbol or write the word for the identified area (e.g., draw a hockey stick to represent the hockey team to which they belong). Ask each student to present a one-minute speech to tell the class about something in the school or community to which they belong.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b>                      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> <p><b>SS:</b>                      Identity, Culture, and Community</p> </div>	



**TEACHER NOTES**

Emphasize positive group behaviour (e.g., clubs, sports) and discuss the dangers involved in negative influences (e.g., gangs).

Include programs offered at local community clubs and/or churches.

**SUGGESTIONS FOR ASSESSMENT****◆ Paper and Pencil Task: B4 Long UB Long**

Teacher Assessment: Checklist

Have students identify clubs or areas within the school and places in the community that offer opportunities to make new friends and belong to a group.

**Suggested Criteria:**

Look for

- school examples such as
  - sports team
  - choir
  - math club
  - computer club
  - drama club
  - classroom
  - other
- community examples such as
  - organized teams
  - hobby clubs
  - book clubs
  - church groups
  - other

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**□ K.4.7.B.3a Identify anger-management skills** (e.g., use self-statements, participate in physical activities, write letters to express feelings...) **as alternatives to aggression and violence.**

**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.

**◆ Stop Violence**

Ask each student to trace one hand on a blank piece of paper and write an anger-management skill (e.g., take a deep breath, count backwards from 10, walk away, use humour, exercise) in each of the four fingers and the thumb. When all students have listed five skills, ask them to “shake hands” with a partner and come up with 10 skills. They may need to think of some new skills if they had duplicate skills on their combined hands. Give each pair a large piece of paper and have each student trace one hand and then list the 10 skills on the thumb and fingers. When students have listed 10 anger-management skills, have them point to one skill that they will demonstrate. Each pair will then demonstrate the skill and teach the class how to use it as an alternative to aggression and violence.

**◆ Relax to the Max**

Have an expert come to the class to discuss the importance of training the mind and body about self-control, and teach students muscle relaxation exercises or a whole-body technique to control anger (e.g., Tai Chi, yoga, Pilates, karate).

**□ K.4.7.B.3b Describe how conflict situations** (i.e., change, new situations, negative group influences, dishonesty) **affect personal behaviour and development** (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...).

**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 3—Manage ideas and information.

**SS:**

- Identity, Culture, and Community
- The Land: Places and People
- Global Interdependence
- Power, Authority, and Decision Making
- Economics and Resources

**◆ News Stories**

Have students cut out articles from newspapers or magazines that represent a conflict situation. Have them report on what the conflict is and how it affects the behaviour of the persons involved.

**Variation:** Use sport stories or examples of characters in the novels students are currently reading.

**◆ Consequences of Conflict**

Discuss some of the consequences of conflict. Use a Venn diagram to record students’ answers, listing positive consequences in one circle and negative consequences in the other circle. Where the two circles intersect, write consequences that could be both positive and negative.

**◆ Four Frames**

Have students divide a blank piece of paper into four sections. Ask students to identify and discuss four ways in which conflict situations can affect personal behaviour and development.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Encourage the use of non-aggressive anger-management strategies. Teaching aggressive strategies (e.g., punching a pillow, screaming, ripping a telephone book) may encourage students to be more aggressive. Choose, instead, a calm activity for relaxation and stress relief.

◆ **Journal/Learning Log: Stop Violence**

Teacher Assessment: Scoring Rubric

Have students write a journal entry about techniques they will be able to use in the future to manage anger. Use the following scoring rubric to assess students' writing.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> <li>is able to list many anger-management skills</li> </ul>
2	<ul style="list-style-type: none"> <li>is able to list some anger-management skills</li> </ul>
1	<ul style="list-style-type: none"> <li>is unable to list anger-management skills</li> </ul>

For resources on conflict resolution, see *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://libinfo.merlin.mb.ca/publications>>.

◆ **Paper and Pencil Task: News Stories**

Teacher Assessment: Checklist

Assess students' written and oral reports and check for understanding of how the conflict affected the behaviour and development related to their articles.



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**□ K.4.7.B.3c Review strategies** (e.g., mediation, conflict resolution...), **possible outcomes** (i.e., win/win, win/lose, lose/win, lose/lose), **and behaviours** (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) **for conflict resolution among friends and/or peers.**

**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

**SUGGESTIONS FOR INSTRUCTION**

◆ **Outcome Wheel**

Have students list the four possible outcomes for conflict resolution: win/win, win/lose, lose/win, and lose/lose. Make a large circle in the classroom or gym and label the four areas accordingly. Read out short scenarios and have students move to the section that best represents the outcome.

**Sample Scenario:**

Amy and Tim have a homework assignment that is due tomorrow. Amy has a hockey game at 5:00 p.m. and Tim has a music lesson at 7:00 p.m., and they do not live close together. What are their options?

- **Win/Win:** Amy does her share of the work, and Tim does his share. They meet before school to coordinate who will do what.
- **Win/Lose:** Tim does all the work, and Amy does nothing.
- **Lose/Win:** Amy does all the work, and Tim does nothing.
- **Lose/Lose:** They hand in their homework late.

	Amy gets what she needs.	Amy does not get what she needs.
Tim gets what he needs.	Win/Win	Win/Lose
Tim does not get what he needs.	Lose/Win	Lose/Lose

**Variation:** Use the Outcome Wheel (see teacher notes) for a spin game. Have each group of students spin the wheel. When the wheel stops, they have five minutes to develop a skit or role-play to achieve the appropriate outcome for conflict resolution.

◆ **Partner Up**

Give each student an index card. On one half of the card, students write a statement that someone might say when dealing with conflict. On the other half, students write the kind of behaviour that the statement best represents (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building). These cards can then be mixed up and re-sorted to match the statements to the behaviours. Have students cut the card in the middle using a jigsaw line.

**Examples of Statements/Behaviours:**

- “You’re always doing this to me.” (blaming)
- “Let’s sit down and talk.” (collaborating)
- “How many people would like...” (consensus building)
- “I will do... if you...” (negotiating)



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Outcome Wheel**

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

Teacher Assessment: Anecdotal Notes

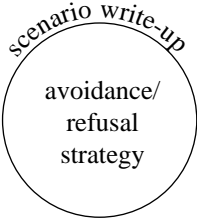
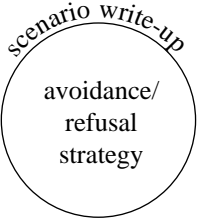
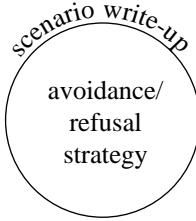
Have students create a scenario for each of the four outcomes for conflict resolution. Each scenario must address the following factors:

1. How does the situation occur?
2. What strategies are being used?
3. What behaviours would lead to each situation?
4. How could each outcome be positive or negative?

**Suggested Criterion:**

Look for

- the student’s ability to address all four factors

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.4.7.B.4 Describe appropriate use (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.</b></p>	<p>◆ <b>Brainstorming</b></p> <p>Have students list avoidance/refusal strategies and discuss how to use each appropriately.</p> <p><b>Sample Situation:</b></p> <p>Your friends are going to the mall after school. They plan to shoplift some compact discs. You do not want to be a part of this. You could decide that you have to do something at home, or try to change the activity.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.                      GLO 5—Celebrate and build community.</p> </div>	<p>◆ <b>Three Rings</b></p> <p>Have students develop three scenarios in which they would use avoidance/refusal skills to deal with potentially dangerous situations and/or stressful social situations (e.g., at home, at school, with friends). Ask them to write each scenario on the outer ring of a circle and write the avoidance or refusal strategy in the centre of the circle.</p> <p><b>Sample Scenario:</b></p> <p>Jose has been invited to go to a party where underage students will be drinking alcohol and parents will not be present.</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Examples of Avoidance/Refusal Strategies:**

- Make up an excuse to leave.
- Walk away.
- Ignore the situation.
- State an opinion assertively.
- Say “no.”

◆ **Questioning/Interview: Three Rings**

Teacher Assessment: Checklist

Interview students in small groups and ask them how to use a specific avoidance/refusal strategy appropriately.

**Suggested Criterion:**

Observe whether students are able to discuss how to use avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful situations.

- Yes
- No



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><b>☐ S.4.6.A.1 ➔ S.4.7.A.1 Assess and revise personal health and academic goals</b> (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) <b>to enhance health and well-being.</b></p> <div data-bbox="115 604 548 926" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.  <b>MA:</b>                      Statistics and Probability  <b>PE/HE:</b>                      GLO 2—Fitness Management (K.2.7.A.1a, K.2.7.C.2, S.2.7.A.3a, S.2.7.A.3b)                      GLO 4—Personal and Social Management (K.4.6.A.2a)</p> </div>
<p><b>☐ S.4.7.A.2 Develop criteria</b> (e.g., cost, values, expectations, long-term benefits...) <b>and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios</b> (e.g., choosing to smoke, gamble, consume alcohol...).</p> <div data-bbox="115 1539 548 1709" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>ELA:</b>                      GLO 1—Explore thoughts, ideas, feelings, and experiences.                      GLO 3—Manage ideas and information.</p> </div>

**SUGGESTIONS FOR INSTRUCTION**

**◆ Goals in the Net**

When students achieve a goal, have them submit a short write-up about the goal on an index card. Have them record the goals they achieved, indicate how long it took to achieve them, and comment on how goal achievement has enhanced their health and well-being. Post a large net on a bulletin board and have students staple their goals onto the net to signify goals they have accomplished.

**◆ Personal Planner**

Have students assess and revise their personal health and academic goals throughout the school year. For more information, see activities suggested for learning outcome K.4.6.A.2a. Ask students to keep an agenda book or personal planner 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.

**◆ What Are You Doing?**

Have students assess and revise goals as to how long they will be physically active outside the regular school day for the enhancement of personal health and well-being.

**◆ Pros and Cons**

Have students list and prioritize the pros and cons for making certain lifestyle choices (e.g., choosing whether or not to smoke, gamble, be dishonest, consume alcohol, take illegal drugs).

Have students use the following questions to help them determine the pros and cons:

- What information do I need to know?
- What do I value?
- What do people expect from me?
- What do I expect from myself?
- What is the cost to my personal health?
- How will I benefit?
- How will I lose?
- What is the financial cost?

Once students have determined the pros and cons, have them list the pros and cons in order of priority to help them weigh the factors in order of personal importance for making their decisions.





## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Have students graph their results using appropriate mathematics skills.

Students should indicate whether or not they reached their goal(s) and identify the factors that contributed to the outcome.

Many schools have agenda books made to meet the needs of their students. Design a section dealing specifically with goal setting and physical activity participation logs.

**Community Link:**

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

At the end of each term, have students reflect on their health-related fitness component achievements and set new goals for the next term.

◆ **Journal/Learning Log: Goals in the Net**

Teacher Assessment: Checklist

Have students

- list three goals that would enhance their health and well-being (e.g., run one kilometre without walking)
- discuss three ways that the goals could be revised to make them easier or more difficult to achieve (e.g., run one kilometre with occasional walks)
- discuss three ways in which the goals could be assessed (e.g., give yourself a check mark when a goal is completed)

Remind students to include both personal health and academic goals.

**Suggested Criteria:**

The student was able to

- set goals
- revise goals
- assess goals

For a decision-making model, refer to page 112 of the Framework.



See also BLM 8–5:  
DECIDE Model.

**Community Link:**

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ **Observation: Pros and Cons**

Teacher Assessment: Inventory

Observe students' ability to weigh the pros and cons for making healthy lifestyle choices.

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**S.4.7.A.3 Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **for dealing with new activities, situations, and/or changes in class activities.**

**Curricular Connections**

**ELA:**

GLO 3—Manage ideas and information.  
GLO 5—Celebrate and build community.

**PE/HE:**

GLO 4—Personal and Social Management (K.4.7.B.1a)

**SC:**

Cluster 3—Forces and Structures

◆ **Walk the Talk**

During physical activities or sports and classroom group activities, observe students demonstrating certain interpersonal skills such as listening attentively, summarizing information, clarifying feelings, abstaining from put-downs, communicating effectively, cooperating/collaborating, being respectful, being responsible, being encouraging, playing fairly, being inclusive, showing non-aggressive behaviour, and resisting negative influence. Put students’ names on the chalkboard and, at the end of the class, discuss what was observed. Focus on a different group of students each day.

◆ **Learning Outcome Connection: Striving for Your Personal Best**

Have students assess the behaviour checklists they developed in relation to learning outcome K.4.7.B.1a. Ask each student to highlight one behaviour that he or she will strive to demonstrate in the next week. Working in pairs, students then share the behaviours they are going to work on and provide each other with peer coaching and assessment. At the end of a set period of time, partners complete a progress report on each other.

◆ **Tower Building**

Have students form groups and give each group eight or more pieces of equipment (e.g., boxes, recyclable containers, beanbags, milk cartons). Their task is to use all pieces of equipment to build the tallest tower.

**S.4.7.A.4 Apply conflict-resolution strategies** (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).

**Curricular Connections**

**ELA:**

GLO 4—Enhance the clarity and artistry of communication.  
GLO 5—Celebrate and build community.

◆ **Mock Mediation**

Have students develop potential conflict scenarios. Throughout the year, have groups participate in mock mediations to reinforce the appropriate conflict-resolution skills for different scenarios. Have other groups observe the mediations and list of strengths and limitations to assess students’ skills. When actual conflict arises, students will then be able to recall the skills that have been reinforced, rehearsed, and practised all year.



**TEACHER NOTES**

For more team-building activities, see *Team Building through Physical Challenges* (Glover and Midura) and *More Team Building Challenges* (Midura and Glover).

Before completing the Self-Assessment of Interpersonal Skills chart (see suggestion for assessment), have students define the behaviours that reflect each of the skills listed. For example, the behaviours that demonstrate listening attentively include refraining from talking while the speaker is talking, looking at the speaker, taking notes, and so on.



For physical education-related activities, use BLM G-16: PE Self-Assessment of Interpersonal Skills.

For the Tower Building activity, have students create their own challenge for the class to solve.



For resources (e.g., books, videos, websites) on conflict resolution, see *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://libinfo.merlin.mb.ca/publications>>.

**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Walk the Talk**

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.			
Skill	Yes	No	Comments
In this group activity/project, did I...			
1. listen attentively?			
2. summarize information?			
3. clarify feelings?			
4. abstain from put-downs?			
5. encourage others?			
6. cooperate/collaborate?			
7. include others?			
8. show non-aggressive behaviour?			
9. resist negative influences?			
10. communicate effectively?			

◆ **Observation: Mock Mediation**

Teacher Assessment: Rating Scale

While students participate in mock mediations or in actual conflict situations, look for evidence of the use of conflict-resolution strategies and mediation skills.

Rating Scale				
	4	3	2	1
The student	Always	Frequently	Sometimes	Rarely
• is able to apply conflict-resolution strategies and mediation skills				



## Personal and Social Management Outcomes: Grade 7



### Knowledge

- K.4.7.A.1 Compare attitudes and behaviours** (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) **that contribute to a sense of belonging.**
- K.4.7.A.2a Identify the obstacles** (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) **that may influence achievement of and making revisions to personal goals and strategies** (e.g., decision-making/problem-solving process...).
- K.4.7.A.2b Describe the mental skills** (i.e., goal setting, focusing, stress management, visualization, positive thinking) **necessary to enhance performance, readiness, and satisfaction.**
- K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions** (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...).
- K.4.7.B.1a Identify socially acceptable behaviours** (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) **for dealing with new situations and/or change** (e.g., participating in new activities, choosing friends...).
- K.4.7.B.1b Describe conduct** (e.g., personal, group, team...) **and ethical behaviours appropriate for engaging in physical activity and/or social events.**
- K.4.7.B.2a Identify the characteristics** (e.g., compliance/conflict, confidence level, tone of voice, eye contact, body language...) **associated with each of the communication styles** (e.g., passive, aggressive, assertive...) **and leadership qualities** (e.g., enthusiasm, presentation skills, reliability, organization...).
- K.4.7.B.2b Identify areas within the school** (e.g., staff, school teams, clubs...) **and community** (e.g., community projects...) **that offer opportunities to make new friends and belong to a group** (e.g., staff, school teams, clubs...).
- K.4.7.B.3a Identify anger-management skills** (e.g., use self-statements, participate in physical activities, write letters to express feelings...) **as alternatives to aggression and violence.**

### Knowledge (continued)

- K.4.7.B.3b Describe how conflict situations** (i.e., change, new situations, negative group influences, dishonesty) **affect personal behaviour and development** (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...).
- K.4.7.B.3c Review strategies** (e.g., mediation, conflict resolution...) **, possible outcomes** (i.e., win/win, win/lose, lose/win, lose/lose), **and behaviours** (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) **for conflict resolution among friends and/or peers.**
- K.4.7.B.4 Describe appropriate use** (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.**

### Skills

- S.4.6.A.1** ➔ **S.4.7.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.4.7.A.2 Develop criteria** (e.g., cost, values, expectations, long-term benefits...) **and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios** (e.g., choosing to smoke, gamble, consume alcohol...).
- S.4.7.A.3 Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **for dealing with new activities, situations, and/or changes in class activities.**
- S.4.7.A.4 Apply conflict-resolution strategies** (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).

### 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.