



GRADE FIVE

Fall Workshop Series Outline

LESSON ONE: DIFFERENT PERSPECTIVES

Conflict Resolution Strategies: Learners will develop active listening skills through collaborative, hands-on activities.

Curriculum Expectations Covered:

- Language; Oral Communication 1.1 - identifying a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- Language; Oral Communication 1.3 - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups

LESSON TWO: ESCALATING CONFLICT

Conflict Resolution Strategies: Learners will develop assertive and reflexive communication skills through dramatic role plays.

Curriculum Expectations Covered:

- Health and Physical Education C2.2 - demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies
- Arts B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places
- Arts B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role
- Arts B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works

OBJECTIVE

Learners will develop conflict resolution skills and self efficacy in your grade five classroom in hands-on activities, like games, drama, art and simulations.

TIME | 80 minutes

MATERIALS

- Space: all activities can be done in your own classroom!
- Whiteboard and markers

YOUR WORKSHOP SERIES INCLUDES:

- 5 cross-curricular workshops
- 2 TREE classroom facilitators
- Weekly evaluation tools
- Weekly additional classroom resources:
 - Activity suggestions
 - Reflection prompts
 - Media & discussion guide
- Resources for parents and guardians

LESSON THREE: DE-ESCALATING CONFLICT

Conflict Resolution Strategies: Learners will explore mediation strategies, and the Positions and Interests model through collaborative story-telling and active listening activities.

Curriculum Expectations Covered:

- Health and Physical Education C2.2 - demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies
- Language; Oral Communication 2.2 - demonstrate and understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussion

LESSON FOUR: SELF ESTEEM & THE MEDIA

Conflict Resolution Strategies: Learners will explore the media's influence on self-esteem and will use the Intent/Action/Effect model to analyse various media texts and images while promoting positive self-identity.

Curriculum Expectations Covered:

- Language; Oral Communication 1.6 - extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and the world around them
- Language; Media Literacy 1.1 - identify the purpose and audience for a variety of media texts
- Language; Media Literacy 1.2 - use overt and implied messages to draw inferences and construct meaning in media texts.
- Language; Media Literacy 1.3 - express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
- Language; Media Literacy 1.4 - explain why different audiences might respond differently to the same media text
- Language; Media Literacy 1.5 - identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented

LESSON FIVE: RESILIENCY

Conflict Resolution Strategies: Learners will identify and apply adaptive and preventative strategies for stress-management, resiliency, well-being, and growth mindset.

Curriculum Expectations Covered:

- Health and Physical Education C2.4 - describe emotional and interpersonal stresses related to puberty, and identify strategies they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being
- Arts D 2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey suggest how a more balanced view might be represented

Works Referenced

Ontario Ministry of Education. (2015). The Ontario curriculum grades 1–8: Health and physical education [Program of Studies]. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf>

Ontario Ministry of Education. (2006). The Ontario curriculum grades 1–8: Language [Program of Studies]. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>

Ontario Ministry of Education. (2009). The Ontario curriculum grades 1–8: The arts [Program of Studies]. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>

Ontario Ministry of Education. (2013). The Ontario curriculum: Social studies, grades 1-6; history and geography, grades 7-8 [Program of Studies]. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>