

<b>Alberta Curriculum</b>	<b>Bullying: Pets and Peers</b>
<b>Grade 4 Health and Life Skills</b>	<b>General and Specific Outcomes</b>
<b>Wellness Choices</b>	General: Students will make responsible and informed choices to maintain health and to promote safety for self and others.
<b>Relationship Choices</b>	General: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.
Understanding and Expressing Feelings	R-4.1 Recognize that individuals can have a positive and negative influence on the feelings of others
	R-4.2 Identify and use short-term strategies for managing feelings; e.g., dealing with excitement, anger, sadness, jealousy
	R-4.3 Recognize that management of positive/negative stress can affect health
	R-4.4 Demonstrate respectful communication skills; e.g., describe behaviors that show respect for the feelings of others
	R-4.6 Identify and describe ways to provide support to others; e.g., help a friend deal with loss
Interactions	R-4.7 Practice effective communication skills and behaviors to reduce escalation of conflict; e.g., monitor personal body language
Group Roles and Processes	R-4.9 Assess how to act as important role models for others

This page provides a list of Alberta Learning curriculum objectives from Social Science and Science which we believe are met under the Bullying: Pets and Peers program.

<b>Alberta Curriculum</b>	<b>Bullying: Pets and Peers</b>
<b>Grade 5 Health and Life Skills</b>	<b>General and Specific Outcomes</b>
<b>Wellness Choices</b>	General: Students will make responsible and informed choices to maintain health and to promote safety for self and others.
Safety and Responsibility	.W-5.8 Promote safety practices in the school and community
<b>Relationship Choices</b>	General: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions
Understanding and Expressing Feelings	R-5.1 recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt
	R-5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress

Interactions	R-5.7 apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions
Group Roles and Processes	R-5.9 Explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members
Learning Strategies	L-5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making

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<b>Grade 6 Health and Life Skills</b>	<b>General and Specific Outcomes</b>
<b>Wellness Choices</b>	General: Students will make responsible and informed choices to maintain health and to promote safety for self and others.
Safety and Responsibility	W-6.7 identify and communicate values and beliefs that affect healthy choices
	W-6.9 evaluate the impact of personal behaviour on the safety of self and others
<b>Relationship Choices</b>	General: Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.
Understanding and Expressing Feelings	R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts
	R-6.2 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
Interactions	R-6.5 develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy
	R-6.7 apply a variety of strategies for resolving conflict; e.g., practice treating differences of opinion as opportunities to explore alternatives
Group Roles and Processes	R-6.8 analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community