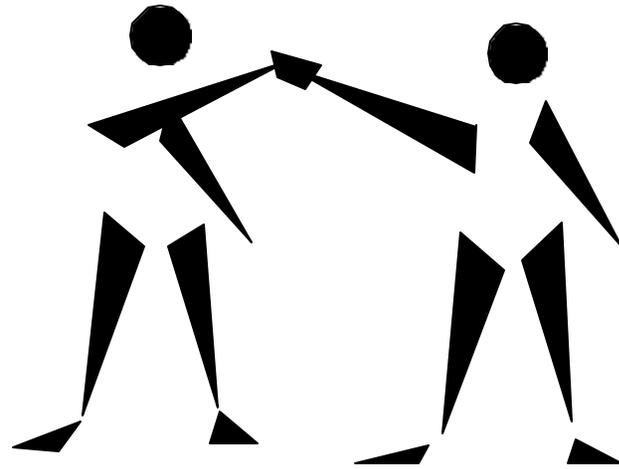# Personal and Social Management

Personal and Social Management

Explanation of the GLO

Through effective programming, the development of personal and social management skills serves to help young people develop healthy lifestyle practices, healthy relationships, and direction in career/life management. As well, these skills help students build resistance to drug involvement, teen pregnancy, gangs, truancy and early school leaving. Shared responsibility among the home, school, and community is essential for the development of personal and social management. The family is the primary educator in the development of attitudes, beliefs, and values that lead to personal and social well-being. The school/community plays a supportive and complementary role in building on these values and attitudes.

Research indicates that traditional knowledge-based programming has not been shown to effect change significantly and/or to improve skills and behaviours. Effective programming should include the development of personal and social management skills for the prevention of health and social issues, the change of inappropriate behaviour, and the promotion of resiliency.

Within this general student learning outcome, students will develop the ability to understand, manage, and express the social and emotional aspects of their lives. *Students 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.*

Explanation of the SLOs

For the purpose of this Framework, five personal and social management skills have been identified. These skills are considered the basis for successful management of one's life in day-to-day living. As well, these

five skills are referred to as process skills because they include steps, contributing or inhibiting factors, or possible strategies or solutions as part of a skill set. They are:

- goal-setting/planning skills
- decision-making/problem-solving skills
- interpersonal skills
- conflict resolution skills
- stress management skills

The skill-related student learning outcomes emphasize the use or application of the processes to everyday living. The focus is on building positive self-esteem, relationships, and a capacity for making health-enhancing decisions through active and interactive learning strategies. Students will have opportunities to participate in group problem-solving activities that promote cooperation/ collaboration, teamwork, and fairness. As well, skills for reducing conflicts and personal stress will be addressed to help students learn to be more resilient, healthier, and happier.

Knowledge-related student learning outcomes for personal and social management focus on the background information to help students understand the thoughts, feelings, and actions of self and others. As well, students are encouraged to seek out relevant and accurate information from many sources, such as home, school, peers, the community, and the media. For example, students will examine the range of emotions that humans feel and the appropriate ways to deal with these emotions. When there is a problem, what are the steps and strategies for dealing with that problem? What sources of information are reliable and accurate? How can we prevent or reduce problems, conflicts, and illness? The students gain an understanding of what, why, and how to use or apply each of the

personal and social management skills in context with physically active and healthy lifestyles.

Attitudes, beliefs, and values play an important role in the development of personal and social management skills. For lifelong learning and active healthy living, students should understand the importance of having a willingness and desire to learn; of being sensitive to others; of taking responsibility for their own actions; and of showing a positive attitude toward learning, growth, and personal health. As well, the attitude indicators for this general student learning outcome guide teaching, learning, assessment, and anecdotal reporting across the grades.

Other Considerations

Personal and Social Management is considered the primary, interconnective general student learning outcome in the Framework. It reflects the foundation skill areas (i.e., literacy and communication, problem-solving, human relations, and information technology) for all Manitoba curricula, and the elements for integration as identified in *A Foundation for Excellence* (1995). It links with other subject areas and makes curricular connections with other disciplines (refer to Appendix C: *Curricular Connections* for more details) in support of an integrated and holistic approach to implementation. It connects with the other general student learning outcomes in the Framework so that students will learn to apply personal and social management skills to each of the other general student learning outcomes (i.e., *Movement, Fitness, Safety*, and *Healthy Lifestyle Practices*). For example, students will use the goal-setting/planning process for developing personal fitness plans, as well as for nutrition planning, or changing a social behaviour.

The intent of all specific student learning outcomes for *Personal and Social Management* is to ensure that learning experiences are highly active and interactive to provide students many opportunities for acquisition/application of the process skills. Behaviourally oriented methods, embedded in sound curriculum based on social learning theory,

are most effective for bringing about changes in behavioural skills, self-efficacy, behavioural intentions, and behaviours (Contento et al., 1992). Students will have active and interactive opportunities to discuss, practise, and apply the process skills, such as conflict resolution and decision-making/problem-solving, in the context of physical activities and classroom-based activities.

Many models exist for the process skill areas related to personal and social management. For the purpose of this Framework, the following DECIDE model of the decision-making/problem-solving process is used. This model includes and supports the values and
beliefs of family, religion, and community. Students need to use a model, such as the one provided, to ensure that knowledge and values are included as part of the steps.

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

Some commonly accepted values that play an important role in the problem-solving/decision-making process include:

- C   *Honesty* — being truthful with others and self
- C   *Equity* — supporting equal rights, regardless of religion, race, national origin, gender, source of income, age, ability, marital or family status.
- C   *Responsibility* — carrying out one's obligations and being accountable for one's own actions

C   *Justice* — being fair to all people
•   *Respect* — showing care, empathy, understanding, and acceptance for others, and valuing diversity
C   *Consideration* — demonstrating care and generosity toward others
C   *Commitment* — being true to family, community, country, ideals, and beliefs that contribute to quality of life

Learning Continuum

Early Years: Introductory Stage

During Early Years (Kindergarten to Grade 4), specific student learning outcomes have been developed to reflect the building of skills at intervals across the years for each personal and social management skill. The focus is on building a positive self-image while discovering its influence on self and others. In general, knowledge and skill areas are introduced at Early Years to develop a basic understanding of process skills by the end of Grade 4.

Middle Years: Acquisition/Application Stage

Middle Years (Grades 5 to 8) students are experiencing physical and social-emotional changes during these years of growth and development. The emphasis is on a general understanding of factors affecting personal and social development, and on learning to respond to change and growth. Students will experience, practise, and be able to describe the personal and social management skills and strategies. These skills and strategies are applied and practised in a variety of contexts relevant to this age group, reinforcing the functional use of the process skills.

Senior Years: Acquisition/Application/Personalization Stage

At Senior Years (Senior 1 to 4), students have a general understanding of the personal and social management knowledge and skills, and are ready to investigate, assess, analyze, and personalize factors that may enhance or interfere with making health-enhancing decisions. For example,

students will apply the decision-making/problem-solving process to specific problems or health issues. Students will participate in strategies such as discussions, brainstorming, text reconstruction, debates, role playing, and information searches to help them solve problems in different case scenarios, and to demonstrate the process for making informed and responsible decisions. Competence in skills and strategies for active listening, group participation, and group facilitation help students learn to interact positively and effectively with others. As well, all personal and social management skills contribute to the development of skills for employability and the career-building process.

Summary Chart

The *Summary Chart for Personal and Social Management* (refer to page 114) outlines the strands, sub-strands, and attitude indicators for the GLO. It is an overview of what a student is expected to know and be able to do in this area.

Scope and Sequence Chart

The *Scope and Sequence Chart for Personal and Social Management* (refer to page 115) shows grade placement of the specific student learning outcomes and the stages of learning as indicated by the icons. This chart helps guide teaching, learning, and assessing across the grades.

Summary Chart for *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.

	Strand Letter	Strand	Sub-Strands	Attitude Indicators
Knowledge	**A**	Personal Development	1. Self-Awareness/Self-Esteem 2. Goal-Setting 3. Decision-Making/Problem-Solving Process	*Students will:* 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
	B	Social Development	1. Social Responsibility 2. Relationships 3. Conflict Resolution Process 4. Avoidance and Refusal Strategies	
	C	Mental-Emotional Development	1. Feelings and Emotions 2. Elements of Stress 3. Effects of Stress 4. Stress Management Strategies	
Skills	**A**	Acquisition of Personal and Social Management Skills related to Physical Activity and Healthy Lifestyle Practices	1. Goal-Setting/Planning 2. Decision-Making/Problem-Solving 3. Interpersonal Skills 4. Conflict Resolution Skills 5. Stress-Management Skills	

Scope and Sequence Chart for *Personal and Social Management*

		Sub-strands	K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	*Strand A*	1. Self-Awareness/Self-Esteem	″	″	″	″	″	″	″	″	″	″	″
		2. Goal-Setting	ƒ	″	″	″	″	″	″	″	″	″	″
		3. Decision-Making/Problem-Solving Process	″	″	″	″	″	″	″	″	″	″	″
	Strand B	1. Social Responsibility	″	″	″	″	″	″	″	″	″	″	″
		2. Relationships	″	″	″	″	″	″	″	″	″	″	″
		3. Conflict Resolution Process	ƒ	″		″		″		″		″	
		4. Avoidance and Refusal Strategies	″	″		″		″		″		″	
	Strand C	1. Feelings and Emotions	″		″		″		″		″		″
		2. Elements of Stress	″		″		″		″		″		″
		3. Effects of Stress			″		″		″		″		″
		4. Stress Management Strategies	″		″		″		″		″		″
		Sub-strands	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**S1**	**S2**
Skills	*Strand A*	1. Goal-Setting/Planning	ƒ	″	#	#	″	″	″	#	″	″	″
		2. Decision-Making/Problem-Solving	″	″	″	″	″	″	″	″	″	″	″
		3. Interpersonal Skills	″	″	″	″	″	″	″	″	″	″	″
		4. Conflict Resolution Skills		″		″		″		″		″	
		5. Stress-Management Skills	″		″		″		″		″		″

See page 18 for definitions related to ƒ Introductory stage, ′ Acquisition stage, # Maintenance stage

4 — Personal and Social Management - *Knowledge*
Strand A: Personal Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Self-Awareness/ Self-Esteem (Language Arts and Social Studies Connections)	' K.4.K.A.1 **Identify characteristics that describe self as special and unique** (e.g., physical characteristics, abilities, gender...)	' K.4.1.A.1 **Recognize positive attributes of self, family, and classmates** (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)	' K.4.2.A.1 **Recognize that everyone is special, unique, and able to succeed** (i.e., families, interests, talents, feelings, desires)	' 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.4.4.A.1 **Demonstrate an awareness of factors** (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) **that influence self-esteem and self-confidence**

116

4 — Personal and Social Management - *Knowledge*
Strand A: Personal Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' K.4.5.A.1 **Identify how one's self-concept and feelings are affected by others** (e.g., praise/success/ encouragement build confidence, ridicule/insults hurt feelings...)	' K.4.6.A.1 **Describe individual characteristics** (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) **that contribute to the development of personal identity, self-confidence, and self-efficacy**	' K.4.7.A.1 **Compare attitudes and behaviours** (i.e., inclusive/exclusive, positive acceptance/ rejection, open/ discriminatory) **that contribute to a sense of belonging**	' K.4.8.A.1 **Examine the effects of stereotyping based on a variety of factors** (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...)**, and ways** (e.g., set/review personal and group norms, standards...) **to promote acceptance of self and others**	' K.4.S1.A.1 **Examine personal strengths, values, and strategies** (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, positive thinking, persisting to achieve goals in spite of setbacks...) **for achieving individual success and a positive self-image**	' K.4.S2.A.1 **Assess personal attributes and talents across a variety of domains** (e.g., academic, athletic, musical, artistic, interpersonal, intrapersonal...)**, and assess how each contributes to self-esteem/ self-confidence**

4 — Personal and Social Management - *Knowledge*
Strand A: Personal Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
2. Goal-Setting (Language Arts Connections) a) process	' K.4.K.A.2a *ƒ*	' K.4.1.A.2a **Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals** (e.g., tying own shoelaces...) **and group tasks/goals** (e.g., deciding what to play in a group setting...)	' K.4.2.A.2a **Identify examples of simple, realistic goals for healthy living that are short term** (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) **and long term** (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...)	' 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.4.4.A.2a **Identify a goal-setting process** (e.g., assess attributes, set goals, visualize, practise, monitor, automate, enjoy...) **for establishing personal goals**
b) personal planning and responsibility (Language Arts and Social Studies Connections)	' K.4.K.A.2b *ƒ*	' K.4.1.A.2b **Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom** (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...)	' K.4.2.A.2b **List ways to show personal responsibility at home and school** (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...)	' 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.4.4.A.2b **Describe the factors** (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) **that affect personal motivation and achievement of goals**

4 — Personal and Social Management - *Knowledge*
Strand A: Personal Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' K.4.5.A.2a **Identify ways of setting group goals** (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team-building**	' K.4.6.A.2a **Identify and revise short- and long-term goals** (e.g., using a student planner for school work, training for a marathon relay team, saving money...) **for personal management** (i.e., tasks, time, responsibilities)	' K.4.7.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.4.8.A.2a **Develop self-monitoring strategies** (e.g., keep a journal, participate with a friend...) **and criteria** (e.g., believable, achievable, controllable, within time lines...) **in goal-setting for an individual and/or group goal**	' K.4.S1.A.2a **Identify potential career choices in health education and physical education** (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist...)	' K.4.S2.A.2a **Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a behaviour** (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...)
' K.4.5.A.2b **Describe the importance of self-regulation and taking responsibility for one's own actions** (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) **for personal success**	' K.4.6.A.2b **Determine effective time-management techniques and organizational skills** (e.g., making lists, setting priorities...) **for personal planning** (e.g., preparing for tests, examinations, projects, competition...)	' K.4.7.A.2b **Describe the mental skills** (i.e., goal-setting, focussing, stress-management skills, visualization, positive thinking) **necessary to enhance performance, readiness, and satisfaction**	' K.4.8.A.2b **Analyze how factors** (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) **affect one's planning and setting of goals**	' K.4.S1.A.2b **Determine the skills for employability** (i.e., academic skills, personal management skills, teamwork skills)	' K.4.S2.A.2b **Evaluate how various internal and external factors** (e.g., availability of particular jobs versus ability to do the job, making a team, improving a grade, improving fitness...) **may have an impact on the achievement of personal and/or career goals** (e.g. improving a grade, improving fitness, getting a job...)

4 — Personal and Social Management - *Knowledge*
Strand A: Personal Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
3. Decision-Making/ Problem-Solving Process (Language Arts and Science Connections)	" K.4.K.A.3 **Identify daily decisions and/or choices** (e.g., what to wear, eat, play; what is safe...) **and how choices are made for health and well-being**	" K.4.1.A.3 **Identify initial steps** (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) **for making simple personal and/or guided decisions regarding home and classroom situations** (e.g., follow class rules, use substances safely, wear protective equipment during play...)	" K.4.2.A.3 **Discuss the concept of consequences** (e.g., cause-and-effect relationships...) **of behaviours as part of the decision-making/ problem-solving process for health and well-being** (e.g., touching a very hot surface will cause burns...)	" K.4.3.A.3 **Explore the steps in the decison-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.4.4.A.3 **Identify the steps of the decision making/ problem-solving process with an emphasis on the final steps** (e.g., making the decision, taking action, evaluating results...)

4 — Personal and Social Management - *Knowledge*
Strand A: Personal Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
" K.4.5.A.3 **Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers and friends; values and beliefs of home, religion, culture, community, society in general,...) **on setting priorities and making responsible personal decisions** (e.g., academic achievement, leisure activities...)	" K.4.6.A.3 **Describe how personal factors** (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media,advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...)	" K.4.7.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 benefits...)	" K.4.8.A.3 **Describe the social factors** (e.g., self-esteem, interests, opinions, abilities, interpersonal skills,...) **that affect the decision-making/ problem-solving process in group situations**	" K.4.S1.A.3 **Examine factors** (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) **that affect making decisions by self and/or others for active healthy lifestyles and/or career-building**	" K.4.S2.A.3 **Analyze factors** (i.e., values, beliefs, peer influence, media influence, environmental influence, financial influence) **that influence personal and/or group decisions for active, healthy lifestyles**

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Social Responsibility (Social Studies and Language Arts Connections) a) responsible social behaviours	' K.4.K.B.1a **Identify examples of responsible social behaviours** (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) **for getting along with others in school and school yard**	' K.4.1.B.1a #	' K.4.2.B.1a **Identify responsible and respectful behaviours** (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) **for developing positive relationships**	' 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.4.4.B.1a **Identify appropriate social behaviours** (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) **toward others in small-group situations**
b) appreciation of diversity	' K.4.K.B.1b *f*	' K.4.1.B.1b **Discuss how feelings and experiences associated with participation in physical activities/ sports, and/or social events can be the same or different from person to person** (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated)	' K.4.2.B.1b **Talk about similarities and differences** (e.g., likes/dislikes, cultural connections...) **of responses of self and responses of others related to situations involving sports/ physical activities and/or social events**	' 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.4.4.B.1b **Discuss connections or representations of cultures in different physical and recreational activities** (e.g., lacrosse from Aboriginal culture, tinikling from Philipines, voyageur games from French-Canadian culture...)

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' K.4.5.B.1a **Describe behaviours** (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) **that show respect for the rights and feelings of others**	' K.4.6.B.1a **Identify the influences** (e.g., family beliefs/values, role models, peers, advertising, television, movies...) **that help or hinder responsible, social decision-making** (e.g., choosing friends, choosing activities, communicating with others...)	' K.4.7.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.4.8.B.1a **Describe behaviours that show social responsibility and respect for diversity** (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) **in different contexts** (e.g., sports, physical activity participation, classroom settings...)	' K.4.S1.B.1a **Describe ways to treat others** (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) **for the development of healthy and meaningful relationships** (e.g., between parent/child, siblings, best friends, romantic relationships, marriage, at work, in the community...)	' K.4.S2.B.1a **Examine the role of games, sports, and the arts for their contributions to social development and cultural diversity** (e.g., getting to know and understand others of like and different cultures, Olympics...)
' K.4.5.B.1b **Recognize the role of activities and events** (e.g., games, sports, dances, social events, cultural events...) **in getting to know and understand others of similar and different cultures**	' K.4.6.B.1b **Recognize personal participation and responsibility** (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) **in different social contexts**	' K.4.7.B.1b **Describe conduct** (e.g., personal, group, team...) **and ethical behaviours appropriate for engaging in physical activity and/or social events**	' K.4.8.B.1b **Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities**	' K.4.S1.B.1b **Reflect on the factors** (e.g., interest, multiple intelligences, access...) **that influence choice of physical activities or sport pursuits for self and others**	' K.4.S2.B.1b **Discuss the historical and/or current roles of games, sports, and other physical activity pursuits for the appreciation of different cultures**

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
2. Relationships (Language Arts Connections) a) communication skills and styles	' K.4.K.B.2a **Identify ways** (e.g., focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still...) **to show a person is listening attentively when communicating**	' K.4.1.B.2a **Identify different ways** (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) **of expressing feelings and emotions that contribute to getting along with others**	' K.4.2.B.2a **Identify positive communication skills** (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) **for listening with attention in small-group settings**	' 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.4.4.B.2a **Identify positive communication skills** (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) **and behaviours** (i.e., fair play code of conduct) **for getting along with others in competitive situations** (i.e., as a participant, player, or spectator)
b) developing relationships	' K.4.K.B.2b **Identify activities that friends do together** (e.g., communicate with each other, play games, share toys...)	' K.4.1.B.2b **Identify ways** (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) **to get along with others for developing healthy relationships**	' K.4.2.B.2b **Identify situations** (e.g., carrying something heavy, contributing to a project...) **in which friends may be helpful and ways** (e.g., saying thank you, returning the favour...) **to show appreciation**	' 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.4.4.B.2b **Identify ways** (e.g., assign and accept responsiblity for roles in an activity, celebrate successes of self and others, say please/thank you...) **to get along with others in cooperative/ collaborative situations**

124

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' K.4.5.B.2a **Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships**	' K.4.6.B.2a **Identify different styles of communication** (i.e., passive, aggressive, assertive) **and their characteristics** (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...)	' K.4.7.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.4.8.B.2a **Describe examples of assertive behaviours** (e.g., saying no to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure**	' K.4.S1.B.2a **Identify communication skills and strategies that promote team/group dynamics** (e.g., listen actively, encourage others, be assertive in acceptable ways, show self-control, stay with the group until completion of the task, develop group consensus...)	' K.4.S2.B.2a **Evaluate the benefits of effective communication skills** (e.g., listen actively, paraphrase, show appreciation, criticize ideas not people...) **for getting along with family, friends, and peers in school, community and/or the workplace**
' K.4.5.B.2b **Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship**	' K.4.6.B.2b **Identify the behaviours** (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) **that are important for working cooperatively and**	' 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.4.8.B.2b **Identify roles and responsibilities** (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...)	' K.4.S1.B.2b **Identify appropriate social behaviours** (e.g., use inclusive language, treat others with respect...) **for developing meaningful interpersonal relationships**	' K.4.S2.B.2b **Identify potential adult roles** (e.g., parent, partner, spouse...) **and ways to prevent potential problems** (e.g., domestic conflict, abuse...) **in developing meaningful relationships**

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
3. Conflict Resolution Process (Language Arts Connections) a) anger management	" K.4.K.B.3a *ƒ*	" K.4.1.B.3a **Identify what can happen when someone becomes angry** (e.g., red face, tense muscles, loud voice, physical aggression...) **and healthy ways to deal with anger** (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...)		" 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-outs, participate in a diversion activity, engage in physical exercise...) **in emotional situations**	
b) process	" K.4.K.B.3b *ƒ*	" K.4.1.B.3b **Identify several causes of conflicts that may occur in class or play situations** (e.g., disagreeing over who to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...)		" 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...)	

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
" K.4.5.B.3a **Identify components** (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts**		" K.4.7.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**		" K.4.S1.B.3a **Examine how to manage anger** (i.e., control own anger and respond to anger of others) **in constructive ways** (e.g., stay calm, use conflict-resolution process...) **in different case scenarios**	
" K.4.5.B.3b **Identify misunderstandings and/or miscommunications** (e.g., portrayal of violence; ethnic, gender, and racial bias...) **related to messages in the media that could cause or affect conflict**		" 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., ability to adapt to new surroundings or routines, making new friends, coping with change, being assertive...)		" K.4.S1.B.3b **Examine effects of conflicts** (e.g., broken trust, hurt feelings, equity issues...) **and the importance of seeing both sides of issues in developing meaningful personal and/or team relationships** (e.g., seek understanding, accept differences...)	

127

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
c) solutions	" K.4.K.B.3c *f*	" K.4.1.B.3c **Identify ways** (e.g., be calm, seek adult help, take turns, follow rules, apologize...) **to avoid or reduce potential conflict situations** (i.e., in class, at play)		" 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**	

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
" K.4.5.B.3c **Show an understanding of the steps in a conflict resolution process** (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness...) **and conflict resolution strategies** (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) **to negotiate disputes and de-escalate conflicts**		" K.4.7.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 buiding) **for conflict resolution among friends and/or peers**		" K.4.S1.B.3c **Assess behaviours and conflict resolution strategies** (i.e., negotiation, arbitration and adjudication) **in context of final outcome** (i.e., win/win, win/lose, lose/win, lose/lose) **for settling disputes or disagreements**	

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
4. Avoidance and Refusal Strategies (Language Arts Connections)	' K.4.K.B.4 **Recognize appropriate response** (e.g., avoid the danger, do not touch, seek out safe adult help, say "no" assertively...) **in potentially dangerous situations**	' K.4.1.B.4 **Identify ways to exercise caution, avoidance, and/or refusal** (e.g., look for danger symbol on labels, ask safe adult for help, say "no" and walk away...) **in potentially dangerous situations**		' K.4.3.B.4 **Recognize verbal and non-verbal behaviours associated with assertiveness** (e.g., saying "no" with a firm voice...)	

4 — Personal and Social Management - *Knowledge*
Strand B: Social Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' K.4.5.B.4 **Identify and assess strategies** (e.g., using decision-making/ problem-solving process, saying "no" assertively, walking away/staying away, using conflict resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations**		' 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**		' K.4.S1.B.4 **Identify examples of potentially dangerous situations** (e.g., physical abuse, verbal abuse, harmful substances, peer pressure...) **and effective strategies for avoidance/refusal**	

4 — Personal and Social Management - *Knowledge*
Strand C: Mental-Emotional Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Feelings and Emotions (Language Arts Connections) a) self-expression	' K.4.K.C.1a **Identify a range of feelings and emotions** (i.e., happy, sad, angry, scared, surprised, anxious, excited) **in a range of contexts** (e.g., in new places, big spaces, dark spaces, while sharing, during physical activities, holidays, birthdays, during agreements or disagreements...)		' K.4.2.C.1a **Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive-type activities, at home, in public...)		' K.4.4.C.1a **Identify characteristics of and/or behaviours associated with different emotions** (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) **in self and/or others**
b) loss and grief	' K.4.K.C.1b **Recognize ways emotions are expressed by others** (e.g., laughter, teary-eyed, smile, frown, body language...)		' K.4.2.C.1b **Discuss ways** (e.g., show empathy when others are suffering, help others rather than hurt or neglect, respect rather than belittle, support and protect rather than dominate or ignore...) **to communicate with someone who is feeling different emotions** (e.g., sad, happy, hurt, angry...)		' K.4.4.C.1b **Identify different strategies** (e.g., talk with family, supportive friends, religious leader...) **for coping with loss and grief**

4 — Personal and Social Management - *Knowledge*
Strand C: Mental-Emotional Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	' K.4.6.C.1a **Determine strategies for sharing and expressing feelings in appropriate ways** (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...)		' K.4.8.C.1a **Identify how self** (e.g., accepting one's feelings...)**, peers** (e.g., listening supportively...) **and the community** (e.g., provide resources for support when needed...) **contribute to the enhancement of personal health and well-being**		' K.4.S2.C.1a **Describe the behaviours necessary for providing support to others** (e.g., listen to a friend in difficulty...) **and promoting emotional health and well-being**
	' K.4.6.C.1b **Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief** (e.g., denial, anger, bargaining, sadness, depression, acceptance...) **and where to go for help** (e.g., family, teacher,		' K.4.8.C.1b **Identify stages of grieving** (e.g., denial, anger, bargaining, sadness, depression, acceptance...) **for understanding and supporting self and others**		' K.4.S2.C.1b **Show an understanding of ways to support others** (e.g., show empathy, be available, provide comfort, join a support organization...) **who are dealing with the loss of a friend or family member**

4 — Personal and Social Management - *Knowledge*
Strand C: Mental-Emotional Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
2. Elements of Stress (Science Connections)	' K.4.K.C.2 **Identify situations** (e.g., first day of school, going into a large gymnasium, going on a school bus, trying something new...) **that cause feelings of anxiety or stress**		' K.4.2.C.2 **Identify and sort causes of anxiety or stress** (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/ noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) **for self and others as they relate to school, home, and community**		' K.4.4.C.2 **Recognize that people have different reactions** (e.g., excitement, fear, motivation, inhibition...) **to stressors**
3. Effects of Stress (Science Connections)			' K.4.2.C.3 **Identify feelings and emotions associated with anxiety** (e.g., feeling anxious, scared, nervous, timid...)		' K.4.4.C.3 **Identify the physical responses the body may experience as a result of stress** (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...)

4 — Personal and Social Management - *Knowledge*
Strand C: Mental-Emotional Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	' K.4.6.C.2 **Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in stressful situation)		' K.4.8.C.2 **Explain how stress may have positive or negative consequences** (e.g., fight or flight, productivity, illness...)		' K.4.S2.C.2 **Describe situations** (e.g., presentations, competition, tests, new situations, family conflicts, time constraints, media influences, peer pressure, relationships, financial difficulty, academic expectations, physical features, technology, emergency situations...) **that cause personal stress**
	' K.4.6.C.3 **Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages** (i.e., alarm stage, resistance stage, exhaustion stage)		' K.4.8.C.3 **Examine the effects of stress** (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...)		' K.4.S2.C.3 **Examine the physiological and psychological effects of stress related to health and well-being** (i.e., General Adaptation Syndrome, prevention of disease)

4 — Personal and Social Management - *Knowledge*
Strand C: Mental-Emotional Development

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
4. Stress Management Strategies	' K.4.K.C.4a **Identify the people** (e.g., parents, siblings, teachers, block parent, religious leader...) **who can provide support in stressful situations**		' K.4.2.C.4a **Discuss ways and activities** (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) **to reduce personal stress**		' K.4.4.C.4a **Identify the stress management skills** (e.g., relaxation skills, stress control skills, positive thinking, guided imagery, use of humour, talking with others...) **that may be useful in coping with stress**

4 — **Personal and Social Management -** *Knowledge*
Strand C: Mental-Emotional Development

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	' K.4.6.C.4a **Identify stress management strategies** (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) **for controlling anger in different situations** (e.g., being called names, losing a game, being pressured by parents or peers...)		' K.4.8.C.4a **List healthy** (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) **and unhealthy** (e.g., smoking, alcohol misuse, isolation, fighting...) **strategies for dealing with stress and/or anxiety**		' K.4.S2.C.4a **Examine the stress management strategies** (e.g., deep breathing, relaxation exercises, guided imagery, exercising...) **and defense mechanisms** (e.g., denial, compensation, rationalization, day-dreaming, regression...) **that can be healthy or unhealthy ways of managing stress**

4 — Personal and Social Management - *Skills*
*Strand A: Acquisition of Personal and Social Management Skills Related to
Physical Activity and Healthy Lifestyle Practices*

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Goal-Setting/ Planning (Language Arts Connections)	' S.4.K.A.1 *f*	' 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.4.2.A.1 **#**	' S.4.3.A.1 **#**	' S.4.4.A.1 **Set goals** (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) **to enhance health and physical well-being**
2. Decision-Making/ Problem-Solving (Foundation skill — all subjects)	' S.4.K.A.2 **Sort decisions and/or choices that are made daily, based on their positive or negative consequences** (e.g., health-enhancing/ unhealthy, safe/unsafe, helpful/harmful...)	' S.4.1.A.2 **Demonstrate ways** (e.g., ask a knowledgable person, participate in discussion groups or brainstorming activities...) **to expand knowledge** (e.g., stop and think before reacting...) **and explore different options for making informed and health-enhancing decisions**	' S.4.2.A.2 **List possible options and consequences for specific behaviours and/or health habits** (e.g., brushing your teeth...) **for the promotion of physically active and healthy lifestyles**	' 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.4.4.A.2 **Design, implement, evaluate, and revise an action plan for making a group decision** (e.g., classroom rules and routines, planning a class or group activity...)

4 — Personal and Social Management - *Skills*
Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' S.4.5.A.1 **Use goal-setting process to set and monitor progress for a group goal** (e.g., project work, group, gymnastic routine, prediction run...)	' S.4.6.A.1 **Assess and revise personal health and academic goals** (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health practice goal, academic goal...) **to enhance health and well-being**	' S.4.7.A.1 #	' S.4.8.A.1 **Develop, implement, self-monitor, and revise a plan using pre-determined criteria for active healthy living to achieve a personal and/or group goal** (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...)	' S.4.S1.A.1 **Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices** (e.g., active living, good nutrition, no substance use, safety...)	' S.4.S2.A.**1** **Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices** (e.g., physical activity and/ or fitness plan, nutritional plan...)
' S.4.5.A.2 **Demonstrate the ability to set priorities for possible solutions that show responsible decision-making for physically active and healthy living choices**	' S.4.6.A.2 **Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices**	' S.4.7.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.4.8.A.2 **Apply the decision-making/problem-solving process in making group decisions in different case scenarios** (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...)	' S.4.S1.A.2 **Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices** (e.g., active living, good nutrition, no substance use, safety...)	' S.4.S2.A.2 **Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs**

4 — Personal and Social Management - *Skills*

Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
3. Interpersonal Skills (Foundation skill — human relations — all subject areas)	' S.4.K.A.3 **Demonstrate behaviours that show social responsibility in class activities** (e.g., listen attentively, speak kindly, share...)	' S.4.1.A.3 **Demonstrate behaviours that show social responsibility** (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) **in daily routines**	' S.4.2.A.3 **Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities**	' 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.4.4.A.3 **Demonstrate inter-personal skills** (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) **for getting along with others in class activities**

4 — **Personal and Social Management -** *Skills*
Strand A: Acquisition of Personal and Social Management Skills Related to
Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
' S.4.5.A.3 **Demonstrate functional use of interpersonal skills** (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities**	' S.4.6.A.3 **Demonstrate functional use of interpersonal skills** (e.g., fair play, use of inclusive language and actions...) **for inclusion of others in different types of physical activities** (e.g., low-competitive, cooperative, multicultural...)	' S.4.7.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.4.8.A.3 **Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) **that promote fair play and teamwork**	' S.4.S1.A.3 **Apply interpersonal skills** (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment...) **in case scenarios related to developing close, meaningful relationships** (e.g., parents/child, between siblings, mother/father, best friends, romantic relationships, teammates...)	' S.4.S2.A.3 **Apply communication skills and strategies** (e.g., listening actively, clarifying feelings, summarizing...) **in case scenarios for getting along with others in a variety of contexts** (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/ community...)

141

4 — Personal and Social Management - *Skills*
Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
4. Conflict Resolution Skills (Language Arts Connections)		" S.4.1.A.4 **Demonstrate ways** (e.g., using "I" messages, compromising, admitting responsibility, saying "I'm sorry,"...) **to resolve conflict in a peaceful manner with limited teacher input**		" S.4.3.A.4 **Demonstrate the use of mediation strategies as a part of a conflict resolution process in different case scenarios** (e.g., recess play, class disagreements, calling own fouls in a game...)	

4 — **Personal and Social Management -** *Skills*
Strand A: Acquisition of Personal and Social Management Skills Related to
Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
" S.4.5.A.4 **Demonstrate ways** (e.g., compromising, accommodation, reaching concensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) **to turn conflict into a win-win situation in different case scenarios** (e.g., disagreement with a friend or classmate...)		" 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...)		" S.4.S1.A.4 **Apply conflict resolution strategies** (i.e., mediation and negotiation) **in different case scenarios for understanding different perspectives and points of view** (i.e., determine the reason behind a conflict)	

143

4 — Personal and Social Management - *Skills*
Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Sub-Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
5. Stress Management Skills	' S.4.K.A.5 **Experience activities for relaxation** (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...)		' S.4.2.A.5 **Explore ways to relax the mind and body** (e.g., progressive relaxation,deep-breathing exercises, visualization, quiet time, light cool-down activities...)		' S.4.4.A.5 **Demonstrate use of stress management strategies** (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) **by oneself and/or with others in a variety of contexts** (e.g., discussion groups, sharing circle, games...)

4 — Personal and Social Management - *Skills*
Strand A: Acquisition of Personal and Social Management Skills Related to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

Grade 5	Grade 6	Grade 7	Grade 8	Senior 1	Senior 2
	' S.4.6.A.5 **Demonstrate the functional use of stress management strategies** (e.g., using self-statements or positive self-talk, talking with others, taking time-outs, counting to 10, focussing, breathing deeply...) **for managing stress in case scenarios related to a variety of situations** (e.g., competition, anger, tests, public speaking, conflict, change, failure...)		' S.4.8.A.5 **Apply stress management strategies** (e.g., progressive relaxation, deep breathing, guided imagery, focussing, positive thinking, self-talk, talking with others, humour...) **in case scenarios related to stressful situations** (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...)		' S.4.S2.A.5 **Apply stress management strategies** (e.g., mental imagery, relaxation skills, rest habits, focussing...) **and communication skills** (e.g., listen, comfort, seek help...) **for stress reduction for self and/or others in case scenarios related to stressful situations** (e.g., family breakdown, violence...)