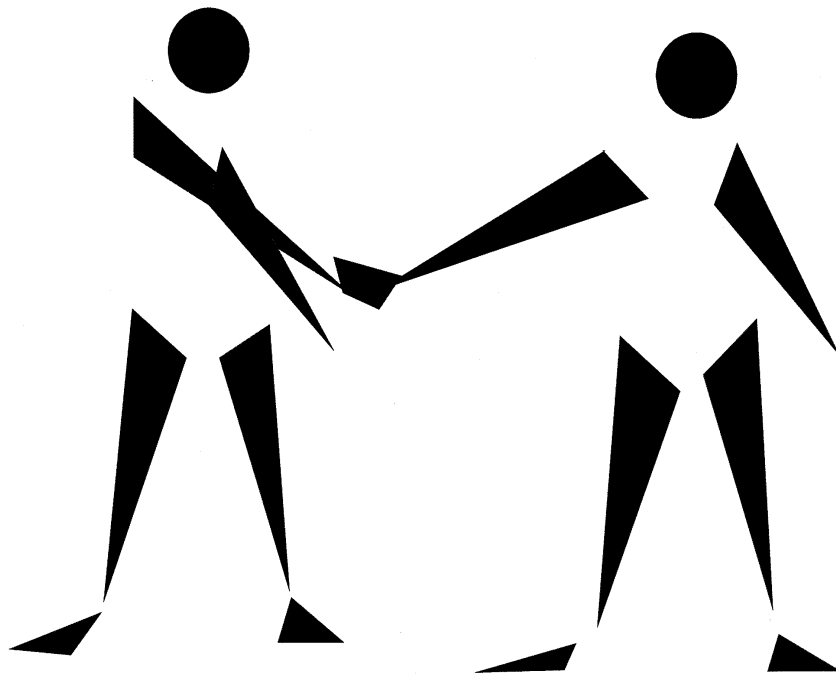

Grade 3

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
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics).</p>	
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, attentive listening and viewing, effective oral communication), GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups) SC: Cluster 1—Growth and Changes in Plants (unique differences in species) SS: building community</p>	<p>◆ <i>Vive la différence!</i></p> <p>Have students create and discuss a collective book celebrating individual differences and consideration for self and others.</p> <ul style="list-style-type: none"> • Assign each student a partner. Have partners sit together and ask questions about each other’s language, ideas, abilities, and physical characteristics. Encourage students to make notes on the elements that make their partner unique and to represent them in an artistic composition (e.g., a student could draw a stamp, a violin, and a spacecraft to indicate that his or her partner likes to collect stamps, play violin, and is fascinated by science fiction or wants to become an astronaut). Both the author and the subject of the drawings must remain anonymous. • Then, have all the authors write and sign the introduction on showing consideration for individual differences. • Once the book has been bound, present it to the class. If required, copy each page onto a transparency to show on the overhead projector. Invite students to study the details of each composition carefully and to use them as clues to guess the identity of each subject. Lead a discussion on showing consideration for individual differences. Make connections with other curricula (e.g., science: the variety and uniqueness of plants and animals, even within the same species) and point out the richness that surrounds us. • Ask students to bring to class something from home that represents them (e.g., violin) and present it to the class. <p>Variation: Tape record a short excerpt of each student’s voice (as he or she describes own physical characteristics or talks about own ideas and abilities). Have students listen to the recordings and identify the authors of each excerpt based on the audible clues and the content of each excerpt.</p> <p>◆ Sports for All</p> <p>Use an activity in the gymnasium to encourage students to take individual differences into account (e.g., motivation, interest, abilities, disabilities) to plan, lead, or participate in a game (e.g., have right-handers play or do exercises using their left hand, and vice versa).</p> <p>Variation: Share games and folk dances from different cultures.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Be sensitive to stereotypes (physical, sexual, cultural, and religious) and all forms of bias and prejudice.

Promote the use of cooperative learning strategies that enable students to learn through interaction (exchange, help, cooperation).

In a physical education class,

- **consideration for self** is demonstrated in different ways:
 - students are able to assess their abilities realistically
 - students are not afraid to try new things or make mistakes
 - students accept constructive criticism and comments
- **consideration for others** is expressed in different ways:
 - students are aware of the abilities of others and accept them
 - students accept individual differences of others
 - students encourage and compliment others
 - students are encouraged to include others

Encourage students to play games that include several players (e.g., board games) and different team games or sports.

For multicultural games and folk dances or Canadian dance favourites, see *1999 Pan American Games: Resource Kit for Physical Education Teachers* and other resources available at the Instructional Resources Unit (Library), Manitoba Education, Training and Youth.



◆ **Performance Task: *Vive la différence!***

Teacher: Checklist

Observe students as they present their artistic compositions of their partners.

Suggested Criteria:

The presenter is able to

- identify the partner's physical characteristics
- represent the person in an artistic composition (e.g., drawing)
- identify ideas (thoughts, beliefs)
- identify unique qualities

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.3.A.2a Differentiate between long-term goals (e.g., strong bones, class projects...) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...).</p>	<p>◆ Pick a Goal</p> <p>Explain to students that there are two types of goals: short-term and long-term goals. Setting a short-term goal makes it possible for them to complete a task in the immediate or near future (e.g., run for two minutes straight in physical education class), while long-term goals help them to accomplish tasks in the more distant future (e.g., run two kilometres in nine minutes). Some goals are life goals, such as choosing a lifestyle that is physically active and healthy.</p> <p>Brainstorm for goals and sort them according to whether they are short-term (e.g., do homework every day, get ready for school on time, don't yell at teammates when they make a mistake during a game) or long-term (e.g., manage own physical fitness, learn to do a cartwheel, complete a project for year-end). Show that strategies for goal attainment can differ, depending on whether the goals are short-term (e.g., write note to self, repeat same task) or long-term (e.g., develop a plan, progress in stages).</p> <p>Variation: Have students cut out magazine pictures of activities that represent short- or long-term goals and paste them on a large poster, separating them into the two groups. Have them write the goal to be attained under each picture (e.g., "train 15 minutes a day" under a picture of a child running a race).</p> <p>◆ Gym Goals</p> <p>Have students set a short-term goal in the area of skills/fitness (e.g., bounce a ball 20 times in a row, run for two minutes, catch a ball five times in a row). Allow students time to practise each physical education class for three classes (e.g., five minutes or vary according to class and/or student skill level). Select a class to reassess goals. Students may wish to write their goal on self-stick paper. Provide a poster board with two columns and have students move their sticky papers from "Goals I have set" to "Goals I have reached" when they are successful. Focus on a variety of areas (e.g., flexibility, muscular endurance, muscular strength, cardiovascular endurance, specific skill). Use the results for re-evaluating goals.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (set goals) MA: Shape and Space (comparisons, time) PE/HE: GLO 2—Fitness Management</p>	



TEACHER NOTES

Encourage students to set short-term and long-term individual and group goals that are specific, concrete, and of personal interest. Goals should also contain the following elements:

- **Actions:** What are the skills, abilities, and capacities to be developed? What is the target?
- **Means:** How can this be achieved? What is the plan?
- **Assessment:** How is goal attainment displayed?

Help students to understand that some goals are easier and/or quicker to achieve than others. Also, students need to recognize that it is not always possible to attain their goals, and their personal worth does not change, regardless of successes and/or failures.

Motivation is a factor that influences the choice and attainment (or non-attainment) of a goal. Students who are not motivated by a goal proposed to them are not likely to make the necessary effort to attain it. Consult motivation theories on this topic.

When students are setting goals, encourage them to

- consider their strengths
- determine areas that need improvement with or without guidance
- use established criteria that clearly identify what the final result may look like
- identify resources that will help them to be successful
- design plans that will enable them to reach goals
- revise their goals when appropriate



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Pick a Goal**

Self-Assessment: Checklist

Have students list a number of goals and check whether they are long-term or short-term goals.

List of Goals	Long-Term Goals	Short-Term Goals

Suggested Criterion:

Look for

- understanding of the difference between a short-term goal and a long-term goal

TEACHER NOTES *(continued)*

- share their specific goals with significant people in their lives
- plan timelines and deadlines for goal attainment

(Refer to *K–4 ELA*, Strategies–295 to 298, for further information and sample BLMs related to goal setting.)



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) **and desires** (i.e., willingness to help, motivation to participate or contribute) **affect personal progress and achievement.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 2—Comprehend and respond personally and critically to literary and media texts (connect self, texts, and culture), GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing)

SUGGESTIONS FOR INSTRUCTION

◆ **Desires**

Have students select a sport/activity in which they excel. Have them list what contributes to their achievement.

Achievement and Progress	
Name _____	
Sport/activity in which I am successful _____	
I am good at this sport/activity because I ...	I can improve by ...
•	
•	
•	

◆ **“Star” Stories**

Read the story of a character whose attributes or desires contribute to his or her improvement or success (e.g., a sports hero such as Wayne Gretzky, Tiger Woods, Josée Chouinard, Hayley Wickenheiser, Jennifer Botterill, Alwyn Morris, or Michael Jordan, or an athlete/hero selected by an individual student). Ask students why the main character was successful. Define and highlight this character’s attributes (e.g., determination, being responsible, staying on task) and desires (e.g., willingness to help, motivation to participate or contribute). Ask students to predict the effect of these attributes and desires on the character’s life (e.g., personal progress and achievement). Verify these predictions in the story. Show that these persons have attributes and desires that help them to pursue their goal, in spite of obstacles.

Variation: Have students write, illustrate (e.g., drawing, painting, cartoon, collage), or present (e.g., oral presentation, skit, dialogue, multimedia project) the personal progress or achievement of a member of Canadian society, and highlight the attributes or desires that affected this achievement.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Students' progress (or lack of it) is influenced by

- their self-concept
- their level of confidence and/or ability
- their personal desire and beliefs
- the difficulty level of the task
- the degree of effort required to complete the task
- the satisfaction they hope to get out of it (e.g., it is really useful, it makes me feel better)

Present students with examples of persons in Canadian society and the community where they live (e.g., athletes, scientists, artists, religious or spiritual leaders, politicians, ordinary citizens) who are an inspiration because of their attributes and desires. Some examples are: Terry Fox (fight against cancer), Frederick Banting (discovery of insulin), Roberta Bondar (space travel), Melanie Goodchild (Aboriginal filmmaker and entrepreneur), and Renae Morriveau (film producer, actor, and writer).

For related resources, contact the National Native Role Model Program (1-800-363-3199).

See also Indian and Northern Affairs Canada, *Aboriginal Women: Meeting the Challenge*, at <http://www.ainc-inac.gc.ca/ch/wmn/index_e.html>.

◆ **Journal/Learning Log: Desires**

Self-Assessment: Inventory

Have students complete the following:

1. List three things that make someone good at something.

a. _____

b. _____

c. _____

2. Name something at which you are successful.

3. What helped you to be successful?

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.3.A.3 Explore the steps in the decision-making/problem-solving process (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, identify personal and peer knowledge, assess sources, access information, make sense of information, organize information, record information, evaluate information, develop new understanding)</p>	
	<p>◆ Make a Game</p> <p>Have groups of students invent a game with a given set of criteria and then teach it to the class.</p> <p>Examples of specific criteria:</p> <ul style="list-style-type: none">• type of equipment to be used• boundaries• number to be involved in the game (individual/partner/small group/large group)• indoor or outdoor game• age of players <p>This learning activity involves making decisions. Use the Early Years Inquiry Model (see <i>Inquiry Strategies, K–4 ELA, Strategies–73</i>) to guide students in making a good decision:</p> <ul style="list-style-type: none">• <i>Select and Process:</i> What does everyone want to do? Access information by brainstorming for game choices.• <i>Organize, Record, and Assess:</i> Collect ideas and information, make a judgement, and choose the most popular idea.• <i>Plan and Focus:</i> Plan what equipment they need, what the boundaries will be, how many can play, where they can play, and what happens if there is a problem. Revise, adapt, and change the plan as needed. <p>◆ Steps in the Problem-Solving Process</p> <p>Review the steps in the problem-solving process:</p> <ol style="list-style-type: none">1. Define the topic or issue (feelings, facts, statement).2. Explore choices or possible options.3. Check alternatives or choices against sound, relevant health knowledge and values (family, church, school, and community).4. Identify possible solutions.5. Decide or take action.6. Evaluate and revise. <p>Have student apply the steps in a real or hypothetical class activity (e.g., help a novel character in a predicament, analyze a class, school, or social problem).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Making decisions is often dealt with as a step in the problem-solving process. For example, settling a conflict means solving the problem and making decisions. However, it is useful to teach students to do decision-making exercises outside the problem-solving context.

In the Early Years, introduce students to decision-making models.

Example:

- Stop and think first.
- Get more information.
- Weigh the pros and cons (consequences) of each choice before taking action.
- Decide.

The expression “look before you leap” helps students to understand the first and second steps of decision making.

Decision-making and problem-solving steps and processes are very similar. The difference lies in the context (i.e., type of decision that is being made)—for example, deciding what to wear every day as opposed to finding a lost jacket.

For other systematic approaches to problem solving, refer to

- Inquiry Strategies, *K–4 ELA*, Strategies–76
- Stages of Scientific Inquiry, *K–4 Science*, 14
- social studies curriculum



◆ **Performance Task: Make a Game**

Group Assessment: Rating Scale

Have each group of students assess another group’s game according to the following criteria and rating scale.



See BLM 3–4: Make a Game: Group Assessment.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.3.B.1a Describe the behaviours (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) that show respect for the abilities and feelings of others.</p>	<p>◆ Show Respect</p> <p>Use physical activities (e.g., in the gymnasium, extracurricular activities, intramurals) or classroom activities to have students identify and describe the behaviours that show respect for others’ abilities (e.g., accepting everyone into the group, inviting others to play or participate, avoiding put-downs) and feelings (e.g., recognizing feelings of others).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) PE/HE: K.4.3.A.1 (consideration for others), S.4.2.A.3 (behaviours for getting along), K.4.2.C.1b. (communication with others) SS: we need others (human interdependence)</p>	<p>◆ Feelings of Others</p> <p>Discuss the meaning of the expression “show respect for the feelings of others” (e.g., ability to empathize with others and understand and feel what they feel). Prepare simulation exercises and have students participate in role-play to demonstrate ways of showing respect for others’ feelings.</p> <p>◆ Web</p> <p>Have students sit in a circle. One student takes a ball of yarn (holding the beginning) and rolls it to another, stating a compliment (e.g., “Kyle, you are a good soccer player.”). The next student catches the ball, holds the yarn, and rolls it to another while complimenting the next student. Eventually, a web is formed. Everyone holds the yarn and the group is connected as a whole. Explain to the group how they all worked together, showing respect and being accepting of all others.</p>



TEACHER NOTES

Have students name the body parts involved in listening (showing respect for the feelings of others):

- Head: ears, eyes, mouth (repeating back), nodding
- Body: position (calm, still, facing speaker)
- Heart: open, available
- Mind: on task

Use the following strategies to avoid situations that may be difficult for some students to handle:

- Organize teams based on the colour of clothing worn rather than on level of performance.
- Use cooperative games, adapting games so that someone with a special need can participate.
- Encourage use of active listening strategies, such as nodding, focusing on the speaker, repeating back information).

Refer to resources on cooperative games/activities.

Group Formation:

When forming groups in the gymnasium, use suggestions such as the following:

- Whistle mixer: Blow the whistle (1, 2, or 3 times) and have groups (of 1, 2, or 3) form quickly.
- Birthday groups: Those with January and February birthdays move together, and so on.
- Colour of clothes: Those with red T-shirts move together.
- Addresses: Those with a number 3 in their address move together.
- Pets: Those with a pet at home form a group.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Show Respect

Teacher: Checklist

Record displays of respectful behaviours as students participate in the suggested activities.

Suggested Criteria:

The student

- plays with all students
- recognizes the feelings of others in an appropriate manner
- displays no put-downs
- communicates politely
- listens with interest
- stays on task



Use BLM G–2: Class Checklist (see Appendix H) to record class results.

TEACHER NOTES (continued)

- Hands folded with fingers crossed: Those with right thumbs on top form a group.

When asking students to make their own groups, watch for inclusion and acceptance of others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 5—Celebrate and build community (compare responses, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) PE/HE: K.4.3.A.1 (showing consideration) SS: we need others (human interdependency)</p>	<p>◆ Crossing the Amazon</p> <p>Divide the class into groups of six (relay style) and provide each group with six pieces of equipment. They must step on the equipment to cross the Amazon (an open area). Each group decides who goes first. That person puts down an object and steps on it. The next person passes an object to the first person who places it down, and the two players move along. The third player passes another object to the second person and then to the first, who places it down. All move along, travelling until they cross the Amazon (space). At the end of the game, ask students, “What behaviours are demonstrated when a team works well together and is successful?”</p> <p>◆ We Are All Different</p> <p>Review the concepts of consideration for self and others and for individual differences. Discuss the importance of fair play, teamwork, and inclusion of others regardless of ability. For example, each participant can show a willingness to play and work with others, accept individual differences, be motivated to contribute, and deal with rejection.</p> <p>Variation: The discussion can be part of a cool-down activity called “Walkabout, Talkabout.” Students walk around the gymnasium with a partner at the end of a class, discussing the topic of participating in a responsible and cooperative manner to show teamwork and an appreciation of individual differences.</p> <p>◆ Shrinking Blanket</p> <p>Lay out a blanket in front of a group (e.g., 12 students). Ask students to stand on the blanket with no one touching the floor. Next, have the group fold the blanket in half and get back on it. Repeat this until students can no longer fit on the shrinking blanket. Let them be creative as to how to fit on. Discuss how the task promoted cooperation and inclusion.</p> <p>◆ Blanket Catch</p> <p>Divide the class into teams. Have students hold a blanket and attempt to work together to catch a ball thrown by the teacher. Watch for group diversity, willingness to accept fault, and acceptance of others. Discuss observations with students.</p> <p>Variations: Have students who are holding the blanket also attempt to toss up the ball from their blanket and then catch it. Have one team toss the ball from their blanket toward the other team’s blanket. The second team attempts to catch the ball on their blanket.</p>

**TEACHER NOTES**

Teaching that is mindful of multiple intelligences can offer a wide range of activities, strategies, and skills that foster individual growth and collective consideration (see references on multiple intelligences theory).

Promote consideration and appreciation of others (e.g., culture, language, traditions) by organizing multicultural events, visiting art exhibitions, inviting guest speakers, undertaking research into an aspect of the life of someone from another ethnic background, or by listening to music from other cultures.

Encourage family participation in developing students' self-esteem.

Students' motivation to contribute is demonstrated through

- contribution of new suggestions
- involvement with others (help, explain)
- active participation in decision making or problem solving
- involvement in project organization
- display of listening skills, empathy, and respect
- flexibility and openness to the contribution of others

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection: Crossing the Amazon**

Self-Assessment: Rating Scale

Have students complete a self-assessment of their group participation.



See BLM G–10: Self-Assessment of Group Participation (Appendix H).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ K.4.3.B.2a Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) of communicating emotions.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing)</p>	<p>◆ Help!</p> <p>Pair off students. Ask each pair to prepare a simulation exercise involving two individuals: one who does not know how to communicate emotions (e.g., gets angry or carried away quickly) and one who provides advice and shows ways of dealing with the situation (e.g. cool-down relaxation techniques). Ask those watching for other ideas. Encourage students to be creative and use humour to deal with the issue. Invite them to choose from a variety of methods to illustrate the topic (e.g., poster, pamphlet, cartoon).</p> <p>Variation: Use puppets for this role-play activity.</p> <p>◆ Control</p> <p>Explain to students that disagreements and differences of opinion are normal and appropriate, provided they are not expressed in an aggressive or abusive manner (e.g., using loud voice or offensive language, booing opponents). Model appropriate ways of communicating emotions (e.g., keeping calm voice, using acceptable language, cheering others). Have students demonstrate anger-management strategies (see learning outcome K.4.1.B.3a or K.4.3.B.3a) through role-play or simulation exercises. Use additional resources (e.g., texts, videos, guests) to help students distinguish between appropriate and inappropriate ways of communicating emotions. Have them suggest alternatives or solutions to inappropriate behaviours.</p> <p>◆ Call Out!</p> <p>Play a team game (e.g., floor hockey) in the gymnasium with half the class. Have the other half of the class call out from the sidelines: booing, yelling out unkind words, and so on. Stop the game and ask the players how they felt. List the booing, unkind words, and so on, on the board. Ask for appropriate words and also list those on the board. Start the game again and have the spectators cheer politely and call out appropriate words. Gather as a group to talk about how the players felt this time. Switch group tasks and let the spectators become the players.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Some sport and/or competitive activities in the gymnasium or classroom can easily give rise to negative behaviours (e.g., cheating, being aggressive), given the free interaction. The atmosphere must, therefore, be positive and based on respect.

Develop strategies for and be consistent in dealing with inappropriate behaviours whenever they occur. It is important to reflect on the reasons (e.g., insecurity, rejection) why some students feel compelled to express their feelings in an inappropriate way (e.g., yelling, booing, using offensive language).

Review fair-play ideals (see learning outcome K.4.2.B.1a) and acceptable social behaviours. Make the most of mistakes and conflicts that occur in the classroom by adopting positive measures (e.g., using problem-solving strategies, following fair-play rules) to deal with them.

◆ **Performance Task: Help!**

Teacher: Inventory

Have students demonstrate, through skits, the following **inappropriate** ways to display emotions:

- get angry
- call out using a loud voice
- resort to name calling

Then have students demonstrate the following **appropriate** ways to show emotions:

- stay calm
- talk
- show relaxed body language

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.2b Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other...) of friends and groups that are safe and dependable.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups) SS: why we live in our community: we need others (human interdependency)</p> </div>	<p>◆ Looking for a “Real Friend”</p> <p>Divide students into small groups. Ask them to use their own observations, reflections, and personal experiences of friendship to develop a pictorial representation of a good/real friend. The presentation can be done in a variety of ways (e.g., collage, magazine illustrations, drama, quotes, mime). Following the presentations of a “real friend” by the various groups, have students identify the attributes of a real friend (e.g., feeling of belonging, affiliation, being respected and valued, dependable). Question students about the meaning and importance of friendship and how it is depicted in the media. Point out that expectations or perceptions of friendship are not always realistic or fair (e.g., always expecting a friend to agree with us or do what we want to do).</p> <p>◆ Friends Forever?</p> <p>Ask the groups to reflect more deeply on friendship, based on their portrait of a “real friend.” Present a few hypothetical situations involving problem solving or a dilemma, and have each group share its reflections.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. If your friend were to invite you to participate in an exciting but dangerous activity, what would you do? How would you handle it? 2. Is it possible to be in a conflict situation with a good friend? If so, explain. What should you do? 3. You and your friend meet some other people. Your friend wants to leave you and go with the others. How do you react? Why? How could you resolve this situation? 4. You and a friend planned to spend the day (or some time) doing an activity together. Your friend cancels at the last minute. What do you do? Explain. 5. You have just had an argument with your friend. Give the reasons for the argument and your response. Could you have reacted otherwise? Explain. 6. You have received an amazing free coupon which states that you can go shopping at the “Friends R Us” store for the friend of your dreams. Explain whom you would choose, why, and what you would expect from him or her. Compare your ideas with those of your classmates, and revise your answer, as required.
<p><i>(continued)</i></p>	<p><i>(continued)</i></p>


TEACHER NOTES

Treat this learning outcome with sensitivity. Ensure that students understand that friends do not agree on everything, especially when one friend is doing something unsafe or against the law.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Looking for a “Real Friend”

Teacher: Checklist

While observing student performances, look for evidence of the following:

Suggested Criteria:

The student

- identifies the meaning of a friend
- shows the importance of the feeling of belonging
- recognizes that friends are dependable
- recognizes that there are times that you may disagree with your friends
- other

◆ Journal Entry: All Activities

Teacher: Anecdotal Notes

After students have participated in the learning activities, have them answer the following questions in their journals:

- Do you have a friend?
- Why is she or he your friend?
- Have you ever had a disagreement?
- Are you still friends?

Review the journal entries and make anecdotal notes as to whether students recognize the importance of safe and dependable friends.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.3.B.2b <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Web a Friend</p> <p>Have students print the word “friend” on a piece of paper. Ask them to write out, connecting with a line, what they think of when they hear the word “friend.”</p> <p>Variation: Replace the word “friend” with a picture or the name of someone.</p> <div data-bbox="673 625 1356 924" data-label="Diagram"> <pre> graph TD friend((friend)) --- shares[shares] friend --- cares[cares] friend --- gives[gives of his or her time] </pre> </div> <p>◆ Books! Books!</p> <p>Read books on friendship to the class.</p> <p>Variation: Have students go to the library and find books that deal with friendship and have them share them with the class.</p> <p>◆ Friendship Day in the Gym</p> <p>Have students play in a variety of games that have to do with sharing, protecting, belonging (group work), giving, showing kindness, and so on.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Dr. Dodge Ball (see learning outcome S.2.2.A.1b): In this game the team players have to protect (guard) the doctor and the doctor helps others. • Rescue Ball Tag (see learning outcome K.1.2.C.3) or Rescue Swamp Ball (learning outcome K.1.2.C.4): Once hit, a player sits down. To play again, someone must give the player a ball (encourage “thank you”).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A large, empty rectangular box intended for writing teacher notes.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.3a Recognize anger triggers for self and others (e.g., name calling, feeling inadequate, being reprimanded...), and strategies to reduce, control, or avoid anger (e.g., seek someone to talk to, take time out, participate in a diversion activity, engage in physical exercise...) in emotional situations.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing)</p> </div>	<p>◆ My Reaction</p> <p>Ask students to think about conflict situations they have experienced and to write or illustrate their usual reactions when dealing with their own anger or that of others. Have them compare their reactions with those of other students (not everyone's reaction to a given situation is the same—everyone's feelings are unique), considering whether they are appropriate/inappropriate. Then organize role-plays (in the classroom, gymnasium, or schoolyard) to depict potential conflict situations and the appropriate ways to deal with them in an emotional situation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Take a deep breath. • Tell yourself to “cool it.” • Think of something else that is nice. • Count slowly from one to ten. • Tell someone how you feel. • Ask for or take a time out and leave the situation, if possible. • Do a physical exercise. • Do a relaxation exercise. • With arms by your side, squeeze your elbows into your body and release the tension slowly. <p>Have students practise these strategies in conflict situations.</p> <p>◆ Anger Triggers</p> <p>Read aloud a story that describes and recognizes anger in emotional situations and ask students to identify the anger triggers (e.g., name calling, being reprimanded, feeling inadequate, insecurity, betrayal, jealousy, misunderstanding, injustice, communication problem, hurtful remarks). Have students cut out illustrations, comic strips, or caricatures depicting these emotional situations and compose a dialogue or text that could explain these anger triggers. Show that anger is an emotional reaction to a situation that is perceived as a threat, but that there are appropriate ways to deal with it.</p> <p>◆ Learning Outcome Connections</p> <p>Draw connections with the learning outcomes on identifying physical anger signs (K.4.1.B.3a), relaxation techniques (S.4.2.A.5), decision making (K.4.2.A.3), and empathy and consideration for self and others (K.4.3.A.1 and K.4.3.B.1a). Review and have students practise these strategies throughout the school year.</p>



TEACHER NOTES

Students should be able to identify that not all conflict is negative. Conflict or disagreement can be healthy when it stimulates thinking or provides an opportunity for students to look at other points of view and to assert themselves to find appropriate, non-violent ways to resolve a difficulty. Conflict is unhealthy when it involves fighting or physical violence as well as verbal abuse.

There are teaching strategies that can foster or hinder the development of healthy relationships among students. For example, ensure that teams are evenly matched in competitive challenges. When teams are in competition against one another (e.g., in gymnasium, cooperative or project work) the success of one team can have a negative impact on the others.

Certain classroom management techniques (e.g., spatial layout, class council) and teaching methods (e.g., cooperative learning) contribute to creating an environment that fosters respect and understanding, thereby reducing potential conflicts. Consult the appropriate resources on teaching strategies (e.g., guidelines for effective teamwork, cooperative learning).

In the gymnasium, remind students of the importance of fair play and encourage all players to respect their opponents (e.g., avoid laughing at other players).



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: My Reaction

Teacher: Checklist

Have each student make a deck of cards that includes different ways that could be used to calm down. Have students pick a card when they feel angry and try using the strategy. Discuss at the end of the week what cards students used and whether the strategies worked.

Suggested Criteria:

Look for decks of cards to include the following strategies to reduce, control, or avoid anger:

- Take a deep breath.
- Tell myself to “cool it.”
- Think of something else that is nice.
- Count slowly from one to ten.
- Talk about how I feel.
- Ask for or take a time out.
- Leave the situation, if possible.
- Do a physical exercise.
- Do a relaxation exercise.
- Other _____

◆ Observation: My Reaction

Teacher: Anecdotal Notes

Observe students in emotional situations and record whether they use the strategies to calm down.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.3.B.3b Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)

SUGGESTIONS FOR INSTRUCTION

◆ **Understanding the Steps in a Conflict-Resolution Process**

Present the conflict-resolution model to students (see teacher notes) using 11 cards that have the four steps and the seven indicators written on them. (Write each of the four steps in capital letters.)

IDENTIFY THE GOAL

- describe what has happened
- describe how you feel and why you feel that way
- make sure you understand the other student's point of view

IDENTIFY CONDITIONS AND POSSIBLE OPTIONS

- say what you can do to solve the problem
- state whether or not you agree with the other student's solution

CHOOSE THE BEST OPTION

- together with the other student, decide on the best option

EVALUATE FOR EFFECTIVENESS

- decide whether the problem is solved

Brainstorm for different conflicts that could arise between/among students (e.g., being excluded from a game, disagreeing on rules, telling someone a secret, spreading rumours). Form groups of two, and give each pair one scenario that can be solved using the conflict-resolution model. Each group can then present to the rest of the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Conflict-Resolution Model:

1. *Identify the goal:* It is important for students to recognize each other’s viewpoint in order to identify the goal; thus, each student must
 - describe what has happened
 - say how he or she feels and why

Once the two students understand each other’s point of view, they can better understand the problem and find a common goal.
2. *Identify conditions and possible options:* Each student says what he or she can do to solve the problem and then states why he or she agrees or disagrees with the proposed solution.
3. *Choose the best option:* The process continues until each student has chosen what he or she thinks is the best option to solve the problem.
4. *Evaluate for effectiveness:* The students can resume previous activities and evaluate by asking themselves whether the problem has been solved. If not, then the students repeat the process and try a new option.



◆ Performance Task: Understanding the Steps in a Conflict-Resolution Process

Teacher/Group Assessment: Checklist

Have students arrange their conflict-resolution cards in the correct order.

Names	Steps		Indicators	
	The four main steps are in the correct order.		The indicators are located with the correct step.	
	Yes	No	Yes	No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.3.B.3c Identify mediation skills (e.g., allow person to express opinions, summarize other person’s point of view, recognize feelings of others...) that can be used as part of the conflict-resolution process.</p>	<p>◆ Mediation Mates</p> <p>Make a small green flag out of cardboard or cloth. Prepare simulation exercises of conflict situations (see learning outcome K.4.3.B.3b) and have groups of three students act them out (role-play). Two students pretend to be in conflict, while the third student is the mediator. The latter holds the green flag and gives it, as needed, to one of the characters. The person with the green flag has the right to speak and express his or her opinion. The other person may not interrupt until the mediator has given him or her the flag to speak. Draw students’ attention to the role of the mediator, who must also listen attentively before deciding to let the other person speak.</p> <p>Once the second person has the flag, he or she must summarize, with one sentence, what the other student said. Or, before giving the green flag to the second student, the mediator summarizes what the first student said. Switch the roles so that everyone has a chance to be a character and the mediator.</p> <p>Lead a sharing session after the activity on the difficulties encountered (e.g., desire to interrupt) and on the ways to resolve them (e.g., be assertive, indicate that the other will have his or her turn).</p> <p>Variation: Have students use appropriate strategies or vocabulary for expressing points of view when they perform their role-play:</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p>MA: Patterns and Relations (sorting, comparisons)</p> <p>SS: appreciation of diversity</p> </div>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> • Summarize each character’s point of view. • Repeat back the information. • Ask questions to clarify or verify comprehension. • Listen attentively and actively. • Encourage the expression of feelings and opinions of both parties (using “I” messages). • Recognize the feelings of others. <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> • How do you feel when...? • What other ways could you...? • In your opinion... • If I understand correctly... • Tell me if I am wrong when I say that... • You seem angry (sad, scared) when... • I get the impression that...
<p style="text-align: right;"><i>(continued)</i></p>	<p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Mediation:

Explain to students that mediation is used when two or more people in confrontation are unable to come to an agreement on their own and a designated person outside the conflict helps them to resolve it in a peaceful manner. For example, a school counsellor, teacher, or principal may help two students in conflict, or a parent may help two siblings in conflict. When two countries or groups disagree on an economic issue, a mediator can be asked to help them come to some agreement. Mediation is, therefore, a normal means of using available human resources to reduce a crisis and resolve conflict situations in a peaceful manner, while taking into account the points of view of both parties concerned.

If your school has student conflict-managers, invite them to talk to the class about their role in this process. Have students prepare questions that they could ask at the end of the presentation. Organize role-plays for practising required mediation skills (e.g., be calm, know how to listen, want to help, do not take sides, remain peaceful, practise good communication and problem-solving skills, ensure confidentiality).

Help students understand what is meant by a point of view. Have them participate in activities that require them to look at different points of view, switch roles, and so on.

Apply the point-of-view technique in a variety of subject areas such as social studies (e.g., viewpoint of someone from another ethnic



◆ **Observation: Mediation Mates**

Teacher: Rating Scale

Listen to students as they participate in the learning activities and rate their abilities to identify and use the following mediation skills:

- allows person to express opinions
- summarizes other person’s point of view
- recognizes feelings of others

Rating Scale	
Scale	The student
3	• uses all mediation skills
2	• uses some of the mediation skills
1	• does not use the mediation skills



Use BLM G–2: Class Checklist (see Appendix H) to record class results.

TEACHER NOTES (continued)

background), science, or art (e.g., unusual perspective when an object is observed from a non-traditional angle—upside down, inversion of some elements of scenery).

When a student has had an opportunity to understand another student’s point of view, he or she is in a better position to understand what the other student is going through.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.3.B.3c *(continued)*

(continued)

◆ **The Feelings of Others**

Based on a hypothetical conflict situation (e.g., after a story or video), ask two students to simulate the scene of conflict. Ask the audience to comment on what they see, hear, and observe (e.g., emotions, words, body language, empathy, aggressiveness). Then ask both actors to recognize the feelings of the other. Give them a few minutes (spectators can offer suggestions and guidance) to think about it and have them act out the scene again with the roles reversed. Follow with a general discussion on what we learn by recognizing others' feelings.

Organize other simulation exercises (e.g., have students write, draw) to enhance students' awareness of the feelings of others during a conflict.

Variation: In the gymnasium, give each student the opportunity to be both a tagger and a non-tagger so that students can discuss their feelings in each situation. Allow each person to express opinions and to recognize the feelings of others.

K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying “no” with a firm voice...).

◆ **Power Up!**

Explain to students that every human being has his or her own way of dealing with conflict. Ask them to identify different ways of behaving to deal with conflict. Have students assess the effectiveness of these approaches using questions such as these: “Do you think that this method really works? Why? Is there another way to react to the conflict?” Show that some ways of dealing with conflict are more effective than others because they provide greater opportunities for assertiveness or active participation in developing a solution that satisfies both parties equally. Use role-play exercises to practise these behaviours (verbal: saying “no” with a firm voice; non-verbal: maintaining direct eye contact, staying calm).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (effective oral communication, attentive listening and viewing)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Power Up!**

Teacher: Checklist

While students are role-playing, use a checklist to assess whether they know when they are using verbal or non-verbal behaviours.

Suggested Criteria:

	Yes	No
The student		
• recognizes examples of verbal behaviours (e.g., saying “no” with a firm voice, saying “no” immediately)	<input type="checkbox"/>	<input type="checkbox"/>
• recognizes non-verbal behaviours (e.g., frowning, placing hands on hips, stamping foot)	<input type="checkbox"/>	<input type="checkbox"/>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.4.1.A.1 ⇨ S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).</p>	<p>◆ Simple Short-Term Goals</p> <p>Explain that it is sometimes necessary to make a special effort to achieve certain goals, even if they are simple. Identify some reasons why people do not always adhere to their goals (e.g., they forget, are not motivated, are interrupted, change their minds, do not remain on task).</p> <p>Ask students to identify one simple goal that they would really like to attain (e.g., complete a task). Have them suggest ways to attain this particular goal (e.g., write a reminder note on the calendar, choose a set time to work on it, make a plan). Ask students to choose the strategy that best suits them. Present alternative models, as required (e.g., use a checklist, give a small reward, develop a routine, use a visual or audible cue). Invite students to implement their individual strategies. Assess improvement or goal attainment. Revise strategies as required. Have students share the strategies that worked best and explain why.</p> <p>◆ Look at Me!</p> <p>In the gymnasium setting, ask students to set a short-term goal for themselves (e.g., bounce a ball 30 times in a row). Have all students work on the same goal (e.g., bouncing a ball) but have them set their own limit. Those who can bounce well can set a limit of 50 and those who need practice can set a limit of 20. Allow practice time each class for one week. Reassess the class to see whether students reached their goals. Sheets could be handed out for individuals to record their success.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, set goals, explain opinions, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information, assess sources, access information)</p> <p>MA: Shape and Space (comparing length, height, distance, time)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Have students communicate their goals, plans, and achievements with their families. Encourage involvement of parents where applicable.

Make adaptations for students with special needs. Celebrate group successes.



◆ **Observation: Look at Me!**

Teacher: Checklist

Observe students in the gymnasium.

Suggested Criteria:

The student


- is able to set a short-term goal
- shows the ability to practise strategies to reach his or her goal
- accomplishes his or her goal
- does not accomplish his or her goal but identifies the next step

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.4.3.A.2 Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (ask questions, organize information, access information, identify sources) SC: Cluster 2—Materials and Structures (playground structures) SS: social responsibility</p>	<p>◆ Mystery Box</p> <p>Tell students that they are going to participate in a mystery activity but that they first have to select an item from a box filled with assorted equipment or classroom supplies. Have students choose in rotation. Once everyone has chosen something (do not allow any discussion on the choice of item, but stress that everyone has made a choice), put students in groups of four and propose the following activity: Each team must create and demonstrate an active and safe game to the class, using the items that team members selected from the box. After the activity, ask students questions about their choice of items:</p> <ul style="list-style-type: none"> • Why did you choose this item? • Would you have chosen the same item if you had known what it would be used for? • Do you think your item was right for your game? • How does the choice of item affect the outcome? • What suggestions or recommendations would you make to another class preparing to do the same activity? <p>Help students understand that it is usually preferable to seek the relevant knowledge for solving a problem before starting an activity. For example, students could be asked to revise their game, bearing in mind the following: number and type of persons playing the game, choice of game, choice of appropriate items, conditions related to safety, location, time, and resources available.</p> <p>Variation: Use a Sharing Circle to elicit a response from each student.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

◆ **Observation: Mystery Box**

Teacher: Checklist

Observe students while they are working on developing their games.

Suggested Criteria:

The student

- shows the ability to seek relevant knowledge (i.e., reflects on past experiences, looks in books, asks a friend)
- contributes to answering the questions and making decisions
- is able to explain how choices can affect the outcome of the game
- uses decision-making/problem-solving steps in group work
- recognizes that not having all the relevant information is detrimental to the success of the group

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.4.3.A.3 Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) **that show respect for the abilities and feelings of others in small-group class activities.**

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding, explain opinions, combine ideas, extend understanding), GLO 5—Celebrate and build community (appreciate diversity, celebrate special occasions, cooperate with others, work in groups)
PE/HE: S.4.K.A.3, S.4.1.A.1
SS: citizenship, building community

◆ **Inclusion for All**

Have students prepare several short presentations (e.g., dance, gymnastic activity, play, concert) for a special event (e.g., assembly, holiday, theme day or week). Students must ensure that everyone has a role in the preparation or presentation, including students with special needs. Suggest that they adapt the presentations (e.g., story, scenery, accessories) to accommodate the needs of everyone. Encourage students to show respect for the abilities and feelings of others (e.g., use appropriate body language, make encouraging remarks, help others, include others).

Variations: In the gymnasium, encourage students to congratulate all players and make them aware that all students have different skill levels. Show students a variety of methods to select players for a team (e.g., heads or tails, names drawn out of a hat).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review social responsibilities for working or having fun together: listening attentively, sharing, controlling self, managing anger, compromising.

◆ **Performance Task: Inclusion for All**

Group Assessment: Anecdotal Notes

Have students complete the following assessment of their group work.



See BLM 3–5: Inclusion for All.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.3.A.4 Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios (e.g., recess play, class disagreements, calling own fouls in a game...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others’ ideas, set goals, explain opinions, extend understanding), GLO 3—Manage ideas and information (ask questions, organize information), GLO 5—Celebrate and build community (compare responses, appreciate diversity, work in groups, cooperate with others)</p> <p>MA: Patterns and Relations (sorting, comparisons)</p> <p>SS: appreciation of diversity</p> </div>	<p>◆ Middle Ground</p> <p>Use hypothetical (role-play) or real conflict situations to have students practise the mediation process:</p> <ul style="list-style-type: none"> • stabilize the situation (practise politeness, openness) • encourage communication (listen, repeat back information) • encourage negotiation (cooperate, explore different options) • encourage consensus building (come to agreement) <p>Invite school mediators to speak to the class about their role and give a demonstration.</p> <p>◆ Conflicts</p> <p>Explain that conflicts are like big, black clouds in the sky that blow in from time to time but do not last forever. Conflicts are a part of society, just as clouds are a part of the sky. Indicate that there are acceptable and unacceptable ways to resolve conflict.</p> <ul style="list-style-type: none"> • Have students identify conflict situations (e.g., argument in a game) and ways to resolve them (e.g., avoiding/withdrawing, accommodating, competing, compromising, collaborating). • Ask them to identify unacceptable ways to resolve the conflict situations (e.g., fighting, threatening, harassing). Have them think about the consequences of an unacceptable conflict-resolution method (e.g., punishment, humiliation, fear or embarrassment).



TEACHER NOTES

Conflict is inevitable in society, but it is not necessarily negative. In fact, conflict can lead to one or more acceptable solutions to restore harmony. Aggression, on the other hand, is considered to be an unacceptable behaviour that is learned by the individual. It is, therefore, important to teach students non-violent conflict resolution. Mediation consists in having an outside person (unbiased/neutral) facilitate conflict resolution (reach an agreement) through communication, collaboration, and assertiveness.

While conflicts are generally less sensational in the Early Years than in the Senior Years, they are at least as serious, given the fragility of young students.

The Talking Circle is meant to create a safe environment in which to resolve conflict. (See Talking Circle, *Success for All Learners*, 7.5.)

Encourage students to solve conflicts without violence by providing them with a corner in the classroom where a poster outlines the steps of a conflict-resolution process (refer to learning outcomes K.4.3.B.3b and K.4.3.B.4).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Middle Ground**

Self-Assessment: Frequency Index/Checklist

Post a class list (possibly in the “Conflict Corner” of the room where students are encouraged to go to solve their own conflicts) and have students check off their name every time they have demonstrated the use of a mediation strategy.



Personal and Social Management Outcomes: Grade 3



Knowledge

- K.4.3.A.1 Identify the importance of showing consideration for self and others, and for individual differences** (i.e., language, ideas, abilities, physical characteristics).
- K.4.3.A.2a Differentiate between long-term goals** (e.g., strong bones, class projects...) **and short-term goals** (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...).
- K.4.3.A.2b Discuss how attributes** (i.e., determination, being responsible, staying on task) **and desires** (i.e., willingness to help, motivation to participate or contribute) **affect personal progress and achievement.**
- K.4.3.A.3 Explore the steps in the decision-making/problem-solving process** (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...).
- K.4.3.B.1a Describe the behaviours** (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) **that show respect for the abilities and feelings of others.**
- K.4.3.B.1b Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity** (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...).
- K.4.3.B.2a Identify appropriate and inappropriate ways** (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) **of communicating emotions.**
- K.4.3.B.2b Recognize the importance** (e.g., feeling of belonging, affiliation, learn from each other...) **of friends and groups that are safe and dependable.**
- K.4.3.B.3a Recognize anger triggers for self and others** (e.g., name calling, feeling inadequate, being reprimanded...), **and strategies to reduce, control, or avoid anger** (e.g., seek someone to talk to, take time out, participate in a diversion activity, engage in physical exercise...) **in emotional situations.**

Knowledge (continued)

- K.4.3.B.3b Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness).
- K.4.3.B.3c Identify mediation skills** (e.g., allow person to express opinions, summarize other person's point of view, recognize feelings of others...) **that can be used as part of the conflict-resolution process.**
- K.4.3.B.4 Recognize verbal and non-verbal behaviours associated with assertiveness** (e.g., saying "no" with a firm voice...).

Skills

- S.4.1.A.1** **Set simple short-term goals and participate in strategies for goal attainment** (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).
- S.4.3.A.2 Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues** (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...).
- S.4.3.A.3 Demonstrate behaviours** (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) **that show respect for the abilities and feelings of others in small-group class activities.**
- S.4.3.A.4 Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios** (e.g., recess play, class disagreements, calling own fouls in a game...).

Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.