

Grade Four

Health and Life Skills

- W-4.7 describe and demonstrate passive, aggressive, and assertive behaviours for use in dealing with bullies
- W-4.8 expand practices that provide safety for self and others; e.g. develop guidelines for safe use of technology/chat lines
- W-4.10 describe and demonstrate ways to assist with the safety of others; e.g. helping younger children play safely and cross streets safely
- 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 behaviours that show respect for the feelings of others
- R-4.7 practice effective communication skills and behaviours to reduce escalation of conflict; e.g. monitor personal body language.
- R-4.9 assess how to act as important role models for others
- L-4.3 demonstrate effective decision making, focusing on careful information gathering; e.g. evaluating information, taking action and evaluating results
- L-4.7 describe the impact of service contributions on self; e.g. increase in self- worth, confidence and understanding of others

Grade Five

Health and Life Skills

- W-5.7 identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture.
- W-5.8 Students will promote safety practices in the school community.
- R-5.1 recognize that presenting feelings may mask underlying feelings; e.g. anger can mask frustration, hurt.
- R-5.2 identify and use long-term strategies for managing feelings; e.g. dealing with disappointment, discouragement
- R-5.3 recognize that stressors affect individuals differently and outline ways individuals respond to stress.
- R-5.4 practice effective communication skills; e.g. active listening, perception checks.
- R-5.7 apply meditation skills when resolving conflicts; e.g. recognize feelings of others, allow others to express opinions.
- R-5.8 develop strategies to address personal roles and responsibilities in group; e.g. dealing with conflict in group situations.
- R-5.9 explore respectful communication strategies that foster group/team development; e.g. encourage participation of all group members.
- L-5.3 investigate the effectiveness of various decision-making strategies; e.g. decision by default, impulsive decision making, delayed decision making

Grade 6

Health and Life Skills

- W-6.9 evaluate the impact of personal behaviour on the safety of self and others.
- R-6.1 recognize that individuals can choose their own emotional reactions to events and thoughts.
- R-6.4 identify, analyze and develop strategies to overcome barriers to communication
- R-6.7 apply a variety of strategies for resolving conflict; e.g. practice treating differences of opinions as opportunities to explore alternatives.
- R-6.8 analyze the influence of groups, cliques, and alliances on self and others; e.g. at home, in school, in the community.
- L-6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation
- L-6.8 analyze and assess the impact of volunteerism in the school and community.