

Grade 6 – Specific Outcomes

WELLNESS CHOICES—General Outcome



Students will make responsible and informed choices to maintain health and to promote safety for self and others.

W – 6

Personal Health

Students will:

- 1. evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection
- 2. determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss
- 3. ***identify and describe the stages and factors that can affect human development from conception through birth***
- 4. examine how health habits/behaviours influence body image and feelings of self-worth
- 5. analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants
- 6. ***examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active***

Safety and Responsibility

Students will:

- 7. identify and communicate values and beliefs that affect healthy choices
- 8. analyze how laws, regulations and rules contribute to health and safety practices
- 9. evaluate the impact of personal behaviour on the safety of self and others
- 10. demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques

RELATIONSHIP CHOICES—General Outcome



Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

R – 6

Understanding and Expressing Feelings

Students will:

- 1. recognize that individuals can choose their own emotional reactions to events and thoughts
- 2. establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings

- 3. develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity
- 4. identify, analyze and develop strategies to overcome barriers to communication

Interactions

Students will:

- 5. develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy
- 6. develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community
- 7. apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives

Group Roles and Processes

Students will:

- 8. analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community
- 9. make decisions cooperatively; e.g., apply a consensus-building process in group decision making

LIFE LEARNING CHOICES—General Outcome



Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

L – 6

Learning Strategies

Students will:

- 1. expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking
- 2. identify personal skills, and skill areas, for development in the future
- 3. analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered
- 4. identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans

Life Roles and Career Development

Students will:

- 5. relate knowledge, skills and attitudes of a successful student to those of successful workers
- 6. analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level

Volunteerism

Students will:

- 7. identify the volunteer accomplishments of the community, and communicate information and appreciation
- 8. analyze and assess the impact of volunteerism in the school and community

Please note that bold and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.1

The student will evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection.

Sample
Learning
Activities

Get ready

- Discuss: “What is balance?” and “How important is it to have balance in your life?”

Explore and apply

- Complete a weekly schedule showing how you spend your time. Colour code activities to reflect the following categories: physical activity, relaxation, learning, sleep and reflection.
- With a partner, look at your schedule and evaluate how balanced your life is.
- If necessary, develop a three-step plan to achieve better balance in your life.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Create a collage entitled *Keeping balance in my life*. Use words and pictures to show the benefits of a balanced life that includes time for physical activity, relaxation, learning, sleep and reflection.

Sample
Assessment
Activities

- Complete the following statements:
 - “The kinds of physical activity I enjoy are ...”
 - “I make room in my life for these activities by ...”
 - “To relax I ...”
 - “When I need to reflect on things I ...”
 - “To make sure I get enough sleep I ...”
 - “Learning is important in my life because ...”
 - “I keep balance in my life by ...”
- To download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium’s Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*.

[This assessment task can also be used with specific outcomes W-6.5 and W-6.10.]

AAC ...
Everyday assessment
tools for teachers



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.2

The student will determine the health risks associated with the sharing of personal care items; e.g., articles of clothing, food/drinks, brushes, lip gloss.

Sample
Learning
Activities

Get ready

- Brainstorm health reasons why you would choose to **not** share toothbrushes, combs, make-up or clothing, especially hats. For example, shared toothbrushes or hairbrushes could lead to transmitting cold and flu germs, spreading skin rashes, cold sores or head lice.

Explore and apply

- Role-play positive responses to situations in which another person might ask you to share a personal-care item or an article of clothing. Be polite and friendly but firmly say no.

Extend and commit

- Talk with the music teacher and find out procedures for sterilizing the mouthpieces of musical instruments that might be shared in the school.

Sample
Assessment
Activities

- Make a list of 10 personal items that are appropriate to share and 10 items that could create a health risk when shared.

Connections**Ideas for reducing health risks associated with sharing personal items**

Students can:

- be aware that disease is spread by sharing personal items
- have their own water bottles for sports
- avoid sharing drinks with friends
- bring their own gym clothes and avoid sharing clothing with others
- avoid sharing personal stereo earphones
- avoid sharing earrings or other pierced jewellery
- use proper antiseptic cleaners for rinsing mouthpieces when sharing musical instruments, before and after playing.

Parents can:

- encourage children to have their own water bottles for sports and school activities
- talk to children about the importance of drinking and eating from their own containers only
- model correct behaviour by not sharing drinks, even in the family
- encourage hand washing before and after meals, and when preparing meals
- use separate dishware and cutlery when a family member is sick.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.2 (continued)

Communities can:

- model proper health habits on community sports teams by encouraging all players to drink from their own bottles and use their own towels
- enforce rules forbidding the sharing of clothing or other personal items by youth in clubs, especially while out on trips
- post signs in public washrooms reminding patrons to wash their hands
- enforce a no-exchange policy on certain jewellery or clothing items in local stores, for health reasons.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.3

The student will identify and describe the stages and factors that can affect human development from conception through birth.

Sample
Learning
Activities

Get ready

- View a video or use a series of diagrams to review the stages of human development from conception through birth.
- Discuss why healthy lifestyle choices are doubly important during pregnancy.

Explore and apply

- Fold a piece of paper into quarters to make a simple picture book illustrating the stages of human development from conception to birth. Label each stage.
- In small groups, research the needs of a pregnant woman; for example, nutrition, exercise, rest, sleep. Identify the health implications for both the mother and baby if these needs are not met.
- Design a poster or prepare a public service announcement that outlines the importance of not smoking, drinking or doing drugs during pregnancy.
- Discuss how individuals and communities can support pregnant mothers in making healthy lifestyle choices.

Extend and commit

- Research the cause and health consequences of fetal alcohol spectrum disorder (FASD). Investigate local and national initiatives for preventing FASD.

Sample
Assessment
Activities

- List and briefly describe 10 positive health choices a pregnant mother can make in order to give her baby a good start in life.

Teacher
Background

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the [Learning Resources Centre](#).

*Please
Note*

Students who have been exempted from human sexuality instruction by their parents, should *not* participate in these learning activities.

GRADE

6

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.3 (continued)

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the [Learning Resources Centre](#).

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.3 (continued)

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the [Learning Resources Centre](#).

Understanding and preventing FASD

For additional information on FASD, see *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD), Grades 1–12: A Resource for Teachers of Health and Life Skills, and Career and Life Management* (Alberta Learning, 2002).



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.4

The student will examine how health habits/behaviours influence body image and feelings of self-worth.

Sample Learning Activities

Get ready

- Design a mind map that shows at least six personal health habits and behaviours that influence how you feel about your body.

Explore and apply

- Discuss: “Is it true that the better you take care of your body, the more you’ll value and appreciate your body?” Discuss the challenges of keeping that balance between caring about your physical appearance and obsessing over what you look like.
- As a class, brainstorm a list of health habits that influence body image. Sort the habits under the following three headings:

Promotes self-worth	Damages self-worth	Can do either, depending on individual circumstances



- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.

Extend and commit

- Discuss why young people get tattoos and body piercings? Are these expressions of self-worth or an attempt to improve feelings of self-worth? Discuss.

Sample Assessment Activities

- Complete the following statements:
 - “Body image is really all about ...”
 - “Feelings of self-worth come from ...”
 - “Health habits that influence how I feel about my body include ...”
 - “One health habit I’d like to improve is ...”



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.4 (continued)

Connections

Ideas for promoting the development of a positive body image

Students can:

- be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
- look for varieties of body types among television and media personalities
- talk to their parents or older siblings about body image concerns
- appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
- be aware that one's physical body makes up only a part of who one is or can be.

Parents can:

- be aware that the beginning of puberty can bring about changes that affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to children's developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in unproductive ways, such as, "She would look much better if ..."
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.5

The student will analyze personal eating behaviours—food and fluids—in a variety of settings; e.g., home, school, restaurants.

Sample
Learning
Activities

Get ready

- Review *Canada's Food Guide to Healthy Eating*. Visit Health Canada's Web site at www.hc-sc.gc.ca/hppb/nutrition/index.html to order or download a copy of this guide.
- Review the steps of goal setting and discuss how goal setting can be used to improve eating habits.

Explore and apply

- Design a record-keeping system to track all the food and liquid you consume for one complete day.
- Bring your data to class. Use graphs and other visual tools to organize and display the information. Classify the foods into different groups.
- Use your one-day record to identify eating behaviours that you can improve. Use *Canada's Food Guide to Healthy Eating* for recommended guidelines to help set a goal for one week.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Design a chart comparing your typical food choices at home, school and in restaurants.

Sample
Assessment
Activities

- Complete the following statements about your personal eating habits:
 - “My food diary tells me that, at home, I tend to eat ...”
 - “At school, my food habits are ...”
 - “When eating at restaurants I ...”
 - “Overall, my personal eating habits ...”
 - “One habit I would like to improve is ...”
- Discuss how your eating behaviours are similar in a variety of settings. Identify how your eating behaviours may be different in different settings.
- To download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*

[This assessment task can also be used with specific outcomes W-6.1 and W-6.10.]

AAC ...
Everyday assessment
tools for teachers



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.5 (continued)**Teacher
Background****Setting goals for personal eating habits**

Goal setting is a simple, powerful tool for making changes in your daily life. Goal setting is widely used by registered dietitians and nutritionists to promote positive changes to eating habits.

Self-assessment or personal reflection is the first step in goal setting. During this phase, students are asked to look at their current habits as a starting point for change by creating a personalized one-day food record.

Comparison to the standard is the next step. *Canada's Food Guide to Healthy Eating* is recognized as the standard for healthy, balanced eating patterns by nutrition professionals and other health educators. By comparing their food record to the recommendations of the food guide, students gain insight into areas where their eating habits are healthy, as well as areas where they might benefit from change.

The final stages of goal setting are setting a goal, implementing it for a period of time and evaluating the outcome. For goal setting to be as effective as possible, goals should be SMART (specific, measurable, achievable, realistic and time-limited). The student should be encouraged to pick one small area to improve.

Allow time for implementation and then ask students to evaluate their personal progress and outcomes. Remind them that goal setting is not a win/lose approach. Rather, the purpose is to define strategies that best meet each person's individual needs.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

Connections**Ideas for promoting healthy eating behaviours**

Students can:

- commit to periodically analyzing their eating habits to identify areas for improvement
- evaluate their success at reaching a goal and brainstorm alternative approaches
- propose ways to use goal setting in other areas of their lives
- be aware of the differences in what they eat at home, at school, at friends' homes and at restaurants
- make an effort to drink water during the day at school and avoid soft drinks
- be aware of the amount of snack foods eaten at school
- be conscious of the amount of snacking they do at home between meals and of the kinds of foods they choose
- bring healthy snacks to school for eating between classes
- make healthy choices when eating out in restaurants and eat reasonable amounts.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.5 (continued)

Parents can:

- help and support children in completing their one-day food records
- teach children the value of striving for continuous self-improvement in all areas of life
- talk about the ways that they use goals and goal setting
- talk about barriers to healthy eating and assist children in brainstorming solutions
- eat at least one meal together as a family each day
- ask children about what they have eaten at school and at friends' homes
- encourage family members to drink sufficient amounts of water per day, and limit the amount of pop and sugary drinks
- take children on grocery shopping trips and discuss food choices
- teach children to read labels for nutritional information on products
- research nutritional information together for favourite fast-food restaurants
- let children make some choices while grocery shopping so they can practise choosing healthy snacks and meals.

Communities can:

- provide nutrition education programs based on goal setting through Alberta Milk, regional health authorities and other organizations
- offer information and support materials focused on *Canada's Food Guide to Healthy Eating* through the regional health authority
- create environments that support healthy eating and active living
- lobby for the promotion of healthy food choices within schools, such as in vending machines, canteens and cafeterias
- discourage the widespread availability of less-nutritious foods, such as soft drinks and higher fat snack foods
- provide vending machines with healthy snack foods
- invite students to visit a local restaurant and discuss how to eat well away from home.

Selected ideas contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.6

The student will examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active.

Sample Learning Activities

Get ready

- As a class, discuss and define what a **blood-borne disease** is. List examples and discuss why these diseases are major health issues today.

Explore and apply

- Research the risk factors for various blood-borne diseases.

Extend and commit

- Organize a debate on the issue “Tattooing should be illegal for persons under 18.” Consider arguments for both sides.
- Discuss the health guidelines that should be in place at a tattooing or body piercing parlour.

Sample Assessment Activities

- Your good friend in another city just e-mailed to let you know she is having her ears pierced for her birthday. Write an e-mail giving her practical advice to avoid the health risks of this birthday present.

Teacher Background

Exposure to blood-borne diseases

Blood-borne diseases

Blood-borne diseases are diseases transmitted through contact with the blood and/or body fluids of a person carrying the disease. The common ones are HIV (which causes AIDS), and Hepatitis B and C (which can be fatal). The risk situations students in Grade 6 would most likely experience are helping a person who is bleeding, or having body piercing or tattooing done.

Helping a bleeding person

When helping a person who is bleeding, immediately put on a pair of plastic gloves. These should be standard items in first-aid kits. If gloves are not available, use a piece of clothing to stop the bleeding. If there is no material available to apply to the wound, press the injured person’s own hand over the wound.



Students who have been exempted from human sexuality instruction by their parents, should *not* participate in any learning activity for this outcome that refers to sexual activity.

GRADE

6

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.6 (continued)

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the [Learning Resources Centre](#).



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.6 (continued)

Connections

Ideas for reducing risk factors associated with blood-borne diseases

Students can:

- be aware that blood-borne diseases may be spread through nonsterile needles and piercing tools
- discuss piercing and tattooing with their parents and get permission before having any work done
- be aware that self-piercing is unsafe
- avoid sharing jewellery for piercings with friends or family members
- use plastic gloves when helping a person who is bleeding.

Parents can:

- talk to children openly about the health risks associated with piercing and tattooing
- investigate the safest way to have piercing done
- talk about the responsibilities of keeping piercings and jewellery clean and disinfected
- agree on an appropriate age for such piercings to be done, according to family beliefs and values
- accompany children to make sure procedures are done safely and properly.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.7

The student will identify and communicate values and beliefs that affect healthy choices.

Sample Learning Activities

Get ready

- As a class, discuss and define **values** (what is important to you) and **beliefs** (opinion or facts that you hold to be true).

Explore and apply

- In pairs, make a list of 10 common beliefs and 10 common values on single cards. Trade with another pair and sort the new set of 20 cards into values and beliefs.
- Discuss how your personal beliefs and values affect your health and the choices you make. Generate a class list of examples.

Extend and commit

- Discuss what can happen when your personal beliefs and values differ from those of the people around you. How could this affect the different health choices people make? Share examples.

Sample Assessment Activities

- Draw an outline of a head and inside it write five important personal beliefs that affect healthy choices.
- Draw an outline of a heart and inside it write five personal values that affect healthy choices.

Connections

Ideas for promoting values and beliefs that support healthy choices

Students can:

- be aware that it is healthy and acceptable to communicate personal boundaries, values and beliefs to friends and other adults
- be clear about their own personal values and beliefs, and be able to articulate them
- recognize that others may have different boundaries, values and beliefs, and that it is okay for them to be different
- know how to refuse something that goes against personal beliefs about healthy choices, such as refusing the offer to try cigarettes or drugs
- talk to parents about how to communicate values and beliefs in difficult situations
- ask parents about their own values and beliefs in specific situations.

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.7 (continued)

Parents can:

- communicate their personal beliefs about health openly and clearly to children
- help children articulate their beliefs about health
- have family meetings to discuss important personal and health issues
- talk to children about the importance of expressing their beliefs and making appropriate health choices.

Communities can:

- promote tolerance of a variety of beliefs and values in the community
- show respect and recognition for community youth who make appropriate health choices based on their values and beliefs.



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.8

The student will analyze how laws, regulations and rules contribute to health and safety practices.

Focus: Tobacco regulations

Sample
Learning
Activities

Get ready

- Brainstorm a list of health and safety issues that have related laws or regulations.

Explore and apply

- Review *Student information master 25: The federal Tobacco Act* on pages B.32–B.33 in Appendix B.
- Use this information to organize a debate on a health and safety issue, such as “Smoking should be an individual choice” or “Education is more effective than legislation.”
- Discuss how, in order for a law or regulation to be effective, it must be enforceable. Discuss the challenge of enforcing many health regulations.

Extend and commit

- Research the policies, acts and laws for a specific health or safety issue. Share your findings with the class.

Sample
Assessment
Activities

- Discuss three laws or regulations about health and safety practices that directly affect your life. What might happen if these laws or regulations were not in effect?

AAC ...
Everyday assessment
tools for teachers

- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium’s Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to *Grade 6: The Safety Network (TSN)*.

[This assessment task can also be used with specific outcomes W-6.9, W-6.10 and R-6.6.]

Wellness Choices



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.9

The student will evaluate the impact of personal behaviour on the safety of self and others.

Sample Learning Activities

Get ready

- Brainstorm a list of choices you made this week that had a positive affect on your safety.

Explore and apply

- Discuss specific ways you can take personal responsibility for your own safety in your daily life.
- Discuss specific ways your personal behaviour can affect the safety of others.
- Make a web showing how your personal behaviour affects your own safety and the safety of others.

Extend and commit

- Interview your parents or other adults about how they make choices that affect their own safety and the safety of others.

Sample Assessment Activities

- Describe three ways you take responsibility for your own safety and three ways your personal behaviour could affect the safety of others.

AAC ...
Everyday assessment tools for teachers

- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.

[This assessment task can also be used with specific outcomes W-6.8, W-6.10 and R-6.6.]



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

W-6.10

The student will demonstrate responsibility for, and skills related to, the safety of self and others; e.g., baby-sitting, staying home alone, demonstrating Heimlich manoeuvre/abdominal thrust techniques.

Sample
Learning
Activities

Get ready

- Consider a typical Grade 6 student who might be home alone between 4 p.m. and 6 p.m. each weekday. List all the safety decisions he or she would make during that two-hour period.
- Brainstorm 10 situations in which you have some responsibility for the safety of others.
- Develop a tip sheet for staying home alone.

Explore and apply

- Working in pairs, brainstorm things you would have to know and things you would have to be able to do to safely baby-sit a 4-year-old child. Organize your information on a chart.
- Review *Student information master 26: How to help a person who is choking* on page B.34 in Appendix B.
- If possible, invite a first-aid instructor to teach the manoeuvre to the class.

Extend and commit

- Research opportunities in your neighbourhood for baby-sitting and first-aid courses.

Sample
Assessment
Activities

- Make a tip sheet of five safety guidelines for young baby-sitters.
- Imagine you are a parent who will be leaving a Grade 6 student home alone for the first time. Write a friendly letter outlining the house rules and explaining what to do in an emergency.
- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.
[This assessment task can also be used with specific outcomes W-6.8, W-6.9 and R-6.6.]
- To download the teacher-developed assessment activity *Healthy Retreat*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *Healthy Retreat*.
[This assessment task can also be used with specific outcomes W-6.1 and W-6.5.]

AAC ...
Everyday assessment
tools for teachers



The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-6.10 (continued)

Connections

Ideas for promoting responsibility for the safety of self and others

Students can:

- volunteer as classroom helpers in primary or kindergarten classrooms within the school to learn how to relate to younger children
- take a baby-sitting course offered through the school or community
- begin learning child-care and safety skills by taking care of younger siblings
- take a first-aid course
- baby-sit with a trusted friend to learn and apply skills
- begin with baby-sitting jobs close to home, for neighbours or relatives.

Parents can:

- accompany children to a baby-sitting course or provide opportunities for children to take courses on their own or with friends
- model proper child care in the home with younger siblings
- ask children about their baby-sitting experiences
- help young baby-sitters generate solutions to problems encountered while taking care of children.

Communities can:

- provide baby-sitting courses through local agencies
- provide youth first-aid courses through local agencies
- develop youth child-care skills by allowing for supervised volunteer work in local day-care centres.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.1

The student will recognize that individuals can choose their own emotional reactions to events and thoughts.

Sample
Learning
Activities

Get ready

- Picture this situation
A person is watering the flowers in a window box on the fifth floor of an apartment building. A second person walks by on the street below and the whole bucket of water dumps on this person's head!
Brainstorm a list of possible reactions the wet person might have.

Explore and apply

- Discuss how individuals can choose their own emotional reactions to events.
- Use *Student activity master 34: Choose your reaction* on page C.35 in Appendix C to analyze how you handle certain situations and what you would like to change about your reactions.

Extend and commit

- Use what you learned from *Student activity master 34: Choose your reaction* to write positive self-talk statements in your journal.

Sample
Assessment
Activities

- Draw a web showing at least six ways you could react to a new baby in the family. Circle the response that would be best for your well-being.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.2

The student will establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings.

Sample
Learning
Activities

Get ready

- In your journal, describe a time when you expressed an important feeling in a way that was unexpected. Discuss with a partner.

Explore and apply

- Use *Student activity master 35: How do I express myself?* on page C.36 in Appendix C to examine your personal guidelines for expressing feelings.
- Discuss what it means to take ownership for your own feelings. How does this effect communication?
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.



Extend and commit

- Choose a feeling that is important to you. Develop an action plan for improving how you express this feeling.

Sample
Assessment
Activities

- Imagine that a friend has just teased you in front of a group of classmates. Your feelings are hurt because the friend used private information about you to entertain other people. Describe how you will express your feelings to this friend. What time and place would work best? How will you express your feelings? What will you say to ensure you are accepting ownership of your own feelings?

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.3

The student will develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity.

Sample Learning Activities

Get ready

- Discuss the following questions.
 - “What are your warning signals that you’re feeling stressed?”
 - “How do you know when you’re feeling nervous, angry or uncomfortable?”
 - “How does this differ from when you’re feeling comfortable, happy or excited?”
 - “Why is it just as important to recognize positive feelings as negative feelings?”

Explore and apply

- With a partner, brainstorm 25 things that might cause a Grade 6 student stress.
- Work in small groups and develop a list of strategies for handling stress and negative feelings.
- Think about an incident where humour helped you reduce stress or better handle a situation. Share examples with the class.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome B** and click on **activities**.



Extend and commit

- Examine magazines and newspapers for articles on how to handle stress and other negative feelings. Bring them to class and post them on the bulletin board.

Sample Assessment Activities

- Design a poster outlining your personal stress triggers, and how you can recognize and handle these feelings.
- Write a letter to a friend offering advice on handling the stress of a new situation he or she will be facing. Consider situations such as moving to a new school, handling parents’ divorce or being cut from a sports team.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.4

The student will identify, analyze and develop strategies to overcome barriers to communication.

Sample Learning Activities

Get ready

- Draw a large brick wall on the chalkboard or on poster board. Brainstorm a list of words describing barriers to communication and print the words on the bricks of the drawing. For example, words could include anger, jealousy, misunderstanding, criticism.

Explore and apply

- Review the four communication blocks on *Student activity master 36: Barriers to communication* on page C.37 in Appendix C. Working with a partner, add two more blocks to the chart and write a brief description of each. Share them with the class.
- Work in small groups to generate a strategy for overcoming one of these blocks. Consider what you could think, what you could say and what you could do. Share and discuss with the class.
- Develop a rating scale for how well you communicate. Include at least three barriers to communication and examine how well you overcome these barriers.

Extend and commit

- What communication behaviour would you like to improve? Develop an action plan.
- Think of the best communicators you know. What kind of communication styles and strategies do they use?

Sample Assessment Activities

- Describe the communication barrier you face most often when working with other students. Outline the things you can think, say and do to overcome this barrier.

Teacher Background

Barriers to communication

- Message overload—we hear too much speech every day to listen carefully to all of it; we must let our attention wander sometimes.
- Preoccupation—we are busy thinking about something else, which seems more important to us at the time.
- Rapid thought—we are able to understand speech much faster than people are capable of speaking, so our minds tend to wander in the “wait time.”
- Effort—listening carefully is hard work and some people are unwilling to expend the effort to do it well.
- External noise—there are distractions all around us and they make it difficult to pay attention to others.
- Hearing problems—some people have physiological hearing problems. This can cause frustration for both speaker and listener.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.4 (continued)

- Faulty assumptions—we sometimes make assumptions that prevent us from listening. For example, if someone is speaking about a topic we are familiar with, we may think we've "heard it all before." Some people will assume that a topic is not important and will stop paying attention.
- Lack of apparent advantages—sometimes we don't see the advantage of listening to others because we see a bigger advantage in talking. Persuasive speech lets you influence others and can win you attention and respect. Talking lets you release energy in a way that listening can't. Since speaking seems to be more advantageous, people often miss the advantages of listening.
- Lack of training—many people think listening is a natural skill, like breathing, and that they don't need to learn or practise natural skills. Listening is a skill that takes practice.
- Pretending—to listen but having something else on your mind.
- Stage-hogging—only being interested in talking about your own ideas and not caring what anyone else has to say.
- Selective listening—only paying attention to things that interest you.
- Insulated listening—purposely not paying attention to something you do not want to hear, like reminders about a job that has to be done.
- Defensive listening—when you think that everything the other person says is an attack on you.
- Ambushing—listening carefully to collect information that can be used against the person at a later time.
- Insensitive listening—when you don't try to look beyond the words of a person to understand things that are not being said. You just listen to the words and take them at surface value. For example, when you ask how your friend is and she says "fine" but has tears in her eyes and a shaky voice, you are an insensitive listener if you only hear her say she's "fine" and don't realize that her body language tells you she is upset.

Connections

Ideas for promoting active listening and improving communication skills

Students can:

- be aware that listening is a skill that requires practice
- be aware that there are many things people do that make them poor listeners
- be aware that part of having a good relationship with friends, family members and teachers is being a good listener
- practise active listening at home during family meetings
- practise active listening when talking to friends who are upset or need to talk
- practise active listening when discussing issues with parents.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.4 (continued)

Parents can:

- model active listening in family conversations
- set family meetings to practise better listening skills as a group
- paraphrase children's spoken messages carefully
- use I-messages to communicate feelings
- be aware that children need to have their feelings acknowledged.

Communities can:

- provide family workshops on listening and communication skills
- model active listening when volunteering in youth clubs and associations.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.5

The student will develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy.

Sample Learning Activities

Get ready

- Brainstorm a list of ways your family influences you. Consider everything from daily choices about foods you eat, to choices about how you relate to others and what you value.

Explore and apply

- Healthy relationships are the basis for a healthy family. Relationships are the connections you have with other people. Consider these ways family members build relationships:
 - love: giving and receiving care and affection
 - communication: sharing feelings and information, and listening to others
 - cooperation: working together
 - respect: considering each other worthwhile
 - understanding: being aware how other members think and feel
 - appreciation: providing encouragement and support
 - responsibility: counting on one another to be dependable.
- In small groups, discuss how people in a family show these behaviours in different ways. Display your ideas on chart paper to discuss with the class.

How people in families show ...

Love	Communication	Cooperation	Respect	Understanding	Appreciation	Responsibility

- In small groups, brainstorm at least five positive and negative behaviours that could affect relationships in the family.
- Trade lists with another group and discuss how each of the behaviours could affect family relationships.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.5 (continued)

Extend and commit

- In your journal, describe one person who you really trust. Explain what that person says and does that makes him or her trustworthy.
- Discuss why being honest can sometimes be difficult in family relationships. What are some of the reasons people are not honest? Do you think it is ever okay not to be honest?

Sample

Assessment

Activities

- Complete the following statements:
 - “I show love to my family by ...”
 - “I communicate with my family by ...”
 - “I show cooperation in my family by ...”
 - “I show respect in my family by ...”
 - “I show understanding in my family by ...”
 - “I show appreciation in my family by ...”
 - “I show responsibility in my family by ...”

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.6

The student will develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community.

Sample Learning Activities

Get ready

- Brainstorm a list of all the different types of relationships a typical Grade 6 student might have.

Explore and apply

- Create a mind map showing the cross-age relationships in your life. List qualities, special interests or values that you share with these different aged individuals.

Extend and commit

- Interview two adults about the significant cross-age relationships in their lives.
- Organize a tea or other social for local seniors.

Sample Assessment Activities

- Who is the youngest person in your life? Describe the kinds of things you do and say to maintain this relationship.
- Who is the oldest person in your life? Describe the kinds of things you do and say to maintain this relationship.
- To download the teacher-developed assessment activity *The Safety Network (TSN)*, go to the Alberta Assessment Consortium's Web site at www.aac.ab.ca, select **Assessment material** and then click on **Public access: Assessment material (public domain)** and then go to Grade 6: *The Safety Network (TSN)*.

[This assessment task can also be used with specific outcomes W-6.8, W-6.9 and W-6.10.]

AAC ...
Everyday assessment
tools for teachers

Teacher Background

The truths about seniors

- Chronological age is just that—a method of measuring how many years the body has been around, not how the body performs or feels, or how the brain thinks. The hair may go grey in later years, but personalities don't.
- We don't expect all youth to dream and act alike. Why should we expect anything different from people who've had more time to gather diverse life experiences?
- Only a small fraction of seniors live in continuing care centres or other collective dwellings.
- Most seniors live in private homes with their spouses, families or friends.
- About one-quarter of seniors live alone.
- One in five seniors live in a low-income situation.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.6 (continued)

- Only a small percentage of seniors report incomes over \$40 000.
- Seniors spend more time thinking about the past than other age groups mainly because they have so much more past to look back on.
- Many seniors take advantage of continuing brain power to go back to school or learn new trades in their retirement years.
- Seniors may have fewer time constraints after retirement, but many seniors face daily challenges, such as retirement, relocation, illness, decreased income, loss of spouse and friends.
- Despite these anxieties, many seniors show remarkable resilience in adapting to changes around them.
- Many seniors maintain excellent memories and cope with all kinds of challenges.
- When a senior acts forgetful or confused, people assume they are senile. When a younger person acts the same, people tend to ignore the confusion. Seniors' confusion may be due to medication, fatigue, stress or illness.
- Most seniors cherish their independence and try to remain in their own homes and survive on their own incomes as long as possible.
- Homecare and other services do not make seniors dependent. In fact, these services help many seniors live in their own homes longer and remain independent because of these supports.
- Many seniors have a hard time accepting help. Asking for assistance is often the best thing to do in order to prevent future problems and improve life quality.

Adapted with permission from Alberta Council on Aging, "Myth Slaying," in *Senior Friendly™ Toolkit*, 2nd edition (Edmonton, AB: Alberta Council on Aging, 1999), pp. 1–3.

Connections

Ideas for promoting cross-age relationships

Students can:

- teach seniors how to use e-mail
- organize and participate in school activities involving cross-graded teams
- organize a senior/junior dance: for some dances, have seniors choose junior partners; for others, have juniors choose senior partners
- engage in mentorships with younger students or adults in the school
- volunteer at a local seniors' home
- volunteer at a local day-care centre
- offer group baby-sitting services for a variety of community functions
- volunteer to tutor younger children in the school or neighbourhood
- plan activities for younger students within the school
- volunteer as lunch monitors or helpers in classrooms of younger children
- volunteer as playground supervisors at school and in the neighbourhood
- volunteer in school day-care programs or breakfast programs
- invite an adult to a school event
- read one of your favourite stories to an adult.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.6 (continued)

Parents can:

- spend time with teens and their friends
- volunteer as mentors in the school
- encourage teens to spend time with grandparents and older relatives when possible
- encourage outings with other families
- with their children, visit three households in the neighbourhood and say hello
- get to know neighbourhood youth; get together once a month to play games or recreational sports
- become a classroom assistant or tutor
- eat lunch in a school cafeteria with youth
- teach a young person a skill, such as knitting, carpentry, gardening
- become a study buddy
- befriend a single parent and help nurture the children.

Communities can:

- provide supervised cross-age relationship opportunities for teens in local day-care centres or seniors' homes or drop-in centres
- provide support to volunteer coaches, group leaders, instructors in local youth clubs
- support and supervise businesses or activities run by teens
- organize activities and scheduled times for whole families at local pools, skating rinks, parks.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.7

The student will apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives.

Sample Learning Activities

Get ready

- Brainstorm a list of positive responses that you could give when another person voices a difference in opinion. For example: “That’s an interesting way of looking at things” or “That’s an idea I haven’t considered.”

Explore and apply

- Use *Student activity master 37: Consider the alternatives* on page C.38 in Appendix C to generate solutions to a typical conflict situation, such as:
 - *Parents and students are complaining that a number of younger children had their trading card collections stolen at school or older students have taken valuable cards and given younger students less valuable cards in trade. The principal wants to ban all trading cards from school grounds. Any cards found would be confiscated until June. What is another solution to this problem?*
 - *Mark and Chi have repeatedly argued on the soccer field during recess. They have to come up with a solution for eliminating these conflicts or they will both lose recess for the rest of the term.*
 - *Because Halloween falls on a Saturday this year, the school is not planning any Halloween activities. Many students live in rural areas and are unable to go trick-or-treating. The students were looking forward to a chance to dress up and have some Halloween fun on the Friday before Halloween.*

Extend and commit

- Discuss the saying “Crisis is an opportunity in disguise.” Share examples in which people with differing opinions improved a situation or solved a difficult problem.

Sample Assessment Activities

- Complete *Student activity master 37: Consider the alternatives* to resolve the following conflict.
 - *Your class is choosing a service learning project. Half the students want to do something for the neighbourhood seniors’ residence while the other half feels that working with the preschoolers in the school would be a better project.*

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.7 (continued)

Teacher Background

Resolving conflicts within a group

Conflict is the belief that the current goals of two or more parties cannot be reached simultaneously.

Conflict resolution is an important part of any group relationship—at home or at school. Conflict cannot be eliminated and has many benefits. Students can learn to deal with a variety of conflict situations and develop strategies to use throughout their lives. Another benefit of dealing with group conflict is that differing viewpoints can provide the starting points for a variety of solutions. Differences can be seen as opportunities rather than problems.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.8

The student will analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community.

Sample Learning Activities

Get ready

- Use a Venn diagram to create a definition, and compare and contrast the characteristics of **groups** and **cliques**.

Explore and apply

- Brainstorm a list of groups and cliques that influence you.
- Use a mind map to show the influences these various groups of people have on how you feel about yourself, relate to others, dress and talk, activities you choose, and values and beliefs you hold important.

Extend and commit

- Do a book or movie talk on a novel or film that explores the influence of a specific group on the behaviour and feelings of an individual.

Sample Assessment Activities

- Complete the following statements:
 - “My group of friends at school influence me in the way I ...”
 - “I resist the influence of groups when they ...”
 - “I’m glad that one group influences me to ...”
 - “The group that has the most influence in my life right now is ... because ...”

Teacher Background

Cliques and alliances

Acceptance and membership in a group is something most adolescents consider important. In their book *Cliques* (2001), Giannetti and Sagarese write about the social order within middle and junior high schools, the bullying and teasing that has become part of young people’s lives, and suggestions for turning situations around. No matter where a child fits within the junior social order, all children are affected by the social order in one way or another.

Clique

A clique is a small exclusive group within a larger group. Some children become members of a group of friends through acts of kindness and earn their peers’ esteem in positive or legitimate ways. However, this is not always the case. Giannetti and Sagarese (2001) use the word clique to define: “a group that revolves around more than camaraderie. Cliques deal in social power. Formed around a leader or two, the pack lets it be known that not everybody is welcome. Certain children are dubbed worthy while others are judged not good enough. Excluding becomes a primary activity. The mentality is like a junior country club. The guest list to this invitation-only party is always changing” (p. 14).



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.8 (continued)

Cliques in middle and junior high schools

- **The popular crowd:** This is the “cool crowd” filled with the beautiful, athletic, charming and affluent students. This group makes up about 35 percent of the population. They have the most friends, socialize the earliest in school and appear to be having fun. They have prestige. But, they also have other worries, such as whether or not they will continue to look and act “right” so they will be able to stay in the group.
- **The fringe or “wannabes”:** This group is made up of the 10 percent of students who hover around the outside of the popular crowd, copying their dress and style, trying to be accepted. At times they are invited in but only temporarily. When they are made part of the “cool crowd,” they usually compromise their true friends but feel it is worth it for even a short time of being accepted.
- **The middle friendship circles:** Another 45 percent of students fit into this group. Students in the middle friendship circles form groups with a small circle of friends. They are the most satisfied and content, and usually have the strongest sense of self-worth although they are considered to have lower status than the popular kids. Sub-groups within the group have their own identities and cultures that set them apart. Some care about being seen as different, others do not.
- **The loners:** The last 10 percent of students fit into this group of boys and girls who have no friends. They sit alone, looking on at all the others who have group status and friends. Most of them wish to be involved in a group but believe they will never be accepted. Many of these children have potential that has not yet been realized—by themselves or their peers.

Adapted from *CLIQUEES: 8 STEPS TO HELP YOUR CHILD SURVIVE THE SOCIAL JUNGLE* (pp. 20–22) by Charlene C. Giannetti and Margaret Sagarrese, copyright © 2001 by Charlene Canape Giannetti and Margaret Sagarrese. Used by permission of Broadway Books, a division of Random House, Inc.

Advantages of positive group membership include:

- feeling of belonging
- place to make friends
- opportunities to learn to deal with peer pressure
- practice for dealing with cliques in teen and adult years.

Disadvantages of clique/alliance membership:

- conformity is learned through having to follow strict rules about such things as who to talk to, sit with or dress like
- those who are not part of the clique feel like outcasts
- being asked to leave the group can be painful
- some individuals may sacrifice their own wishes and styles to be accepted because they are not strong enough to stand up for themselves
- cliques can provide an arena for bullying
- students who want to do what’s right will often sit in silence rather than stand up for someone who is being ridiculed in order to avoid being ridiculed themselves.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.8 (continued)

Connections

Ideas for promoting positive group influence

Students can:

- learn to identify the various small cliques within their school or grade
- recognize that membership in positive groups allows them to develop relationships, learn skills from others and choose responsible friends
- recognize that memberships in some groups can have negative consequences; for example, when group members require them to break a rule or go against their personal values in order to fit in
- develop personal ideas about what makes a good friend or group of friends
- make conscious choices about who their friends are based on their personal ideals about friendship and acceptance
- learn when not to compromise for the sake of the group
- talk to parents or mentors if issues regarding cliques and alliances create problems at home, at school or in the community.

Parents can:

- learn to listen attentively when children talk about social issues and take them seriously
- help children identify the cliques in their school and their positions in the social order
- be accepting of their children's friends and aware of children's need to belong
- encourage children to have a variety of friends and provide opportunities for them to meet other youth in various settings
- offer to transport and supervise children and their friends for group activities
- talk to children about who their friends are and why they have chosen them
- help children generate their own ideas about friendship and group membership
- recognize that membership in cliques can be a training ground to help teens learn how to deal with peer pressure
- have an open and fair family discussion if there is a concern about children's associations.

Communities can:

- support proposals for youth centres and activities to provide safe and entertaining places for teens and pre-teens to gather with friends
- build youth recreational facilities in areas where adult supervision is possible
- provide youth clubs and associations through local agencies, which allow children to meet and form a variety of groups and friendships.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

R-6.9

The student will make decisions cooperatively; e.g., apply a consensus-building process in group decision making.

Sample Learning Activities

Get ready

- As a class, discuss and define **consensus** and its benefits; for example, all people reach a general agreement.
- Review the steps involved in making group decisions; for example:
 - identify the problem or issue
 - pick the best choice
 - make a plan
 - accept responsibility for the decision
 - put the plan into action
 - evaluate the plan and decide how to proceed.

Explore and apply

- Work in small groups and complete a specific task within a time limit. For example:
 - rank the seven dwarfs in order of importance
 - choose the next three read-aloud novels to suggest to the teacher
 - write a class song to the tune of *Twinkle, Twinkle Little Star*.
- Discuss the strategies group members used to build consensus and make decisions that all members were happy with.
- Use a Venn diagram to compare and contrast group decision making with individual decision making.
- Your Grade 6 class has earned an incentive reward and will be allowed to go on a class field trip. Expenses will be covered as long as the entire cost of the trip, including transportation, does not exceed \$400. In groups of five, use consensus building to reach a group decision.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome C** and click on **activities**.



Extend and commit

- Compile strategies and design a tip sheet on how to make group decisions that are win-win solutions.

Sample Assessment Activities

- Describe three things you can do to help a group make a cooperative decision.

Relationship Choices



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.9 (continued)

Teacher Background

Group decision making

Decision making

Decision making is an important part of the problem-solving process. In groups, individuals need to feel that their voices have been heard so that they can accept group decisions. The method used to reach a decision or resolve a conflict will determine the support for that decision later on.

Johnson and Johnson (1975) outline five major characteristics of an effective group decision:

- resources of the group members are well used
- time is well used
- decision is of high quality
- decision is put into effect by all members of the group
- problem-solving ability of the group is enhanced.

Advantages and disadvantages of group decision making

There are several advantages and disadvantages to group decision making. Advantages include:

- increased input—generally speaking, two heads are better than one and three heads are even better than two
- increased diversity—groups usually guarantee a diversity of opinions
- increased acceptance—a group decision is more likely to be accepted.

Disadvantages of group decision making include:

- increased time to make a decision
- pressure on individuals to conform
- potential domination of some group members.

Factors that affect group decision making

Group decision making is more difficult if:

- there are unresolved conflicts between group members
- members have loyalties to others outside of the group who disagree with the group goals and ideals
- there is not enough time to make an effective group decision.

Methods of group decision making

There are many ways that groups can make decisions. Decisions can be made by:

- agreement of the entire group (consensus)
- majority vote and majority rule—these situations may seem like a democratic way to handle differences of opinion but they are really win/lose situations and can harm a group's productivity and damage relationships within the group
- the member with the most authority after a group discussion of the issues
- the member with the most authority without a group discussion
- the minority of group members
- creating consensus.



The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Outcome R-6.9 (continued)

Consensus

The most effective decisions are those made through consensus. This method of group decision making is also the most time-consuming. Working toward consensus is a win/win situation and the process builds group productivity and relationships. Though individuals may not have chosen the final decision, they will be able to accept and support it because they were involved in the process.

Consider the following guidelines for assisting groups in creating consensus.

- Members should present positions as clearly and logically as possible while listening to and considering the reactions of others.
- When dealing with important issues, avoid decision-making strategies that don't build consensus, such as majority rule, tossing a coin or averaging members' positions.
- Seek out differences of opinions. Differing points of view can increase the information the group has to work with.
- Aim for a win/win solution. Look for the solution that is the most acceptable alternative for all members.
- Ensure that underlying assumptions are addressed and that all members participate.

From David W. Johnson & Frank P. Johnson, *Joining Together: Group Theory and Group Skills*, 1/e (pp. 58, 60–61, 62, 64, 65). Published by Allyn and Bacon, Boston, MA. Copyright © 1975 by Pearson Education. Adapted by permission of the publisher.

Sample model of group decision making

One effective group decision-making technique involves the following steps.

- The group clearly states the problem or issue.
- Before discussion begins, each person writes down his or her ideas relating to the issue.
- Each member presents his or her ideas to the group until all original ideas are exhausted. All ideas are recorded. Group members suggest as many alternatives as possible in a given time frame without criticism. The strength of this technique comes from the fact that one idea often leads to another.
- The group discusses each idea and, with a focus on clarifying the suggestion, asks relevant questions. The list is usually reduced as some suggestions tend to overlap.
- Each member silently and independently ranks the compiled list.
- The final decision can be made by selecting the alternative with the highest ranking. Many groups discover that the top three or four solutions have features that can be blended into the final decision.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.1

The student will expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking.

Sample

Learning

Activities

Focus: Budgeting

Get ready

- As a class, discuss and define a **personal budget**.

Explore and apply

- Working with a partner, use sale flyers to plan how you would spend a gift of \$100 on your personal hobbies and interests.
- As a homework assignment, develop and implement a personal budget for a one-month period based on a monthly allowance agreed on by the class.

Extend and commit

- Design a survey to collect data on how students in Grade 6 spend money. Use a graph to display data for class discussion.
- Invite a representative from a local bank to talk about saving money. Discuss the benefits of having a savings account.
- Discuss whether or not parents should share the details of their salaries and family budget with their children.

Sample

Assessment

Activities

- Make a list of purchases you typically make in one month. Estimate the cost of each purchase.
- Make a list of purchases your parents typically make on your behalf in one month. Estimate the costs of these purchases.
- Develop a personal budget plan for one month that includes:
 - how much money you have to spend
 - typical expenses
 - goals you have for the month.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.2

The student will identify personal skills, and skill areas, for development in the future.

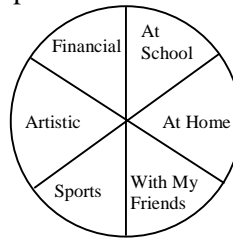
Sample Learning Activities

Get ready

- Brainstorm a list of skills you would like to have in the future.

Explore and apply

- Draw a circle and divide it into six areas of your life. Label each area for one important part of your life. For example:



- List three skills you would like to develop in each of these areas in the future.

Extend and commit

- Develop an action plan for developing one skill identified on your circle.

Sample Assessment Activities

- Describe three skill areas that will be important for you in the future. Explain why.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.3

The student will analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered.

Sample
Learning
Activities

Get ready

- Brainstorm the influences that affect decisions like the following:
 - *choosing a junior high*
 - *how you spend a Saturday afternoon*
 - *what you wear the first day of school*
 - *what you will do on your birthday.*

Explore and apply

- Use *Student activity master 38: Influences on decision making* on page C.39 in Appendix C to analyze the influences on a recent decision you made. Discuss them with a partner.

Extend and commit

- Discuss what should **not** influence your decisions.
- Examine several recent political decisions made by the local, provincial or federal government. Discuss influences that might have affected each of these decisions.

Sample
Assessment
Activities

- Use *Student activity master 38: Influences on decision making* to analyze the influences on your recent decision to study, or not study, for a major unit test.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.4

The student will identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans.

Sample Learning Activities

Get ready

- Share a time when you had to rely on an alternate plan due to a change of circumstance; for example, writing an assignment by hand because the computer crashed the night before an assignment was due.

Explore and apply

- Generate a list of typical situations in which having alternative plans is essential.
- Do a think–pair–share on the advantages of having alternative plans.
- Discuss the importance of being flexible and having alternative plans when setting goals or making decisions.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on **Teacher Resources**, go to **General Outcome D** and click on **activities**.



Extend and commit

- Share situations from favourite movies or novels in which characters use alternative plans when something doesn't work as expected.

Sample Assessment Activities

- Describe a situation in which you used a backup plan. Explain how you handled this challenge. List other alternatives you might have considered.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.5

The student will relate knowledge, skills and attitudes of a successful student to those of successful workers.

Sample
Learning
Activities

Get ready

- Brainstorm skills that are transferable from home, school, extracurricular activities and community activities to the workplace.

Explore and apply

- Design several pages for your personal portfolio that illustrate how skills you developed at home and school are transferable to the workplace.
- Research a list of qualifications and skills for a career you are interested in.
- Discuss how these skills and attitudes are taught and encouraged in school.

Extend and commit

- Relate knowledge, skills and attitudes you need to be a good friend to those you need to be successful in the workplace. How important are interpersonal skills in the workplace? Discuss with adults in your family.

Sample
Assessment
Activities

- List 10 skills you have as a student that will be transferable to a work situation.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.6

The student will analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level.

Sample Learning Activities

Get ready

- Make a Venn diagram showing similarities and differences between elementary school and junior high school.

Explore and apply

- Working in small groups, identify three ways junior high school will be different from elementary school and outline the changes in behaviour you will have to make. Discuss how you can begin preparing for the transition.
- Review registration packages from local junior high schools and outline which courses you intend to take in each of the three years of junior high school. Discuss:
 - what other information do you need before you choose
 - how will these decisions affect the choices you have in senior high school?
 Share your plan with other students and discuss the pros and cons of each course selection plan.

Extend and commit

- Interview three current Grade 7 students to find out how they handled the transition from elementary to junior high school. Are there things they would have done differently? What was one thing about junior high school that surprised them? Did they have to make changes in their work habits and study practices?

Sample Assessment Activities

- Complete the following statements:
 - “Elementary school has been ...”
 - “What I will miss the most about my elementary school is ...”
 - “In junior high, I’m looking forward to ...”
 - “I’m a little worried about ...”
 - “To get ready for junior high, I ...”

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

CONTENT:

- Teacher Background
- Home/School/Community Connections
- Student Information
- Student Activity Master

L-6.7

The student will identify the volunteer accomplishments of the community, and communicate information and appreciation.

L-6.8

The student will analyze and assess the impact of volunteerism in the school and community.

Sample Learning Activities

Get ready

- In a think–pair–share, discuss a positive experience you had in a community activity that was made possible by volunteerism.

Explore and apply

- Brainstorm a list of activities, services and materials in your school that are made possible through volunteer efforts.
- Design a survey to gather information about the volunteer accomplishments of the community. Organize and display findings. Use these results to discuss how volunteerism affects your community.

Extend and commit

- In your journal, describe the efforts of at least one volunteer in your life. How did this person affect your life? How has your experience with this volunteer affected how you feel about your responsibility to do volunteer work in the future?

Sample Assessment Activities

- Write a thank-you letter to a volunteer who has contributed to the quality of your life at school or in the community.

Connections

Ideas for promoting volunteerism and service learning

Students can:

- observe how they help others through participation in volunteer activities
- volunteer in primary classrooms
- volunteer to do tasks, such as feeding pets and shovelling the walk, for trusted neighbours while they are away or unable to do them on their own.

Parents can:

- model service by volunteering in the school, community or neighbourhood
- talk about good experiences in volunteer positions or tasks
- ask children about their class volunteer experience
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood
- aid children in selection of items for donation
- reward children for volunteering to do tasks for each other within the family.

Life Learning Choices



The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes L-6.7 and L-6.8 (continued)

Community can:

- support organizations, such as Big Brothers or Big Sisters, that demonstrate benefits of volunteering
- involve elementary classes in local charities, such as preparation of holiday hampers through local service clubs.