



# GRADE TWO

## Fall Workshop Series Outline

### LESSON ONE: RESPECT

**Conflict Resolution Skills:** Learners will explore and apply strategies for respecting those who are different in cooperative activities.

**Curriculum Expectations Covered:**

- Health and Physical Education C3.1 - describe how to relate positively to others, and describe behaviours that can be harmful in relating to others

### LESSON TWO: THRIVING WITH RESPECT

**Conflict Resolution Skills:** Learners will examine and apply strategies for active listening, positive body language, understanding others, and finding win-win solutions in collaborative activities and games.

**Curriculum Expectations Covered:**

- Health and Physical Education C3.1 - describe how to relate positively to others, and describe behaviours that can be harmful in relating to others
- Health and Physical Education C2.3 - stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also
- Language; Oral Communication 1.2 - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
- Language; Reading 1.4 - demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details

### OBJECTIVE

- Learners will develop conflict resolution skills and self efficacy in your grade four 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 parents and guardians

## **LESSON THREE: BULLYING VS. TEASING**

**Conflict Resolution Skills:** Learners will analyse strategies for responding to bullies and will apply concepts of positive speech, communication, and inclusion in role play scenarios.

### **Curriculum Expectations Covered:**

- Health and Physical Education C2.3 - explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations
- Language; Oral Communication 2.2 - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
- Language; Reading 1.9 - identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives
- Arts B1.1 engage in a dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places
- Arts B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played
- Arts B1.4 communicate feelings and ideas to a familiar audience using several simple visual or technological aids to support and enhance their drama work

## **LESSON FOUR: MANAGING ANGER**

**Conflict Resolution Skills:** Learners will identify feelings of anger and frustration, and will apply strategies to manage negative feelings when working with others through collaborative activities.

### **Curriculum Expectations Covered:**

- Health and Physical Education C3.1 - describe how to relate positively to others, and describe behaviours that can be harmful in relating to others
- Language; Oral Communication 1.6 - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
- Language; Reading 1.6 - use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them
- Language; Reading 1.8 - express personal thoughts and feelings about what has been read
- Arts D2.1 - express their feelings and ideas about works of art

## LESSON FIVE: COOPERATING WITH OTHERS

**Conflict Resolution Skills:** Learners will identify strategies for cooperation and will apply those strategies in a collaborative community-needs simulation activity.

**Curriculum Expectations Covered:**

- Health and Physical Education C3.1 - describe how to relate positively to others, and describe behaviours that can be harmful in relating to others
- Social Studies B3.6 - identify basic human needs, and describe some ways in which people in communities around the world meet these needs

### 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>



