



GRADE THREE

Winter Workshop Series Outline

LESSON ONE: SHARING AND INCLUSIVITY

Conflict Resolution Strategies: Learners will explore, and apply strategies for sharing, being inclusive, working together, and listening in cooperative activities.

Curriculum Expectations Covered:

- Health and Physical Education C3.3 - describe how visible and invisible differences make each person unique and identify ways of showing respect for differences in others

LESSON TWO: RESPECTING DIFFERENCES

Conflict Resolution Strategies: Learners will explore their personal identity through fine art, and will apply communication and active listening strategies by sharing with and hearing from a classmate.

Curriculum Expectations Covered:

- Health and Physical Education C1.3- identify the characteristics of healthy relationships and describe the ways of overcoming challenges
- Social Studies A1.3 identify some key components of the Canadian identity, and describe some of the ways in which communities that were in Canada around in the early 1800s have had an impact on Canadian identity
- Arts D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- Arts D2.1 express personal feelings and ideas about art experiences and images

OBJECTIVE

Learners will develop conflict resolution skills and self efficacy in your grade three 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 families

LESSON THREE: 5-FINGER FORMULA FOR SOLVING PROBLEMS

Conflict Resolution Strategies: Learners will examine and apply the 5-Finger Formula for problem-solving, conflict management, and emotional management through dramatically re-telling stories.

Curriculum Expectations Covered:

- Language; Writing 1.3- gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- Language; Oral Communication - 1.3- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- Arts B1.1 engaged in a dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places
- Arts B1.2 demonstrate an understanding of how the element of time and place can support the development of role
- Arts B1.4 communicate feelings and ideas to a familiar audience using audio, visual or technological aids to support or enhance their drama work
- Arts B2.1 express thoughts, feelings, and ideas about a variety of drama experiences and performances and to the world around them.

LESSON FOUR: MINDFULNESS – BEING PRESENT WITH YOURSELF

Conflict Resolution Strategies: Learners will identify and apply strategies for emotional management, and preventative tools for self-care, and self-awareness through arts-based activities.

Curriculum Expectations Covered:

- Health and Physical Education C1.3 - identify characteristics of healthy relationships and describe ways of overcoming challenges in a relationship
- Arts D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- Arts D2.1 express personal feelings and ideas about art experiences and images

LESSON FIVE: MINDFULNESS – BEING PRESENT WITH OTHERS

Conflict Resolution Strategies: Learners will identify and apply strategies for identifying others' feelings, active listening skills, and body language in experiential role play scenarios.

Curriculum Expectations Covered:

- Language; Oral Communication 2.6- identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communication, appropriately and with sensitivity towards cultural differences, to help convey meaning
- Arts B1.1 - engaged in a dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places
- Arts B1.2 - demonstrate an understanding of how the element of time and place can support the development of role
- Arts B1.4 - communicate feelings and ideas to a familiar audience using audio, visual or technological aids to support or enhance their drama work
- Arts B2.1 - express thoughts, feelings, and ideas about a variety of drama experiences and performances

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>