



# GRADE ONE

## Fall Workshop Series Outline

### LESSON ONE: PEACE WITHIN

**Conflict Resolution Skills:** Learners will explore mindfulness and active listening skills, which will be applied in reflective and collaborative activities.

**Curriculum Expectations Covered:**

- Language; Oral Communication 1.2 - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

### LESSON TWO: PEACE WITH OTHERS

**Conflict Resolution Skills:** Learners will apply strategies for sharing, respect, understanding others, and teamwork in cooperative games.

**Curriculum Expectations Covered:**

- Social Studies A3.4 - identify some elements of respectful behaviour that they can practise in their everyday life and/or that other people practice
- Social Studies A3.5 - demonstrate an understanding that it is important to treat other people and the environment with respect
- Language; Oral Communication 2.2 - demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing, and small- and large-group discussions

#### OBJECTIVE

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

**TIME** | 60 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
  - Sharing circle prompts
  - Read-aloud guide
  - Resources for

## **LESSON THREE: WHAT IS CONFLICT?**

**Conflict Resolution Skills:** Learners will identify elements of conflict using the conflict-escalator tool, and will apply strategies to respond to conflict assertively.

**Curriculum Expectations Covered:**

- Language; Media Literacy 1.3 - express personal thoughts and feelings about some simple media works

## **LESSON FOUR: IDENTIFYING OUR OWN FEELINGS**

**Conflict Resolution Skills:** Learners will identify their own emotions and body language, and will apply strategies to respond to various feelings using dance.

**Curriculum Expectations Covered:**

- Health and Physical Education C2.3 - demonstrate the ability to recognize caring behaviours and exploitive behaviours, and describe the feelings associated with each.
- Language; Oral Communication 1.5 - use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions
- Arts A1.2 - use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes
- Arts A1.4 - used varied and/or contrasting body shapes to communicate different types of messages
- Arts D1.1 create two- and three-dimensional works of art that express feelings and ideas

## **LESSON FIVE: IDENTIFYING THE FEELINGS OF OTHERS**

**Conflict Resolution Skills:** Learners will identify the emotions and body language of others, and will apply strategies to understand and help others through dramatic role playing.

### **Curriculum Expectations Covered:**

- Language; Oral Communication 2.6 - identify some non-verbal cues, including facial expressions, gestures and eye contact and use them in oral communications, appropriately and with sensitivity towards cultural differences to help convey their meaning.
- Arts B1.1 - engage in a dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times and places
- Arts B1.2 - demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played
- Arts B1.4 - communicate feelings and ideas to a familiar audience using a few simple visual or technological aids to support and enhance their drama work
- Arts B2.1 - express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story

### **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>

