

**PERSONAL
DEVELOPMENT
AND
CAREER PLANNING**

K-5

ACKNOWLEDGMENTS

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INTRODUCTION

This curriculum document addresses the first of the four components of the Comprehensive and Developmental Guidance and Counselling Program in New Brunswick.

The purpose of this document is to provide direction to the teachers and counsellors who have the responsibility for the curriculum delivery. The concepts and ideas contained within the curriculum come from a variety of practitioners, including New Brunswick educators.

The document presents learning outcomes, suggested instructional and assessment strategies, and recommended learning resources. It is assumed all outcomes will be addressed. Teachers should choose instructional and assessment strategies, develop new ideas, and seek current and credible resources which best meet the needs of their students.

This curriculum is built on educational research and developmental theory. First and foremost is the belief that guidance is for all students. The developmental and comprehensive guidance and counselling program establishes that guidance is an integral component of the total school program and a necessary component in the overall educational development of children. This curriculum seeks to address the needs of the whole child in that it proposes structured activities to stimulate development in social, cognitive, affective, and career domains. Teachers and counsellors should be involved in stimulating these areas, thus equipping the students to assume greater responsibility for their lives.

The components of this curriculum have their base in counselling theory. Self-concept and life skills have their origin in Adlerian, Gestalt, Glasser, Ellis, Rogerian, and Behavioural Theory, as well as Super's Theory of Vocational Development. These theories give direction as to how "normal" development takes place.

The curriculum consists of three strands. **Personal Development** involves outcomes which enable the learner to explore his or her specific personality traits and skills, take personal responsibility for his or her behaviour, develop positive self-esteem, and learn how to interact effectively with others. **Lifelong Learning** helps learners understand their unique learning style, develop lifelong learning and time management skills, and assume personal responsibility and self-motivation. **Career Exploration and Planning** helps students translate personal traits and skills into occupational terms and blend their work role with other life roles to develop a healthy lifestyle. Students learn to engage in career planning, using goal-setting and problem-solving strategies.

Several models for the delivery of the curriculum are presented within this guide. School counsellors will serve as consultants to teachers who deliver this curriculum. They may also be involved with direct delivery as part of a team of individuals. Classroom teachers have relationships with their students which allow for the secure environment necessary to address sensitive issues. Furthermore, they have the opportunity to reinforce this trust to promote the transfer of learning.

COMPREHENSIVE AND DEVELOPMENTAL GUIDANCE

PROGRAM COMPONENTS

1. **Guidance Curriculum - Personal Development and Career Planning, K-12; Employability Skills Posters and Teacher Handbook, K-12.**

The Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The purpose of the Guidance Curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. While counsellors' responsibilities include the organization and implementation of the Guidance Curriculum, the co-operation and support of the entire faculty and staff are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as

Classroom Activities: Counsellors act as resources for the classroom teachers, teach, team teach, or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance centre, or other school facilities.

Group Activities: Counsellors conduct groups outside the classroom to respond to students' identified interests or needs.

Suggested Time Allocations

Elementary	35% - 45%
Middle	25% - 35%
High School	15% - 25%

2. **Individual Planning - Linking To The Future: Career and Educational Planning Portfolio**

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning, as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are planned under the direction of the counsellor but often facilitated by teachers. These activities are delivered on an individual basis, or by working with individuals in classes, small groups, or advisement groups. Individual Planning is implemented through such strategies as

Individual Appraisal: Counsellors work with students analysing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students to develop immediate and long-range plans.

Individual Advisement: Counsellors and teachers work with students, using personal, social, educational, career, and labour market information in planning personal, educational, and occupational goals. The involvement of students, parents, and the school in planning programs for students that meet their needs is critical.

Placement: Counsellors and teachers assist students in making the transition from school to school, school to work, or school to additional education and training.

Suggested Time Allocations

Elementary	5% - 10%
Middle	15% - 25%
High School	25% - 35%

3. Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counselling, consultation, referral, or information. This component is available to all students and is often student-initiated. Responsive services are delivered through such strategies as

Consultative: Counsellors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counselling: Counselling is provided on a small-group or individual basis for students who have difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counselling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

Crisis Counselling: Counselling and support are provided to students and their families who face emergency situations. Such counselling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counsellors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness.

Suggested Time Allocations

Elementary	30% - 40%
Middle	30% - 40%
High School	25% - 35%

4. Program Support

Program Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counsellors need to be involved regularly in updating their professional knowledge, skills, and personal portfolios. This may involve participating in regular school in-service training and summer institutes, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This involves orienting staff and the community to the comprehensive and developmental guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counsellors need to consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on emerging needs of students.

Advisory Councils: This involves serving on departmental curriculum committees, community committees, or advisory boards. These are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: This includes activities designed to help counsellors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labour market information. This may involve their visiting local businesses, industries, and community resources periodically.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive and developmental guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counsellors.

Suggested Time Allocations

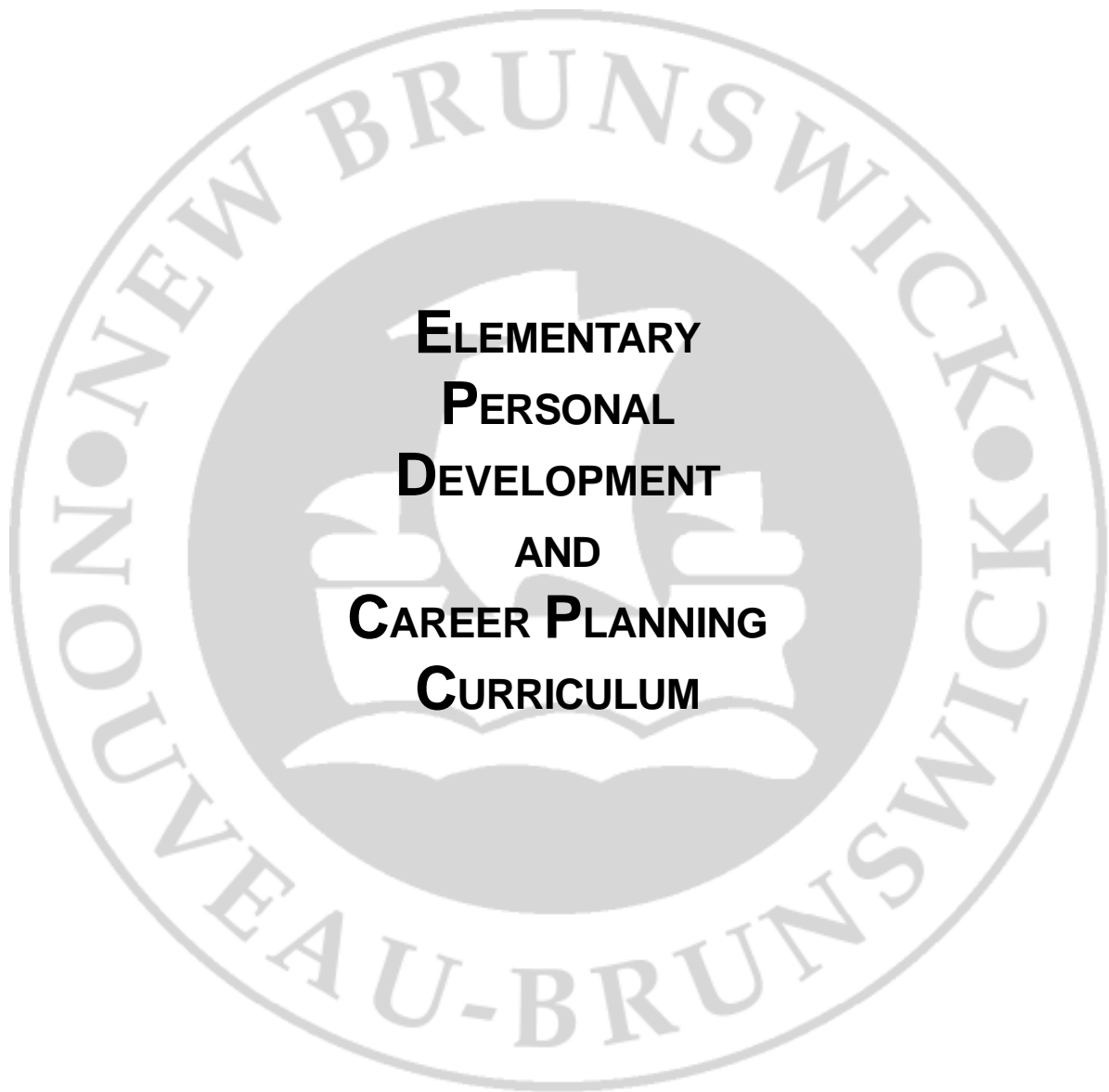
Elementary	10% - 15%
Middle	10% - 15%
High School	10% - 15%

COMPREHENSIVE AND DEVELOPMENTAL GUIDANCE PROGRAM

Domains: Academic Development, Career Development, Personal/Social Development

Delivery Methods: Counselling, Consultation, Collaboration, Co-ordination, Case Management, Guidance Curriculum, Program Evaluation

Components	Guidance Curriculum	Individual Planning	Responsive Services	Program Support
	Personal Development and Career Planning Curriculum, K-12; Employability Skills Posters and Teacher Handbook, K-12	Linking To The Future: Career and Educational Planning Portfolio		
Definition	Structured developmental experiences presented systematically through classroom and small-group activities from kindergarten to grade 12.	Individual and/or small group activities that help all students plan, monitor, and manage their learning, personal, and career development.	Individual and/or small group activities which meet the individual needs and concerns of students through counselling, referral, consultation and/or information.	Management activities that establish, maintain, and enhance the total program
Delivery	Classroom and Large-group Activities	Individual Appraisal/ Assessment	Consultation	Professional Development
	Small-group Activities	Consultation/ Educational Advising	Personal/Social Advisement	Staff and Community Relations
	Parent Education and Support	Student Placement	Conflict Resolution	Consultation with Teachers
	Informational Activities	Labour Market Information	Personal Counselling	Advisory Councils
			Crisis Counselling	Program Management
			Multi-disciplinary Teams	
			Support Programs and Activities	
Suggested Time				
Elementary	35 - 45%	5 - 10%	30 - 40%	10 - 15%
Middle	25 - 35%	15 - 25%	30 - 40%	10 - 15%
High	15 - 25%	25 - 35%	25 - 35%	15 - 20%



**ELEMENTARY
PERSONAL
DEVELOPMENT
AND
CAREER PLANNING
CURRICULUM**

GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES K-2

Personal Development and Career Planning Curriculum Grades K-5 Implementation Ideas

- A 20-hour program each year
- A regularly scheduled 30-minute period each week
- A block of scheduled time
- Cross-curricular integration
- Theme weeks - e.g. Career Week, Friendship Week, Heritage Week
- Daily classroom meetings/circle time - 10-15 minutes each day
- Rotation with Health/Social Studies
- Teaming the delivery of supplementary programs with Guidance Counsellor, R.C.M.P., community members - e.g. I'm Thumbbody, PACE, Blockparents

GENERAL CURRICULUM OUTCOMES

Outcome # 1.1

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate respect for the uniqueness of individuals.

Elaboration: Students will discuss why all people are unique and special in order to increase their awareness of and respect for individual differences.

By the end of grade 2, students will be expected to

- describe personal likes and dislikes
- describe positive characteristics about self
- identify basic feelings
- identify unique characteristics of others
- demonstrate respect towards others

SUGGESTED INSTRUCTIONAL STRATEGIES

Have students

- play charades, using basic feelings (**Appendix I**)
- prepare posters that represent what makes them unique and special - could be in the form of silhouettes covered with pictures, stories, poems, clippings, etc. - and present them to class
- make greeting cards for each other to express what they admire in another student
- brainstorm activities/foods/things students like or dislike
- identify through discussion ways in which people are similar and different
- do a homework project with parents/guardians listing what makes them unique
- describe how they felt in a certain situation
- hold an “all about me” day or week and invite parents/guardians to attend - each student has his or her own display or kiosk
- invite people of other nationalities or birthplaces to share information about the culture of their native countries

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- accurately identify their feelings in a variety of situations
- share their thoughts and feelings with others
- demonstrate respect for the thoughts and feelings of others
- identify activities they enjoy
- identify likes and dislikes appropriately
- identify positive features about themselves
- use appropriate language such as please and thank you

Ask questions such as

- How would you feel if someone hit you ? gave you a gift ? said you did a good job?
- How would you tell someone you were feeling sad, angry, etc. ?
- What do you like about _____?
- What do you dislike about _____?
- What makes you special ?

Assess learning by having students

- create drawings or paintings that express a particular feeling
- role-play how they would express various feelings to others
- list behaviours/words that show respect for others
- list words that describe different feelings and the type of things that people do when they feel a particular way (i.e. hit/anger)

Performance Standards:**Strong Performance**

Demonstrates empathy.

Appropriate Development

Identifies and communicates his/her feelings to others. Demonstrates respect for the basic feelings and unique characteristics of others.

Experiencing Difficulty

Identifies and communicates his/her own basic feelings of self and others.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- “Second Step” Violence Prevention Program, K-Grade 3
- Lions Quest “Skills for Growing”
- “Social Skills” Lessons and Activities, Grades 1-3; preK-K
- Stop Racism - Teacher’s Guide
- Program Achieve
- We Can Do Anything: Learning Through Enterprise
 - I Like Me Celebration - p. 3 (K)
 - Important People In Our School - p. 5 (K)
 - Watch Me Grow - p. 7 (K)
 - Personal Showcase - p. 27 (1)
 - My Partner Can - p. 43 (2)
 - Treasure Search - p. 61
- Social Skills Activities For Special Children
- Topic Support Pack Feelings
- Can You Tell - Connections In Social Studies
- 101 Ways to Develop Student Self-Esteem and Responsibility

Literature

Someone Special Died -Joan Singleton

Alexander and the Horrible Terrible No Good Very Bad Day - Judith Viorst

The Giving Tree - Shel Silverstein

The Growing Time - Sandol S. Warburg

Leo the Late Bloomer - R. Kraus

Easy Read Packs:

Ourselves Pack-(Stephen’s Home, Myself, Myself and My

Body, The Same and Different) -Helen Hinchley

Families Pack - (Kathryn’s Family, Rachel’s Story,

Family Celebrations, My Family, Family Feelings,

Can You Tell We’re a Family ?) Helen Hinchley

Can You Tell It’s Me ? Jackie Hobal

Me Day - Joan M. Lexon

Video

Finding Our Way: Differences (A.V. 702872)

I Get So Mad (A.V. 704548)

Everybody Is Different (A.V. 704562)

Just For Me Series (A.V. 704689-704694)

Feeling Good About Me (A.V. 703721)

Evan’s Corner (A.V. 703882)

Spooky Boos and Room Noodles (A.V. 701227)

Rainbow of Feelings (A.V. 704549)

Everyone Gets Scared Sometimes (A.V. 704560)

My Family Your Family (A.V. 704554)

Daddy Doesn’t Live With Us (A.V. 704556)

What’s Respect? (A.V. 704791)

Community

Canadian Mental Health

Local Cultural Organizations

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 1.2**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to communicate effectively with others and utilize various approaches to solving social problems.

Elaboration: The ability to communicate effectively, understand others, and interact in positive relationships is an integral component of one's life. Students will examine how to develop social skills, work co-operatively, and handle conflict. Students with competence in problem solving will take on responsibility for their own actions and find it easier to make decisions and attain goals. Students will therefore examine and practise various approaches to solving age-appropriate social problems. When doing this, students should take different cultures into consideration.

By the end of grade 2, students will be expected to

- utilize **effective listening skills** (**Appendix I**)
- communicate personal feelings and thoughts appropriately
- identify the characteristics of a good friend and ways of making new **friends** (**Appendix I**)
- be able to describe **conflict resolution skills** (**Appendix I**)
- be able to describe basic **anger management** strategies (**Appendix I**)
- identify possible solutions to social problems they or their friends might have
- describe choices they have and decisions they could make
- relate consequences to actions and decisions

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- teach **effective listening skills** and discuss with students how these skills will help them make friends and become better learners (**Appendix I**)
- show video on friendship and discuss with students characteristics that contribute to solid friendships
- read books/stories on the topic of friendship and discuss with students feelings and behaviours of the characters
- set up a friendship centre, using books, posters, songs, videos, costumes, activities
- have students perform role-plays on anger-provoking situations, including how to handle them
- introduce students to a **decision-making model** (e.g. "look, think, decide") (**Appendix I**)
- have students role-play situations based on classroom and personal problems that involve making decisions
- identify social problems in literature and have students predict possible solutions
- have students practise listening skills through games and activities (refer to Language Arts Curriculum)

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- explain how listening will help them make better friends and become more effective learners
- wait, take turns, join conversations
- describe how the following characteristics contribute to the development of healthy friendship: listening, sharing, helping, co-operating, trusting
- identify and role-play methods of managing **anger (Appendix I)**
- identify problems
- brainstorm solutions
- relate consequences of behaviour to actions and decisions

Ask questions such as

- How do you make a decision?
- What are possible consequences for your decisions?
- What can be learned by making a mistake?
- Why is it important to have friends?

Assess learning by having students

- practise the behaviours of an effective listener
- role-play steps involved in problem solving

Performance Standards:**Strong Performance**

Consistently interacts effectively with others.

Appropriate Development

Utilizes appropriate communication skills.

Experiencing Difficulty

Uses effective communication skills when coached in a structured environment.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- “Second Step” Violence Prevention Program, K-Grade 3
- “Social Skills” Lessons and Activities, Grades 1-3; pre K - K
- Peacemaking Skills for Little Kids
- Lions Quest “Skills for Growing”
- Focus on Bullying (available in all schools)
- Bully Proofing Your School
- We Can Do Anything: Learning Through Enterprise - Clothing Creations - p. 21 (1)
- Invent a Product - p. 67
- Skillstreaming The Elementary School Child
- Program Achieve
- Think Aloud
- Peace In The Classroom
- Employability Skills Teacher Handbook, K-Grade 12 - p. 8

Literature

Move Over Twerp -Martha Alexander

I Was So Mad -Mercer Mayer

Frog and Toad Are Friends -Arnold Lobel

Franklin Series

Berenstein Bears Series

Best Friends for Francis - Russel Hoban

Loud Mouth George and Sixth Grade Bully - Nancy Carlson

A Children’s Problem-Solving Book Series - Elizabeth Clary

The Little Bill’s Series

The Meanest Thing To Say

The Best Way To Play

The Treasure Hunt

Video

Conflict Resolution Curriculum Series (A.V. 704452-704458)

I Get So Mad (A.V. 704548)

We Can Work It Out (A.V. 704558)

I’m So Frustrated (A.V. 704557)

Let’s Be Friends (A.V. 704559)

10 Things to Do Instead of Hitting (A.V. 704924)

How I Learned Not to be Bullied (A.V. 704794)

I’m Telling! A Tattler’s Tale (A.V. 705272)

How to go from Mad to Glad (A.V. 705274)

The Little Engine that Could (A.V. 701168)

I Know How to Listen (A.V. 705031)

Oops! I Messed Up (A.V. 705273)

Community

RCMP

Human Resources Development

Block Parents

Canadian Mental Health

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 1.3

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate an awareness of the need for safety and self-protection in school and in the community, and will be able to act accordingly to ensure personal safety.

Elaboration: Research on bullying indicates that it can occur only in an environment that supports abuse of power. If students become aware of the factors that contribute to that sort of environment and learn how to counteract them, they can begin to foster a healthy environment and ensure their own personal safety.

By the end of grade 2, students will be expected to

- identify components of a safe and healthy school
- demonstrate an ability to access help when in abusive or potentially abusive situations
- identify hazardous behaviours in the home, school, and community
- demonstrate behaviours that contribute to a safe and healthy school
- describe appropriate solutions for hazardous situations in the home, school, and community

SUGGESTED INSTRUCTIONAL STRATEGIES

Have students

- brainstorm what makes a school safe
- discuss the school's anti-bullying policy
- list actions that can be taken to stay safe in unsafe situations
- role-play safe behaviours that might be appropriate for home, school, or community
- identify people/places they can go to for help in their school, home, or community
- develop a reporting format for the classroom

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- differentiate safe and unsafe environments
- differentiate effective and self-protective actions
- identify appropriate community resources
- understand the differences between “talk,” “tell,” and “tattle”
- understand and practise the school anti-bullying policy

Ask questions such as

- Why is it important to have a school policy on bullying?
- To whom can you go if you feel unsafe?
- What can you do to protect yourself from harm at home, at school, and in the community?
- How do you think others feel if you hit, name-call, smile, do something kind?
- What can you do instead of hitting when you are angry?
- Whom would you talk to if you needed help making friends, dealing with your anger, bullying, etc.?

Assess learning by having students

- identify safe and unsafe areas in the school and community, and explain their choices
- list a number of resources in the school and community to whom they might go for help, and role-play how they would approach and report to these people
- role-play appropriate responses in a variety of safe and unsafe situations
- demonstrate personal safety behaviours in all areas of the school

Performance Standards:

Strong Performance

Displays knowledge of personal safety in various environments - home, school, community.

Appropriate Development

Is able to verbalize the skills needed for personal safety and act safely in the school environment.

Experiencing Difficulty

Is unable to verbalize the skills needed for personal safety.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Focus on Bullying (available in all schools)
- We Can Do Anything: Learning Through Enterprise - Sharing The Care of the Classroom - p. 9 (K) - Clothing Creations - p. 21 (1) - Together We Can - p. 41 (2)
- Skillstreaming The Elementary School Child
- Think Aloud
- Workplace Health and Safety Compensation Commission “Choices for Life” - Activities A2, A3, D1 (available in all schools)

Literature

Playground Series - Kate Petty and Charlotte Firmin

The Little Bill Series

Never Talk To Strangers - Berenstain Bears, Stan and Jan Berenstain

Video

What Might Happen Next? (A.V. 705715)

Conflict Resolution Curriculum Series (A.V. 704452-704458)

I Get So Mad (A.V. 704548)

We Can Work It Out (A.V. 704558)

I'm So Frustrated (A.V. 704557)

Let's Be Friends (A.V. 704559)

10 Things to Do Instead of Hitting - Sunburst Videos (A.V. 704924)

How I Learned Not to be Bullied (A.V. 704794)

I'm Telling! A Tattler's Tale (A.V. 705272)

How to go from Mad to Glad (A.V. 705274)

The Little Engine that Could (A.V. 701168)

I Know How to Listen (A.V. 705031)

Oops! I Messed Up (A.V. 705273)

My Body Belongs to Me (A.V. 704545)

Too Smart for a Stranger (A.V. 703418)

Community

Police

RCMP

Block Parents

Human Resources Development

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 1.4

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to understand, value, and practise responsible behaviour in the home, school, and community.

Elaboration: Students must learn appropriate behaviours in order to become productive citizens. Students will be provided with a variety of opportunities to think about, discuss, and practise responsible behaviours. Students will learn to demonstrate self-control in various situations. Understanding how actions affect others, and how we fit into the different roles at home, at school, and in the global community is integral to the development of personal success in life.

By the end of grade 2, students will be expected to

- understand that expectations vary according to settings, and develop strategies to meet these varied expectations
- describe a variety of roles and responsibilities within a family, and note changes in responsibilities

SUGGESTED INSTRUCTIONAL STRATEGIES

Have students

- role-play situations to identify roles and responsibilities of family members
- compare different families and discuss similarities and differences
- create a chart, indicating a student's responsibilities in the home
- identify rules at home and at school and the reasons for them
- compare the responsibilities of family members along a time line through the use of posters, etc.
- develop individual portfolios of their quality work and accomplishments with teacher assistance
- keep journals

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- describe responsibilities they have at home and school
- explain the purpose of rules
- identify the roles and responsibilities of various family members
- demonstrate a willingness to help others

Ask questions such as

- What are our responsibilities at home and at school?
- Why do we have rules?
- What responsibilities does each family member have?

Assess learning by having students

- discuss their roles at home and at school
- identify why we have rules

Performance Standards:**Strong Performance**

Demonstrates responsible behaviour in the classroom.

Appropriate Development

Identifies the purpose of rules and responsible behaviour at school.

Experiencing Difficulty

Displays unclear understanding or disregard for rules and expectations at school.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- “Second Step” Violence Prevention Curriculum, Grades 1-3
- “Social Skills” Lessons and Activities, Pre-K - K and Grades 1-3
- We Can Do Anything: Learning Through Enterprise - My Great Community - p. 37 (2)
- Community Service - p. 57
- Skillstreaming The Elementary School Child
- Think Aloud
- Workplace Health and Safety Compensation Commission - “Choices for Life” - Activities C1, C2 (available in all schools)

Literature

Berenstein Bears Learn About Strangers

Stan & Jan Berenstein

Manners -Disney

Trouble At School - Berenstein Bears

Stan & Jan Berenstein

Thingumujig Book of Manners - Irene Keller

Please Don't Interrupt - Joanne Brisson Murphy

Things I Can Do Myself - Craig Lovak

Responsibility - Nancy Pemberton

Every Kid's Guide to Family Rules and Responsibility - Joy Berry

The Manners Book - June Behrens

Video

Respect Yourself and Others Too, Grades 2-4

(A.V. 704455)

Playground Safety (A.V. 704603)

Bicycle Safety (A.V. 704604)

Pedestrian Safety (A.V. 704602)

Pooh's Great School Bus Adventure (A.V. 701582)

What's Respect? (A.V. 704791)

What Might Happen Next?, K-Grade 2 (A.V. 705022)

Everybody Makes Mistakes, K-Grade 2 (A.V. 705033)

Say Please!, K-Grade 2 (A.V. 705034)

You Can Count On Me!, Grades 2-4 (A.V. 705032)

Oops ! I Messed Up, Grades 2-4 (A.V. 705273)

I Can Make Good Choices, Grades 2-4 (A.V. 725028)

Community

Police

RCMP

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 2.1**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate an understanding of how individuals learn, acknowledge their own learning style, and identify their roles as learners.

Elaboration: In order for students to become lifelong learners, an understanding of the learning process is crucial. Students will explore why school is important, what tools they need to do their work at school, and the different ways people learn.

By the end of grade 2, students will be expected to

- demonstrate **listening skills (Appendix I)**
- identify effective learning strategies
- effectively organize personal school supplies and belongings
- complete and return homework

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- provide a structured time for students to clean desks, record homework, and pack homework supplies
- brainstorm with students a list of strategies that help them listen and learn (i.e. listen to instructions, focus on the teacher, ask for help, etc.)
- discuss with students ways groups work together effectively
- encourage students to help each other in learning tasks

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- organize school supplies
- pack required materials in book bag
- return required materials to school on time
- identify a personal effective learning strategy

Ask questions such as

- What do you need to do to complete your homework ?
- What can you do to take care of your school supplies ?
- How do you show someone that you are listening ?
- What helps you learn best?

Assess learning by having students

- record, complete, and return homework assignments
- identify the behaviours of classmates that exhibit effective learning strategies

Performance Standards:**Strong Performance**

Displays effective organizational and learning strategies.

Appropriate Development

Demonstrates organizational and learning strategies in the classroom with the supervision of an adult.

Experiencing Difficulty

Inconsistent use of learning and organizational strategies with the supervision of an adult.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- “Social Skills” Lessons and Activities, Pre-K - K and Grades 1-3
- Classroom Listening and Speaking, K-Grade 2
- Skillstreaming the Elementary School Child
- Teaching Responsible Homework Habits, Grades 1-3
- How To Help Your Child With Homework (NBTA Pamphlet)
- Think Aloud
- Helping Kids Get Organized
- Homework Helpers
- We Can Do Anything: Learning Through Enterprise
- Program Achieve

Literature

Can You Tell It's Me By the Way I Learn ? Globe / Modern Curriculum Press

Here Comes the Strikeout- Kessler

The Very Busy Spider - Carle

*Miss Nelson Is Missing-*Allard

I Hate to Read - Rita Marshall

Berenstein Bears and the Homework Hassle - Stan and Jan Berenstein

Video

I Know How To Listen, K-Grade 2 (A.V. 705031)

Community

Library

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 2.2**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to develop and incorporate personal responsibility for both learning and the desire to produce quality work.

Elaboration: Personal success and positive self-esteem are essential to develop strong internal motivation. Students will learn to recognize how success satisfies their needs and will understand the control they have in achieving goals.

By the end of grade 2, students will be expected to

- describe the behaviours of a responsible student
- describe the benefits of learning
- compile samples of their best work

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- initiate a brainstorming discussion with students on the qualities of a responsible student
- create a class survey chart identifying work completed
- periodically have students select a sample of personal quality work and encourage students to communicate why they are proud of the samples; keep portfolios of student work
- encourage the class to develop the criteria for quality work
- assist the class to brainstorm and develop a homework plan

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- describe benefits from learning
- identify quality work
- demonstrate task completion in class

Ask questions such as

- Why is school important ?
- Why are students assigned homework?
- What are the characteristics of a responsible student ?
- What are the elements of quality work ?
- What did you learn before recess, after recess, this afternoon?

Assess learning by having students

- complete a drawing that illustrates one benefit from classroom learning
- role-play the behaviours of a responsible student
- select one sample of personal work and describe what makes it exemplary work
- complete a homework log

Performance Outcomes:**Strong Performance**

Independently strives to go beyond (research).

Appropriate Development

Clearly identifies the elements of quality work and demonstrates the behaviours of a responsible student.

Experiencing Difficulty

Inconsistently demonstrates behaviours of a responsible student.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- “Social Skills” Lessons and Activities, Pre-K - K and Grades 1-3
- Skillstreaming the Elementary School Child
- Homework Helpers
- How to Help Your Child With Homework (NBTA Pamphlet)
- We Can Do Anything: Learning Through Enterprise - Community Cards - p. 55

Literature

The Little Engine That Could - Watty Piper
Berenstein Bears and the Trouble with School - Stan and Jan Berenstein

Goose Goofs Off - Jacqueline Reinach

The Land of Listening - Family Skills

Video

Everybody Makes Mistakes, K-Grade 2 (A.V. 705033)

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 2.3**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to set goals, develop plans, and monitor personal progress for goal attainment.

Elaboration: Setting realistic goals can help individuals direct behaviour and achieve at a higher level. Students will discuss and practise methods used for goal attainment.

By the end of grade 2, students will be expected to

- identify several personal goals
- describe the difference between short-term and long-term **goals (Appendix I)**
- develop a plan of action to help achieve a basic, short-term goal

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- initiate a classroom discussion about group interests and goals; brainstorm with students plans of action to achieve goals
- select children's stories where characters are experiencing minor difficulties in achieving certain goals; have class discuss plans of action and options
- ask students to identify various choices they have at home

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- think ahead and make plans
- orally communicate plans to others
- define goals
- distinguish between short-and long-term goals

Ask questions such as

- What would you like to be able to do next week/ year?
- Do you have a plan to achieve a goal ?
- Do you need help with your plan ?
- Who could help you with your plan ?
- What is one short-term personal goal ?

Assess learning by having students

- orally present what they would like to learn by next week/ year
- draw a picture of a goal dreamed of, then achieved

Performance Standards:

Strong Performance

Identifies several short-term and long-term personal goals and independently develops a plan of action.

Appropriate Development

Clearly identifies several short-term and long-term goals.

Experiencing Difficulty

Exhibits limited ability to distinguish between short-and long-term goals.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- “Second Step” Violence Prevention Curriculum Grades 1-3
- Lions Quest
- Think Aloud, Grades 1-2
- “Social Skills” Lessons and Activities, pre-K and Grades 1-3
- Building Self-Esteem
- We Can Do Anything: Learning Through Enterprise - Classroom Calendar - p. 33
- Program Achieve

Literature

Go For It !- Judy Zerafa

Tuffy’s Bike Race- Linda Bress Silbert

Agnes’ Cardboard Piano - Linda and Al Silbert

Community

Service Groups

Sports Teams

Church Groups

Special Interest Groups

Coaches

Musical Directors

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 2.4

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to recognize that skills and understandings developed at school are transferable to home and community.

Elaboration: School learning does not exist in a vacuum. It is part of lifelong career development. This awareness may be facilitated through direct contact with workers in the community.

By the end of grade 2, students will be expected to

- describe how the knowledge and skills learned at school can be used at home and in the community

SUGGESTED INSTRUCTIONAL STRATEGIES

Have students

- identify how activities in class are similar to what people do in the community
- draw a picture of something students like to do at school that they also do at home
- keep a scrapbook of sentences, pictures, and/or illustrations of skills learned at school that can be used outside of school
(Refer to the Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-12.)

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- describe how skills learned at school can be used at home and in the community

Ask questions such as

- What have you learned at school that you enjoy doing at home?
- Have you ever completed a badge for outside organizations that required skills learned at school?

Assess learning by having students

- complete a drawing which shows a student using school learning at home or in the community

Performance Standards:**Strong Performance**

Demonstrates how the skills and knowledge learned at school are used at home and in the community.

Appropriate Development

Describes how the knowledge and skills learned at school are used at home and in the community.

Experiencing Difficulty

Limited ability to identify how the knowledge and skills learned at school can be used at home and in the community.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- We Can Do Anything: Learning Through Enterprise
 - Space Travel - P. 13
 - Play It Again Toys - P. 69
 - School Art Exhibit - P. 71
- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12, p. 14

Community

Local Clubs and Organizations

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 3.1

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to have an awareness and appreciation of different types of work.

Elaboration: An introduction to the world of work requires exposure to a variety of jobs and occupations. Students will explore work in various settings, the reasons for jobs, and how to be an effective worker.

By the end of grade 2, students will be expected to

- define work and workers
- distinguish between paid and unpaid work
- describe the work/jobs of family, school, and community members
- identify work activities/jobs of interest to the student

SUGGESTED INSTRUCTIONAL STRATEGIES

Have students

- bring something to school that characterizes a parent’s/guardian’s occupation
- welcome a parent/guardian invited to talk about his or her work, including seasonal employment and other career paths (transitional nature of our work-force)
- take a trip through the school or community to see adults doing different kinds of work
- make books on different occupations, cutting out or drawing pictures of tools, clothing, worksites relating to a particular occupation
- draw pictures showing examples of work that take place at school
- make a book showing examples of volunteerism
- welcome volunteers invited in to speak
- identify the different kinds of work performed by characters in stories/books
- discuss the various types of tasks that contribute to the maintenance of homes and families
- help create a dress-up corner which has clothing that depicts different jobs

* Teachers need to remember that young children’s play is their work. The terms “work” and “workers” need to be defined by the children’s perception of what they do as well as by looking at the adult world of workers.

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- identify workers in various settings
- describe work of family members
- explain why paid and unpaid work is important
- explain how people work together productively

Ask questions such as

- What kinds of work do we do for money? What kinds of work do we do for free?
- What is the most interesting job here in the school? Why?

Assess learning by having students

- read books on different occupations
- role-play various occupations
- draw pictures of workers
- visit job sites and discuss

Performance Standards:

Strong Performance

Identifies different types of work necessary for a community to exist.

Appropriate Development

Identifies work and workers in the family, school, and community.

Experiencing Difficulty

Exhibits limited ability to identify types of work or workers.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Careers Whole Language Theme Unit, K-Grade 2
- Focus On The World Of Work, K-Grade 2 Thematic Units for Early Childhood
- Careers and Me: Self-Awareness and Career Awareness - Betty Long
- We Can Do Anything: Learning Through Enterprise
 - Success In A Bag - p. 31
 - Natural Benefits - p. 39
 - Community Cards - p. 55
- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12
- Workplace Health and Safety Compensation Commission - "Choices for Life" - Activities B1, B2, B3 (available in all schools)

Literature

What Mary Jo Shared -Janice May Udry
Little Monster At Work- Mercer Mayer
People At Work -Disney
Busy Workers -Richard Scarry
Firefighters Counting Book-Polly Curren
In My Neighbourhood Series: P. Bourgeois
 Canadian Firefighters
 Canadian Police Officers
 Canadian Postal Workers
 Canadian Garbage Collectors

Video

Harriet's Magic Hats (A.V. 701724-7017359)
 What Would You Like to Be ? (A.V. 700467)

Technology

Paws In Jobland (CD & Teacher's Guide) - Careerware

Community

Local Employers
 Service Groups/Organizations
 UNICEF
 Red Cross

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 3.2

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to be aware of and value the development and maintenance of a healthy lifestyle.

Elaboration: We live in a complex society where many demands are made on our time and energy. This may lead to stress and illness. An important part of the world of work is our ability to learn what to do with our free time and how to live a healthy lifestyle in order to minimize stress and maximize our personal well-being.

By the end of grade 2, students will be expected to

- identify Glasser's 5 basic needs - survival (physical), belonging, freedom, fun, achievement
- relate 5 basic needs to academic success
- describe how leisure-time activities help meet our basic needs
- describe 3 or 4 healthy free-time activities
- set a personal goal for a healthy lifestyle choice

SUGGESTED INSTRUCTIONAL STRATEGIES

Have students

- list free-time activities and discuss healthy aspects of each
- relate the need for exercise, rest, diet, and fun to basic needs
- draw pictures and make a mural of children involved in different healthy activities
- play charades of leisure-time activities: as students complete their skits, they would describe how their involvement helps develop an employability skill from the Skills for Workers Poster
- create a class chart which depicts how the 5 basic needs are met within the classroom:
 water/snacks - survival
 learning centres - freedom
 posting quality work - achievement
 working in groups - belonging
 learning games - fun

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- identify hobbies and sports done in free time
- set a personal goal for the development of a healthy lifestyle
- identify 5 basic needs

Ask questions such as

- What is fun? Does everyone have fun doing the same things?
- What is free time? How do you use it?
- What things do we do to prepare for learning?
- What will you do to have healthy fun?

Assess learning by having students

- complete a collage depicting their free-time activities
- draw a picture showing their healthy lifestyle goal
- participate in a variety of free-time activities within the school

Performance Standards:

Strong Performance

Develops an informal plan for the healthy use of free time.

Appropriate Development

Sets a personal goal for a healthy, free-time activity.

Experiencing Difficulty

Exhibits limited ability to distinguish between healthy and unhealthy free-time activities.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Coping for Kids: A Complete Stress Control Program for Students Ages 8-18
- We Can Do Anything: Learning Through Enterprise
- Program Achieve
- Substance Abuse Prevention Activities for Elementary Children, Grades 1-5
- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12

Literature

Don't Pop Your Cork On Mondays! - The Children's Anti-Stress book- Adolf Moser
Berenstein Bears and Too Much Pressure
It's O.K. to Say No to Drugs - Alan Garner
Baseball Ballerina - Katherine Cristaldi

Video

Sooper Puppy Drug Education: Puff of Smoke (A.V. 703788)
 Mr. Phinley's Pharmacy (A.V. 701939)
 Why I Won't Do Drugs, Grades 2-4 (A.V. 705713)
 Cartoon All Stars to the Rescue - in most schools

Community

Seniors' Clubs
 Special Interest Groups
 Athletic Teams

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES 3-5

GENERAL CURRICULUM OUTCOMES**Outcome # 1.1**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate respect for the uniqueness of individuals.

Elaboration: Students will discuss why all people are unique and special. Respecting individual differences allows students to accept and understand varying backgrounds and cultural diversities.

By the end of grade 5, students will be expected to

- show respect for and attempt to understand the ideas, opinions, and feelings of others
- describe positive characteristics about self as seen by self and others
- demonstrate an awareness of factors that influence self-esteem
- identify personal interests, abilities, strengths, and weaknesses
- explore and demonstrate awareness of different cultures and lifestyles

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- brainstorm with the students what tolerance and respect means to them
- use characters in literature to help students become aware of how people feel in various situations
- ask students how they would feel in specific situations
- set up scenarios in which students are faced with conflicting feelings, and have them role-play how they would deal with these situations
- have students bring special objects to the class and share why these objects are important and discuss with students why one person's *junk* is another person's treasure
- have students create a classroom mural depicting various feelings
- have students play "The Differences" game - Everyone is given a number of tokens. Students, in turn, state something they have never done. For example, one student may say, "I have never ridden a bicycle." All those who have must give one token to this student. At the end of the game, the child with the most tokens wins.
- have students identify in small groups how the strengths of the individuals build the strength of the group
- utilize literature/projects which explore First Nation's culture
- have students, drawing upon the knowledge of parents and friends, complete a homework project identifying their individual strengths

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- identify conflicting feelings
- recognize how feelings are influenced by thoughts
- identify personal strengths and weaknesses
- explain why a situation may be perceived differently by various people
- show respect for the ideas, feelings, and opinions of others
- distinguish between different feelings and recognize how intensity levels may vary
- express thoughts and feelings, including likes and dislikes
- describe how others contribute to our feelings of self-worth
- demonstrate respect for different cultures, lifestyles, attitudes, and abilities

Ask questions such as

- How would you feel if someone gave you a gift but it wasn't what you wanted ?
- How do your thoughts affect your feelings ?
- What are some things you do well ?
- What are some things you have difficulty doing?
- How can you show respect ?
- How can you let someone know how you are feeling and thinking ?
- How do your friends influence you ?

Assess learning by having students

- create a list of people, places, and things that make them feel important and worthwhile as individuals
- compare their activities with those of a child in a different culture

Performance Standards:**Strong Performance**

Effectively communicates thoughts and feelings to others; shows an awareness of the effect people have on the feelings of others; demonstrates empathy.

Appropriate Development

Purposefully identifies and communicates feelings to others; identifies the need for empathy for the feelings of others.

Experiencing Difficulty

Identifies and communicates basic feelings of self and others; acknowledges the similarities and differences of others.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- Second Step Violence Prevention Program, Grades 1-5
- Feelings Like Yours
- Lions Quest Skills for Growing
- FOCUS- AV 500838
- Social Skills Lessons and Activities, Grades 1-3 and Grades 4-6
- Winning Ways to Stop Racism-Guide
- Helping Kids Learn Multi-Cultural Concepts
- Best We Have To Give- Rights of a Child
- Pathways to Enterprise
Section II
 - Personal Crests - p. 11 (skills, talents and interests of others)
 - My Many Talents - p. 9 (discover their talents and share)
 - Human Treasure Hunt - p. 2 (strengths, interests and talents)
- Social Skills Activities For Special Children
- Program Achieve
- The Make It Real Game
- "Your Interests" Interest Inventory

Literature

Tales of a Fourth Grade Nothing -Judy Blume
Sam, Bangs and Moonshine-Evaline Ness
Ramona The Brave - Beverly Cleary
Frog and Toad are Friends -Arnold Lobel
The Giving Tree - Shel Silverstein

Video

Check Yourself - (available in all schools)
 Just For Me Series (A.V. 704689-704698)
 Playing Fair (A.V. 703871 - 703874)
 Respect Yourself and Others Too (A.V. 704455)
 Finding Our Way Series:
 Umpire (Separation) (A.V. 702871)
 Hayley's Home (Divorce) (A.V. 702870)
 Differences (Race) (A.V. 702872)
 Hurtful Words (A.V. 704406)
 Now One Foot Now The Other (A.V. 702678)

You Can Choose Series:

Dealing With Feelings (A.V. 702853)
 Appreciating Yourself (A.V. 703704)
 Dealing With Disappointment (A.V. 703703)
 My Family Your Family (A.V. 704554)
 Looking From the Inside Out - (A.V. 704786-789)
 Confusion-Pride; Independence - Embarrassment;
 Anger-Frustration; Loneliness-Caring; Fear-Pressure;
 Grief-Distrust; Sadness-Worry; Determination
 Don't Stop Before You Get Started (A.V. 705759)
 Only One Me ... Only One You (A.V. 704553)

Community

Canadian Mental Health
 Local Cultural Organizations

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 1.2**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to interact effectively with others, demonstrating an insight into their emotions and the ability to express their feelings clearly.

Elaboration: The ability to communicate effectively, manage and express feelings, understand others, and interact in positive relationships is an integral component of one's life. Students will examine how to develop social skills, work co-operatively and handle conflict.

By the end of grade 5, students will be expected to

- explain the importance of **communication skills**, as well as demonstrate the effective use of these (**Appendix I**)
- identify a full range of emotions, how they are expressed, and how they are manifested
- explain reasons why friendships change, and identify practical techniques for coping with these changes
- demonstrate through role-playing the difference between aggressive, passive, and assertive behaviour
- explore appropriate strategies for sharing and expressing feelings
- utilize anger-management strategies to resolve conflicts with others
- describe empathic responses in a variety of situations
- demonstrate positive group-membership skills
- identify bullying behaviours
- identify the role of the bystander/peer in bullying

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- help students organize and present an assembly on the importance of conflict resolution skills in society which could include
 - videos with discussions
 - short stories
 - poems
 - debates
 - skits/ role-plays showing the effective use of conflict-resolution skills
 - art work (collages, drawings)
 - songs
- invite guest speakers to discuss community services that promote mental health (Kids Help Phone, clubs, counsellors)
- have students develop a T.V. commercial on the importance of friends
- have students list characteristics of a good friend
- have students describe how one might share emotions with another and when that might not be appropriate
- define empathy and have students role-play empathic responses

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- differentiate between passive, aggressive, and assertive behaviour
- describe how to make and keep friends
- demonstrate conflict-resolution skill with peers and adults
- identify strategies for managing anger
- demonstrate effective communication skills
- list and demonstrate the behaviours of an active listener
- describe the characteristics of a good friend
- identify where to get help when they need it

Ask questions such as

- What are the components of an “I Message”? (Appendix I)
- What are the characteristics or behaviours of a good friend?
- What are the components of a conflict-resolution process? (Appendix I)
- What are some anger-management strategies? (Appendix I)
- Who can you talk to if you need help solving a problem? (Appendix I)

Assess learning by having students

- design a book outlining skills needed to develop friendships
- role-play effective use of conflict-resolution and anger-management skills

Performance Standards:

Strong Performance

Resolves/Mediates their own and others' conflict situations without the use of physical aggression.

Appropriate Development

Uses active listening skills, adequately implements basic conflict-management strategies, and knows when to seek assistance.

Experiencing Difficulty

Exhibits limited ability to use active listening skills and to articulate thoughts when interacting with others

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Social Skills Lessons and Activities, Grades 4-6
- Focus Program, Grades 5-8 A.V. 500838
- Second Step Violence Prevention Program, Grades 4-5
- Skills for Growing Lions Quest
- Mediation for Kids, Grades 4-7
- Pathways to Enterprise
Section II
- All of the activities in the programs section 2.1, except for “Personal Crests”, “Family Venture Trees”, “Create an Invention”, “Torn Triangle”, “Entrepreneurial Heroes”, “Community Biographies”, and “Enterprise Interview”
Section III
- Grandparents Day - p. 32
- Focus on Bullying (available in all schools)
- Peace In The Classroom
- Program Achieve
- Workplace Health and Safety Compensation Commission - “Choices for Life”, Activity F7 (available in all schools)

Literature

Loud Mouth George and the Sixth Grade Bully -Nancy Carlson
No More Secrets For Me -Oralee Wachter
The Mouse, the Monster and Me-Pat Palmer
Sometimes It's OK to Tell Secrets - Robin Levett, Dana Barthelme

Video

Sunburst Conflict Resolution Curriculum Module, Grades 2-5 (A.V. 704452-704458) and Grades 5-9 (A.V. 704441-704446)

Looking From the Inside Out Series:

(A.V. 704786-789)
 Oh Yeah ?
 Learning to Say No
 Alone In A Crowd
 A Helping Hand
 All About Anger (A.V. 703716)
 You Can Choose Series:
 Co-operation (A.V. 702855)
 Being Friends (A.V. 703706)
 Resolving Conflicts (A.V. 703707)
 Respect and You (A.V. 704790)
 Don't Pick On Me (A.V. 703980)
 Hurtful Words (A.V. 704406)
 No More Teasing (A.V. 704792)
 Yes, You Can Say No (A.V. 701527)
 Let's Get Along (A.V. 800166)
 Anger! Handle It Before It Handles You (Grades 5-8) (A.V. 705735)

Student Workshop: What To Do About Anger (A.V. 705271)
 Helping Kids Prevent Violence (A.V. 800091)
 Student Workshop: Conflict Managers (A.V. 704793)
 Student Workshop: What to do About Anger (A.V. 705271)

Community

Town Police
 RCMP
 Block Parents

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 1.3**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will understand and value the use of various approaches to solving social problems.

Elaboration: Each day students are presented with opportunities to make decisions and exercise social problem-solving skills. A sense of personal competence can be achieved only after a number of successful experiences. Problem solving involves being able to make appropriate decisions with regard to the effective use of skills and available resources. Students exhibiting competence in problem solving will accept more responsibility for their own actions and find it easier to make decisions and attain goals. Students will therefore examine and practise various approaches to solving age-appropriate social problems.

By the end of grade 5, students will be expected to

- identify problems families and communities might have
- independently apply decision-making and problem-solving processes
- describe how beliefs and attitudes affect decisions
- identify different ways of looking at a situation
- identify ways of dealing with negative peer pressure

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students explore the relationship between cause and effect
- have students distinguish between problems that they can solve on their own and those that require additional assistance
- have students identify short-term goals which help lead to achieving long-term goals
- have students role-play situations where students can practise the decision-making process when being pressured by their peers
- have students describe problems that might happen at home and in the community
- utilize “Choose Your Own Adventure” genre of literature
- have students identify social problems in literature and predict possible solutions
- have students rewrite endings to popular literature, using various solutions to the situations

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- identify and practise the decision-making process
- identify problems that family, friends, and communities may have
- explain problem ownership

Ask questions such as

- What are the steps in the decision-making process ?
- How might a decision you make affect someone else ?
- How do you feel when you are able to solve a problem ?

Assess learning by having students

- identify criteria to use when evaluating decisions
- make decisions and evaluate whether they have solved the problems
- role-play steps in decision making

Performance Standards:**Strong Performance**

Independently evaluates the results of choices of action and continues to explore other options.

Appropriate Development

Effectively applies the problem-solving process.

Experiencing Difficulty

Capable of listing steps in problem-solving process.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- Second Step Violence Prevention Program, Grades 1-5
- Social Skills Lessons and Activities, Grades 4-6
- I Can Problem Solve
- Pathways to Enterprise Section II
- Brainstorming p. 17

Literature

Choose Your Own Adventure Series
Strange Lake Adventure-Sharon Siamon
Mystery at Cranberry Farm-Lynn Manuel

Video

You Can Choose Series (A.V. 702853-702856 and 703702-703707)
Conflict Resolution Curriculum Module (A.V. 704441-704446)
Respect and You (A.V. 704790) Grades 5-9
Respect Yourself and Others Too, Grades 2-4 (A.V. 704455)
Now One Foot then The Other (A.V. 702678)
Looking From the Inside Out (A.V. 704786-789)
I Know I Can
Now What Do I Do ?
I'll Decide
What Should You Do ? Deciding What's Right (A.V. 704544)
Just For Me Series- My Choice (A.V. 704690)
I Don't Buy It (A.V. 704694)
Say No and Keep Your Friends (A.V. 705024)
Oops ! I Messed Up, Grades 2-4 (A.V. 705273)
I Can Make Good Choices - Sunburst Video, Grades 2-4
Yes, No, Maybe-Decision-Making Skills (A.V. 705716)
How To Decide (A.V. 705740)
It's Okay to Say No (A.V. 705029)
Conflict! Think About It, Talk About It, Try To Work It Out (A.V. 705734)
Real People Cliques: Who's In, Who's Out (A.V. 705276)

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 1.4**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will understand, value, and practise responsible behaviour in the home, school, and community.

Elaboration: Students must learn and exhibit appropriate behaviours in order to become productive citizens. Students will be provided with a variety of opportunities to think about, discuss, and practise responsible behaviours, thus facilitating the transfer of these to everyday life. Students will learn to demonstrate self-control in various situations. Understanding how actions affect others and how we fit into the different roles at home, at school, and in the global community is integral to the development of personal success in life.

By the end of grade 5, students will be expected to

- define responsible behaviour and distinguish between intrinsic and extrinsic rewards for such
- recognize the balance that exists between rights and privileges
- explain the relationship among feelings, beliefs, and behaviour
- describe implications, effects, and consequences of helping others
- explore the various roles and responsibilities an individual may have (e.g. friend, student, worker, family member)

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students create a photo album, write, tell, or sketch a story about themselves, their roles and responsibilities (e.g. friends, family, etc.)
- have a class pet that students raise and care for
- have students plant seeds and watch them grow
- have students brainstorm ways in which they feel cared for by their families
- have students discuss rights versus privileges
- have students role-play situations of nurturing families
- have students draw a lifeline depicting personal growth in abilities
- have students list reasons why we behave responsibly and distinguish between intrinsic and extrinsic rewards
- have students research and develop a class project to assist people within the community
- have a guest speaker from a food bank, hospice, or another volunteer organization visit the class
- have students role-play situations in which personal qualities (dependability, promptness, getting along with others) affect success in creating, getting, and keeping work
- refer to the Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-12

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- describe responsibilities they have in the community
- recognize the relationship between rights and privileges
- distinguish between intrinsic and extrinsic rewards for responsible behaviour

Ask questions such as

- What responsibilities do you have in your community? with your friends? in your family?
- How do you feel when you behave responsibly?
- What is the difference between a right and a privilege?

Assess learning by having students

- record responsible behaviour in the community through the use of a journal
- evaluate how they feel when they act responsibly through self-reflection sheets

Performance Standards:**Strong Performance**

Intrinsically motivated to practise responsible behaviour.

Appropriate Development

Practises responsible behaviour in the school environment.

Experiencing Difficulty

Inconsistently practises responsible behaviour in the school.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- Second Step Violence Prevention Program, Grades 1-5
- Social Skills Lessons and Activities, Grades 4-6
- How to Teach Children Responsibility
- Pathways to Enterprise
Section II
- Gift Bag - p. 42
- Enterprise Interview - p. 66
Section III
- School Ground Improvement Project - p. 78
- Workplace Health and Safety Compensation Commission - "Choices for Life", Activity G8 (available in all schools)
- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12

Literature

Children Home Alone - (comic) Canada Safety Council

Playing It Smart - What to do When You Are on Your Own-Tova Navara

Learn the Value of Responsibility- Elaine Goley

Mine and Yours- A Child's Book of Rights and Responsibilities- Joy Wilt

Responsibility-Linda Johnson

Stay Alert Stay Safe

Good Manners for Boys and Girls-Nancy Harris Blackwelder

Video

Respect Yourself and Others Too, Grades 2-4 (A.V. 704455)

Now One Foot then the Other (A.V. 702678)

What Should You Do? Deciding What's Right, Grades 4-6 (A.V. 704544)

You Can Choose Series: Being Responsible (A.V. 702853)

Respect and You (A.V. 704790)

Just For You Series:I Do Care - Rules (A.V. 704692)

Why We Take Care of Property (A.V. 701159)

Why We Have Laws (A.V. 701160)

You Can Count On Me, Grades 2-4 (A.V. 705032)

Oops! I Messed Up, Grades 2-4 (A.V. 705273)

I Can Make Good Choices, Grades 2-4 (A.V. 705028)

Community

Police

RCMP

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 2.1**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will demonstrate an understanding of how individuals learn, acknowledge his/her personal learning style, and appreciate his/her role as a learner.

Elaboration: In order for students to become lifelong learners, an understanding of the learning process is crucial. Therefore, students will explore why school is important, what tools they need to do their work at school, and the different ways people learn.

By the end of grade 5, students will be expected to

- describe several basic learning styles and identify own personal style
- effectively utilize a personal homework plan
- identify and implement a plan of action for improving academic skills
- describe basic **test-taking skills (Appendix I)**

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students record homework and check off completed assignments in a student daily planner book
- have students practise study skills (**Appendix I**)
- have students design a personal time-management chart
- have students write self-evaluations prior to parent/teacher conference
- model semantic webbing and have students practise webbing when viewing a film (**Appendix I**)
- initiate a student/teacher conference on study habits
- have students complete a learning styles inventory
- have students create a collage to explain how they learn best

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- describe and use a variety of study/test-taking skills
- identify and describe personal learning styles
- implement a plan of action for improving academic skills

Ask questions such as

- What types of situation help or hinder learning?
- How do people learn?
- What strategies do people use to increase the rate and amount of learning?

Assess learning by having students

- copy notes from board
- demonstrate independent note taking in class, i.e. during videos, lectures, and for research purposes
- create semantic webbing on a chosen topic
- complete an outline to organize research
- complete a study schedule (time management)
- plan for a project
- identify the way they learn best
- use self-monitoring checklists/assessments

Performance Standards:

Strong Performance

Utilizes learning style to develop personal study strategies.

Appropriate Development

Describes learning style and employs study skills.

Experiencing Difficulty

Shows limited understanding of learning styles and study skills.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Social Skills Lessons and Activities, Grades 4-6
- Classroom Listening and Speaking, Grades 3-4
- Classroom Listening and Speaking, Grades 5-6
- Teaching Responsible Homework Habits, Grades 4-6
- How To Help Your Child With Homework (NBTA Pamphlet)
- The Survival Guide for Kids with LD
- Putting On the Brakes: An Activity Book for Young People with ADHD
- Homework Helpers
- Program Achieve

Literature

The Day the Fox Shut Down the School-comic

101 Ways to Read With Speed and Understanding
- Denise Bieniek

101 Ways To Take Tests With Success-Denise Bieniek

Help I have to Take a Test - Louise Colligan

101 Ways to Boost Your Writing Skills
- Linda Williams

101 Ways to Get Straight A's -Robin Dellaboughs

Everything You Need to Survive Homework
- Jane and Jorial Stine

Schoolwork-E. James/ Carol Barkin

Help is on the Way for Schoolwork-M. Berry

A Kid's Guide to Managing Time - Joy Berry

Video

Skills For Classroom Survival (A.V. 704196)

You Can Choose Series:

Asking for Help (A.V. 703705)

Kids of Degrassi -Jeffrey Finds A Friend (A.V. 701489)

Skills For Classroom Survival (A.V. 704196)

Study Skills Plus Attitude - Sunburst Video,
Grades 5-9

Study Skills for Success - Sunburst Video, Grades 4-8

Community

Library

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 2.2**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will develop and incorporate personal responsibility for learning and the desire to produce quality work.

Elaboration: Personal success and positive self-esteem are essential to develop strong internal motivation. Students will learn to recognize how success satisfies their needs and will understand the control they have in achieving their goals.

By the end of grade 5, students will be expected to

- explain the relationship among ability, effort, and performance
- identify variables that motivate the production of quality work - intrinsic and extrinsic **rewards (Appendix I)**

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students role-play a scenario depicting an activity that has been mastered with practice
- initiate a brainstorming session to discuss the many variables that motivate students to produce quality work
- invite high school leadership students or guest speakers to discuss what factors motivate them to produce quality work
- encourage students to utilize a portfolio to showcase their work - see Employability Skills Teacher Handbook - p. 10

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- complete homework assignments
- describe variables that motivate the production of quality work
- demonstrate an understanding of the importance of practice, effort, and learning

Ask questions such as

- What is the relationship between effort and performance in the classroom?
- What motivates students to produce quality work?
- Why is it important to review and assess academic work?

Assess learning by having students complete

- a homework log
- a journal describing academic progress in one school subject for a three-month period
- a personal collage illustrating factors contributing to academic success in some subject areas
- reflective journals
- keep a portfolio of personal comparative samples of work

Performance Standards:**Strong Performance**

Intrinsically motivated to produce quality work.

Appropriate Development

Acknowledges the relationship between motivation, effort, and performance in the production of quality work.

Experiencing Difficulty

Limited ability to identify the relationship between motivation, effort, and performance.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- Social Skills Lessons and Activities, Grades 1-3 and Grades 4-6
- Skillstreaming for Elementary School-Aged Child
- F.O.C.U.S A.V. 500838
- Homework Helpers
- How to Help Your Child With Homework (NBTA Pamphlet)
- Study Skills for Success - Sunburst, Grades 4-8
- Pathways to Enterprise
Section II
- Any of the activities could be used to attain this outcome. However, its effectiveness will depend on how the teacher presents, and processes the activity.
Some sample activities include
- Create an Invention - p. 9
- Family Ventures Tree - p. 14
- Water Tower - p. 45
Section III
- Print With Class - p. 73
- Program Achieve
- Workplace Health and Safety Compensation Commission - "Choices for Life", Activity B2 (available in all schools)

Literature

How to Be School Smart - Elizabeth Jones/
Carol Berkin

Secrets of Successful Schoolwork - Elizabeth Jones/
Carol Berkin

How to Get Up When Schoolwork Gets You Down -
Claudine Wirth/Mary Kruhm

Using Your Head - Joy Wilt

Video

Study Skills Plus Attitude, Grades 5-9

Oops I Messed Up, Grades 2-4 (A.V. 705273)

You Can Succeed In School - Sunburst Video,
Grades 2-4

Where There's A Will There's An ... A (A.V. 702961)

Appendix I - Glossary

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GENERAL CURRICULUM OUTCOMES**Outcome # 2.3**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be able to set goals, develop plans, and monitor personal progress for goal attainment.

Elaboration: Setting realistic goals can help individuals direct behaviour and obtain a higher level of achievement. Students will discuss and practise methods used for goal attainment.

By the end of grade 5, students will be expected to

- describe why goal setting needs to be realistic yet challenging
- demonstrate the ability to develop a personalized plan for short-term goal achievement

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- present several situations depicting a short-term goal for an average grade 5 student, then have students evaluate whether the goal is realistic and challenging
- have students construct a **goal-setting** chart as an outline (**Appendix I**)
- have students brainstorm how progress can be monitored in various ways
- conduct student/teacher conferences to evaluate goal setting
- have students draw a cartoon strip depicting a goal from start to finish
- have class discussion on the need to be flexible in developing plans
- use Employability Skills Teacher Handbook, K-12, lessons on pages 11 and 12

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- select appropriate short-term goals which are challenging yet achievable
- develop a comprehensive plan to achieve short-term goals
- monitor personal progress toward goal achievement

Ask questions such as

- What are some of your short-term and long-term goals?
- Did you develop a plan?
- What method are you going to use to monitor your progress?
- What things might affect your ability to achieve your goals?
- Are your goals attainable?
- Are your goals challenging?

Assess learning by having students complete

- a goal-setting chart with specific requirements and criteria for achieving certain short-term goals
- a log monitoring personal progress toward goal attainment
- a student self-evaluation report describing progress towards short-term goal attainment

Performance Standards:

Strong Performance

Demonstrates the ability to review and evaluate personal plans.

Appropriate Development

Demonstrates the ability to develop and monitor a personalized plan for a short-term goal.

Experiencing Difficulty

Develops a personalized plan with assistance.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Think Aloud
- Lions Quest- Skills for Growing
- Second Step Violence Prevention Program, Grades 1-5
- Social Skills Lessons and Activities, Grades 4-6
- FOCUS (A.V. 500838)
- Pathways to Enterprise
Section II
- Family Ventures Tree - p. 14
- Enterprise Cards - p. 18
- Gift Bag - p. 42
- Environmental Audit - p. 58
- Program Achieve
- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12
- The Make It Real Game, Grade 5

Literature

Goal Setting: A Motivational Technique That Works!
- Edwin Locke/ Gary Lathan

Discovering How to Make Good Choices- Rita Milios
Setting Goals - Sandra Smith

What You Can See, You Can Be!- David Anderson

The Secret Garden-Francis Hodgson Burnett

Hatchet-Gary Paulson

Strider-Beverly Cleary

The War With Grandpa-Robert Kimel Smith

Does Third Grade Last Forever? - Mindy Schanback

Video

I Blew It ! Learning From Failure - Sunburst Videos,
Grades 5-9

Go Goals ! How To Get There - Sunburst Videos,
Grades 5-9

Community

Service Groups

Sports Teams

Church Groups

Special Interest Groups

Coaches

Musical Directors

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES**Outcome # 2.4**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will recognize that skills and understandings developed at school are transferable to work situations.

Elaboration: School learning does not exist in a vacuum. It is part of lifelong career development. This awareness may be facilitated through direct contact with workers from the community.

By the end of grade 5, students will be expected to

- describe how the knowledge and skills learned at school can be related to various occupations

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students match pictures of various occupations with related school subjects
- invite members from the community to describe the school subjects required to do their occupations and try to draw from a variety of career clusters, e.g. arts, sciences, humanities
- have students view films of various careers and discuss what school subjects are used in each occupation
- relate specific subjects to occupations (e.g. math is important to what jobs, or vice versa, what subjects would a pilot need to study and why?)
- role-play situations in which personal qualities (e.g. dependability, promptness, getting along with others) affect success in creating, getting, and keeping work
- use Employability Skills Teacher Handbook, K-12

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- use skills learned at school to help them at home and in the community
- relate school subjects to educational requirements for various occupations

Ask questions such as

- How can listening, speaking, writing, and organizational skills help you at home and in the community?
- How can time-management and goal-setting skills help you outside of school?
- How would subjects in school help you be successful in various jobs?

Assess learning by having students complete

- an interview with an employee focussing on how school subjects relate to the world of work
- a poster/ report linking school subjects to a chosen career

Performance Standards:

Strong Performance

Independently researches how specific skills learned at school relate to various occupations.

Appropriate Development

Describes how the knowledge and skills learned at school relate to various occupations.

Experiencing Difficulty

Limited ability to relate how the knowledge and skills learned at school relate to various occupations.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12
- Pathways to Enterprise Section II
 - Family Ventures Tree - p. 14
 - Enterprise Cards - p. 18
- Pathways to Enterprise Section III
 - Community Radio Interviews - p. 8
 - School Canteen Project - p. 12
 - Year End Banquet - p. 76
- Schooling for the Real World: The Essential Guide to Rigorous and Relevant Learning
- The Make It Real Game, Grade 5

Literature

Alexander and The Horrible, Terrible, No Good, Very Bad Day - see lesson - p. 7 - Employability Skills Teacher Handbook, K-Grade 12

Video

Science + Math = Your Future (A.V. 703396)

Rap-o-matic (A.V. 703838)

Harriet's Magic Hats (A.V. 701724-701733)

You Can Succeed In School- Sunburst Video

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 3.1

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will have an awareness and appreciation of work.

Elaboration: An introduction to the world of work requires exposure to a variety of occupations. Students will explore work in various settings and the reasons for work.

By the end of grade 5, students will be expected to

- identify reasons why and ways in which people work together
- identify workers in various settings and the conditions under which they work (e.g. responsibilities, hours, work environment)
- describe ways in which self-employment differs from working for others
- identify various sources of career information (e.g. parents, neighbours, school, media)
- describe how jobs can change over time in response to society's needs

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students write job descriptions for various jobs (including being a student in school)
- have class make a chart distinguishing between service and production sectors
- have students list all jobs connected to a particular product
- expose students to guest speakers, field trips, videos
- have students construct posters on special weeks, identifying related jobs (e.g. Fire Prevention Week, Jump Rope for Heart)
- have students perform short skits depicting a variety of occupations
- facilitate Hobby Career Day, Career Expo activities
- encourage Job Shadow Days
- have students make videos/ posters of workers
- invite local entrepreneurs in to talk with students
- look at trends in various types of occupations - i.e. farmers, bank tellers, physicians, auto mechanics
- discuss with students the "High Five" principles - refer to "The Make It Real Game" Facilitator's Guide, p. 21
- have students interview a worker to see if his/her job description has changed

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- explain why and how people work together at school, at home, and in the community
- explain the differences and similarities between work and play
- identify characteristics of various occupational clusters
- utilize sources for career information

Ask questions such as

- How are jobs similar yet different?
- What is the most interesting job for you? Why?
- How is working for yourself different from working for someone else?

Assess learning by having students

- prepare a report/ speech/ demonstration on a specific job
- compare two jobs and discuss how each relates to their interests
- illustrate how people work together to accomplish work
- create a poster illustrating changes in a particular job overtime - “then and now”

Performance Standards:

Strong Performance

Examines personal benefits derived from various jobs.

Appropriate Development

Describes various jobs.

Experiencing Difficulty

Exhibits limited knowledge of jobs and ways to access career information.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Focus On The World Of Work, K-Grade 2
Thematic Units for Early Childhood
- Pathways to Enterprise
Section II
- Invention Across The Ages - p. 27
- Enterprise Interview - p. 66
Section III
- Community Radio Interviews - p. 8
- Super Sub Sale - p. 56
- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12
- The Make It Real Game, Grade 5
- Workplace Health and Safety Compensation Commission - “Choices for Life” - Activities B1, B2, B4, B5 (available in all schools)

Literature

In My Neighbourhood Series: P. Bourgeois

Canadian Firefighters
Canadian Police Officers
Canadian Postal Workers
Canadian Garbage Collectors

A Day In The Life Series: Police Cadet -

John Harding Martin

Dangerous Jobs Series -

Fire Fighters-Mike Gething

Career Ideas for Kids Who Like: Writing/Sports/Computers

Video

Harriet’s Magic Hats (A.V. 701736-733 9) (Rights)

What Would You Like to Be ? (A.V. 700467)

Treasures From Below - Mining (A.V. 702950)

Coal Mining In The Grand Lake Area (A.V. 701901)

Preparing For Tomorrow - Forestry (A.V. 703893)

Maple Sugar (A.V. 701416)

Technology

Paws in Jobland - Careerware CD

Appendix IV - Integration of Native Perspective

GENERAL CURRICULUM OUTCOMES

Outcome # 3.2

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will develop an awareness of how interests, beliefs, and attitudes relate to various occupations.

Elaboration: By providing students with the opportunity to discuss interests, values, and attitudes and their relation to the world of work, the curriculum will better equip students to recognize the factors involved in career preparation. Owing to a rapidly changing world of work, students must acquire a realistic view of career possibilities.

By the end of grade 5, students will be expected to

- explain the influence that talents, values, and interests have on career choices
- describe how career choices change over time
- explain how others influence our career choices
- identify how good work habits relate to occupations: Skills for Workers Poster

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- talk about their own career development and how their interests, beliefs, and values influenced their choices
- have students make charts based on their favourite interests and related jobs
- have students write a report or make a time line showing differences in career choices over time
- invite supervisors in to speak about expectations of their workers
- have students bring in articles that identify occupations that have typically been seen as male/female jobs (ballet shoes, construction hat) and discuss why
- define and explain stereotyping and how it affects our career choices

SUGGESTED ASSESSMENT STRATEGIES

Look for evidence that students can

- explain how good work habits help people do their jobs
- describe activities and personal talents they enjoy and how these relate to the world of work
- explain how career ideals change over time
- describe how stereotypes / changing nature of work affect our career choices
- describe how family, media, mentors, and peers can influence our choices

Ask questions such as

- What are the qualities of an effective teacher, police officer, anthropologist? What do they have in common?
- What jobs are related to your favourite sport, hobby, subject?
- What did you want to be in kindergarten? Has it changed?
- What job would you not want to do? Why not?

Assess learning by having students

- interview a worker regarding good work habits
- draw a Venn diagram based on a particular interest and the relationship to various occupations
- describe the importance of preparing for one's career

Performance Outcomes:

Strong Performance

Describes factors that influence career choices and, when given a set of values, interests, and attitudes, would be able to match these to potential occupations.

Appropriate Development

Identifies factors that influence career choices.

Experiencing Difficulty

Limited ability to identify the factors that influence career choices.

RECOMMENDED LEARNING RESOURCES

Print (Refer to Bibliography or Instructional Resources Catalogue)

- Skills for Workers Poster and accompanying Employability Skills Teacher Handbook, K-Grade 12
- The Make It Real Game, Grade 5
- Pathways to Enterprise Section II
 - Enterprise Cards - p. 18
 - Enterprise Interview - p. 66
 - Community Radio Interview - p. 8
- Workplace Health and Safety Compensation Commission - "Choices for Life" - Activity B3 (available in all schools)

Literature

The Piggy Book - Antony Brown
Paperbag Princess - Robert Munsch
Noisy Nora - Rosemary Wells
The Moccasin Goalie - William Roy Brownridge
My Dad Takes Care of Me - Patricia Quinlan
Baseball Ballerina - Kathryn Cristaldi

Community

Seniors' Clubs
 Special Interest Groups
 Athletic Teams

GENERAL CURRICULUM OUTCOMES**Outcome # 3.3**

Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be aware of and value the development and maintenance of a healthy lifestyle.

Elaboration: We live in a complex society where many demands are made on our time and energy. This may lead to stress and illness. An important part of the world of work is our ability to learn what to do with our free time and how to live a healthy lifestyle in order to minimize stress and maximize our personal well-being.

By the end of grade 5, students will be expected to

- examine and evaluate how Glasser's 5 **basic needs** are met in their daily lives (**Appendix I**) - survival, belonging, freedom, achievement, fun
- identify the possible consequences of healthy/unhealthy lifestyle choices in relation to the world of work
- explain how people influence our lifestyle choices - e.g. friends, media, stereotyping
- define stress, stressors, and techniques to deal with these
- set personal lifestyle goals to enhance effective learning and working habits

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students debate how healthy/unhealthy lifestyle choices affect their ability to do quality work
- have students after examination of media advertisements, create a commercial selling their favourite leisure-time activity
- brainstorm stressors in students' lives
- teach **time-management, breathing, affirmation skills (Appendix I)**
- facilitate a hobby show

SUGGESTED ASSESSMENT STRATEGIES**Look for evidence that students can**

- define stress and stressors
- describe strategies for dealing with stress
- identify possible consequences of both healthy and unhealthy free-time choices
- write a personal lifestyle goal to enhance learning

Ask questions such as

- What things do you find stressful?
- What do you do to relax?
- What things do you do that contribute to a healthy lifestyle?

Assess learning by having students

- describe how habits can be both positive and negative
- show through report, collage, or drawings the factors that influence our lifestyle choices
- identify four ways to reduce stress

Performance Standards:**Strong Performance**

Independently develops a personal lifestyle goal to enhance learning.

Appropriate Development

Sets personal goals for a healthy lifestyle.

Experiencing Difficulty

Limited ability to identify factors that influence healthy lifestyles.

RECOMMENDED LEARNING RESOURCES**Print (Refer to Bibliography or Instructional Resources Catalogue)**

- Substance Abuse Prevention Activities for Elementary Children, Grades 1-5
- Stress management and Me: Participation Activities to Brighten Each Student's Day
- Wellness Workbook- Teacher's Resource
- Coping for Kids: A Complete Stress Control Program for Students Ages 8-18
- Program Achieve

Literature

Amazing Spiderman- Skating on Thin Ice-comic
About Alcohol and Drugs-activity book
Keeping Your Body Alive and Well- Joy Wilt

Video

Mr. Phinley's Pharmacy (A.V. 701939)
 The Drug Avengers (A.V. 704563)
 You Can Choose Series - Say No to Smoking (A.V. 702856)
 Attention to Prevention (A.V. 702099)
 Consider the Source (police should present) (A.V. 700482)
 Butt It Out (A.V. 703789)
 Fast Forward Future (A.V. 704564)
 Straight Up (A.V. 704566)
 Choose, Grades 5-9 (A.V. 701940)
 Why I Won't Do Drugs, Grades 2-4 (A.V. 705713)
 Tobacco and You, Grades 5-9 (A.V. 703460)
 Stress and You, Grades 5-9 (A.V. 705027)
 Looking Good, Feeling Good - Sunburst Videos

Appendix I - Glossary

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Your Interests

Here is a list of different things that you might enjoy doing.

Put a ✓ next to the ones that sound like fun to you, even if you've never tried them before. For example, if you think you would like to use tools, put a ✓ in its box. If you think you would not like to use tools, leave the box blank.

Use tools	A	Build models	A
Figure out a problem	B	Study planets	B
Give directions	C	Join a club	C
Run for class office	D	Argue your point	D
Plan events	E	Organize a notebook	E
Sing on a stage	F	Visit an art gallery	F
Fix a car	A	Sleep in a tent	A
Learn about diseases	B	Do science projects	B
Interview people	C	Make people laugh	C
Save money	D	Sell things	D
Make lists	E	Make your room neat	E
Take pictures	F	Write stories	F
Drive a bus	A	Connect a stereo	A
Play chess	B	Use a calculator	B
Go to a dance	C	Make a speech	C
Lead a group	D	Start a club	D
Follow rules	E	Look up information	E
Design clothes	F	Write songs	F
Explore a forest	A	Operate machines	A
Program a computer	B	Read a road map	B
Run a garage sale	C	Entertain guests	C
Organize meetings	D	Take charge	D
Keep a diary	E	Work in a group	E
Dance on stage	F	Write about feelings	F
Go fishing	A	Take care of animals	A
Visit a science museum	B	Use a microscope	B
Care for sick people	C	Coach a team	C
Trade things	D	Appear on T.V.	D
Fill in a chart	E	Collect things	E
Play an instrument	F	Compose music	F
Repair a bike	A	Cook at a picnic	A
Solve puzzles	B	Do math problems	B
Meet new people	C	Give first aid	C
Speak your opinion	D	Talk about politics	D
Be on time	E	Play on a team	E
Be different	F	Arrange flowers	F

Paint a room		A	Target shooting		A
Study the human body		B	Read science fiction		B
Teach a friend		C	Settle an argument		C
Be team captain		D	Study laws		D
Follow instructions		E	Straighten out a closet		E
Make videos		F	Direct a play		F
Build a fence		A	Plant a garden		A
Test air pollution		B	Take apart a frog		B
Write letters		C	Read stories to kids		C
Visit parliament		D	Take a risk		D
Take good messages		E	Put things in order		E
Draw pictures		F	Decorate a room		F

Score: Count the number of A's, B's, C's, D's, E's, F's and put the number in the corresponding boxes.

A

D

B

E

C

F

A Category

If you scored high in the A category, you might enjoy a career that lets you use your body energy. Many people in this group love to be outside in the fresh air. They like to build and fix things. They enjoy working with tools and machines.

gardener
aircraft pilot
construction manager
animal care
painter
conservation scientist
labourer
driver
roofer
laboratory technician
jeweller

repair person
carpenter
landscape architect
plumber
mechanic
farmer
carpet installer
fire fighter
auto repair
electronics

B Category

If you scored high in the B category, you might enjoy a career that challenges your mind. People in this group are curious about new ideas. They like to figure out their own answers to problems. They do well in science.

scientist	optometrist
biologist	electrical engineer
veterinarian	dental hygienist
chemist	economist
dentist	geologist
dietitian	agricultural scientist
civil engineer	computer programmer
insurance underwriter	psychologist
pharmacist	market researcher
physical therapist	nuclear medicine technologist

C Category

If you scored high in this category, you might enjoy a career that lets you work closely with people. People in this category are usually very friendly. They are patient and good at explaining things. They become wonderful helpers and teachers.

homemaker	interviewer
teacher	recreation leader
nurse	personnel manager
social worker	counsellor
athletic trainer	supervisor
occupational therapist	flight attendant
credit clerk	religious worker
travel clerk	food worker
child-care worker	data processing manager
receptionist	psychiatric aide

D Category

If you scored high in D category, you might enjoy a career that lets you become a leader. People in this group are good at getting their point across to others. They have lots of confidence and enjoy being in charge of things.

real estate broker	hotel manager
business executive	insurance agent
sales person	lawyer
public official	college faculty
education administrator	loan officer
buyer	advertising manager
judge	recreation manager
labour manager	financial sales

E Category

If you scored high in E category, you might enjoy a career that lets you keep things organized. People in this group are neat and careful. They are good at following rules. They enjoy being part of a team, and working well with others.

postal worker	auditor
police officer	secretary
legal assistant	analyst
bookkeeper	paralegal
clerk	planner
cashier	investigator
librarian	inspector
bank teller	air traffic controller
medical assistant	accountant

F Category

If you scored high in F category, you might enjoy a career that lets you use your imagination. People in this group are independent and original. With talent, many do well in music and art. Other jobs also need creative thinkers.

chef	musician
radio and television	dancer
architect	writer
printer	cosmetologist
product development	visual artist
reporter	actor
advertising	director
photographer	choreographer
designer	hairdresser
newscaster	

Curricular Connections

Having completed the K-5 Personal Development and Career Planning curriculum, each student, by the end of Grade 2, will be expected to

Outcomes	Curriculum Connection	Outcomes
1.1 describe personal likes and dislikes	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS (FOUNDATION) CURRICULUM	p. 18 identify similarities and differences in the ways cultures meet human needs and wants p. 24 answer, with assistance, their questions and those of others by seeking information from a variety of texts (see L.A. Curriculum for details)
describe positive characteristics about self	SOCIAL STUDIES CURRICULUM HEALTH CURRICULUM	p. 18 identify some characteristics unique to one's self and other characteristics that all humans share Kindergarten – Growth and Development, p. 12 – be aware of and describe their own physical changes Grade 1 – Growth and Development, p. 20 – recognize physical changes and growth
identify basic feelings		
identify unique characteristics of others	SOCIAL STUDIES CURRICULUM	p. 18 give examples of contributions made to Canada by various individuals, groups, and cultures p. 18 identify some characteristics unique to one's self and other characteristics that all human have
demonstrate respect towards others	SOCIAL STUDIES CURRICULUM	p. 18 give examples of how experiences are interpreted differently p. 18 give examples of stereotypes, discrimination, and pressures to conform and how they affect an individual p. 22 explore and describe universal human rights and other selected global issues
1.2 utilize effective listening skills	LANGUAGE ARTS CURRICULUM	p. 16 listen critically to others' ideas or opinions p. 16 express and explain opinions and respond to the questions and reactions of others p. 18 participate in conversation, small-group and whole-group discussion; understand when to speak, when to listen p. 18 give and follow instructions and respond to questions and directions
communicate personal thoughts and feelings appropriately	SOCIAL STUDIES CURRICULUM	p. 16 describe, share, and discuss thoughts, feelings, and experiences, and consider others' ideas p. 18 give examples of how experiences are interpreted differently p. 18 give examples of stereotypes, discrimination, and pressures to conform, and how they affect an individual p. 18 give examples of how culture is transmitted p. 22 identify and describe examples of interactions among people, technology, and the environment p. 22 identify and explore interactions among individuals, groups, and societies p. 22 explore and describe universal human rights and other selected global issues p. 24 ask basic geographic questions; acquire, organize, and analyse geographic information; and answer geographic questions at an age-appropriate level

Outcomes	Curriculum Connection	Outcomes
communicate personal thoughts and feelings appropriately (continued)	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM	p. 26 identify and use primary and secondary sources to learn and communicate with the past p. 26 ask questions associated with historical methodology to answer: What happened? How do we know what we know? and Why is this important? p. 16 describe, share, and discuss thoughts, feelings, and experiences, and consider others' ideas p. 16 express and explain opinions, and respond to the questions and reactions of others p. 18 adapt volume, projection, facial expressions, gestures, and tone of voice to the speaking occasion p. 18 engage in and respond to a variety of oral presentations and others texts p. 20 identify some forms of oral language that are unfair to particular individuals and cultures, and use vocabulary that shows respect for all people p. 26 express and explain opinions about texts and types of texts and the work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions p. 30 use writing and other ways of representing (see L. A. Curriculum for details)
identify the characteristics of a good friend and ways of making new friends	SOCIAL STUDIES CURRICULUM	p. 18 identify the material and non-material elements of a culture p. 22 recognize and describe the interdependent nature of relationships
be able to describe conflict-resolution skills		
be able to describe basic anger-management strategies		
identify possible solutions to social problems they or their friends might have	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM	p. 20 distinguish between needs and wants p. 16 ask and respond to questions to clarify information and to explore possibilities or solutions to problems
describe choices and decisions they could make	STUDIES CURRICULUM	p. 16 demonstrate how individuals and groups can influence decision making p. 20 identify various factors that influence their decisions as customers p. 20 give examples of economic decisions made by individuals and families p. 20 explain the role of money in everyday life and give examples of how people earn, save, and spend income p. 20 identify various factors that influence their decisions as consumers p. 26 use knowledge of the past to assist in decision making

Outcomes	Curriculum Connection	Outcomes
describe choices and decisions they could make (continued)	LANGUAGE ARTS CURRICULUM HEALTH CURRICULUM	p. 32 demonstrate some awareness of purpose and audience (see L. A. Curriculum for details) Kindergarten – Protecting Yourself and Community, p. 8 – identify potentially harmful places and activities Grade 1 – Use, Misuse, and Abuse of Materials, p. 22 – recognize that advertisements have different styles Grade 2 – Personal Wellness, p. 26 – understand that daily choices and activities affect each person’s overall health Grade 3 – Use, Misuse, and Abuse of Materials, p. 38 – identify the effect of advertisements on use and misuse of health care products
relate consequences to actions and decisions	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM HEALTH CURRICULUM	p. 20 recognize that producers have to consider what they will provide (goods or services), how they will produce it, and who will buy it p. 20 give examples of economic decisions made by individuals and families p. 20 demonstrate a growing awareness that different kinds of language are appropriate to different situations Grade 2 – Protecting Yourself and Your Community, p. 24 – describe safe practices related to personal activity Grade 2 – Use, Misuse, and Abuse of Materials, p. 30 – recognize the pressure of advertisements
1.3 identify components of a safe and healthy school		Kindergarten – p. 8 – Protecting Yourself and Your Community Grade 1 – p. 16 – Protecting Yourself and Your Community
demonstrate an ability to access help when in abusive or potentially abusive situations		
identify hazardous behaviours in the home, school, and community	HEALTH CURRICULUM	Kindergarten – identify potentially harmful places and activities Grade 1 – identify ways to keep their environments, home, and school clean and safe Grade 2 – identify harmful products
demonstrate behaviours that contribute to a safe and healthy school	HEALTH CURRICULUM	Kindergarten – demonstrate caution before using or handling unknown products Grade 1 – describe and practise safe behaviour in a variety of settings Grade 2 – describe safe practises related to personal activity

Outcomes	Curriculum Connection	Outcomes
describe appropriate solutions for hazardous situations in the home, school, and community		
1.4 understand that expectations vary according to settings, and develop strategies to meet these varied expectations	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM HEALTH CURRICULUM	p. 16 demonstrate an understanding of equality, human dignity, and justice p. 16 identify examples of their rights and responsibilities as citizens p. 20 demonstrate a growing awareness that different kinds of language are appropriate to different situations p. 34 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning Grade 2 – Protecting Yourself and Your Community, p. 32 – describe how we can contribute to making the community a healthier and safer place to live and work
describe a variety of roles and responsibilities within a family, and note changes	SOCIAL STUDIES CURRICULUM	p. 16 recognize power and authority in their lives p. 20 identify various factors that influence their decisions as consumers
2.1 demonstrate listening skills	LANGUAGE ARTS CURRICULUM	p. 16 listen critically to others’ ideas and opinions
identify effective learning strategies	LANGUAGE ARTS CURRICULUM	p. 30 explore, with assistance, ways for making their own notes p. 22 describe their own reading and viewing processes and strategies
effectively organize personal school supplies and belongings complete and return homework		
2.2 describe the behaviours of a responsible student	LANGUAGE ARTS CURRICULUM	p. 22 select, independently and with teacher’s assistance, texts appropriate to their interests and learning needs p. 22 read widely and experience a variety of children’s literature p. 28 question information presented in print and visual texts (see L. A. Curriculum for details)
describe the benefits of learning	LANGUAGE ARTS CURRICULUM	p. 22 describe their own reading and viewing processes and strategies p. 28 respond critically to texts (see L. A. Curriculum for details) p. 30 explore, with assistance, ways for making their own notes p. 32 consider their readers’/listeners’/viewers’ questions, comments, and other responses in assessing their work and extending their learning
compile samples of their best work		

Outcomes	Curriculum Connection	Outcomes
2.3 identify several personal goals		
describe the difference between short-term and long-term goals		
develop a plan of action to help achieve a basic, short-term goal		
2.4 describe how the knowledge and skills learned at school can be used at home/in the community		
3.1 define work and workers	SOCIAL STUDIES CURRICULUM	
distinguish between paid and unpaid work	SOCIAL STUDIES CURRICULUM	p. 20 give examples of paid and unpaid work
describe the work/jobs of family, school, and community members	SOCIAL STUDIES CURRICULUM	p. 18 identify groups to which they belong
identify work activities/jobs of interest to the student		
3.2 identify Glasser's 5 basic needs		
relate 5 basic needs to academic success		
describe how leisure-time activities help meet our basic needs		
describe 3 or 4 healthy free-time activities	HEALTH CURRICULUM	Grade 1 – Protecting Yourself and Your Community, p. 16 – describe and practise safe behaviour in a variety of settings Grade 1 – Personal Wellness, p. 18 – describe healthy ways to have fun
set a personal goal for a healthy lifestyle choice	HEALTH CURRICULUM	Kindergarten – Personal Wellness, p. 10 – indicate what types of activities support a healthy lifestyle and explain their importance Grade 1 – Protecting Yourself and Your Community, p. 16 – recognize the need for personal cleanliness Grade 1 – Personal Wellness, p. 18 – understand that eating habits contribute to health and well-being Grade 2 – Personal Wellness, p. 34 – describe personal habits that contribute to improved health

Curricular Connections

Having completed the K-5 Personal Development and Career Planning curriculum, each student, by the end of grade 5, will be expected to

Outcomes	Curriculum Connection	Outcomes
1.1 show respect for and attempt to understand the ideas, opinions, and feelings of others	SOCIAL STUDIES CURRICULUM (FOUNDATION) LANGUAGE ARTS CURRICULUM (FOUNDATION) HEALTH CURRICULUM	p. 18 describe the multicultural, multiracial, and multiethnic characteristics of Canadian society p. 18 describe how perspectives influence the ways in which experiences are interpreted p. 18 describe how groups, institutions, and media influence people and society p. 16 contribute thoughts, ideas, and questions to discuss and compare their own ideas with those of peers and others p. 16 defend and/or support their ideas or opinions with evidence p. 16 listen critically to others' ideas or opinions and points of view p. 18 contribute to and respond constructively in conversation, small-group and whole-group discussion p. 20 listen attentively and demonstrate awareness of the needs, rights, and feelings of others p. 20 make a conscious attempt to consider the needs and expectations of their audience p. 44 Grade 4 – recognize body changes and respect individual differences
describe positive characteristics about self as seen by self and others	SOCIAL STUDIES CURRICULUM HEALTH CURRICULUM	p. 18 describe the influences that shape personal identity p. 52 Grade 5 – identify changes that occur as a result of puberty
demonstrate an awareness of factors that influence self-esteem	SOCIAL STUDIES CURRICULUM HEALTH CURRICULUM	p. 18 describe the influences that shape personal identity p. 52 Grade 5 – identify changes that occur as a result of puberty
identify personal interests, abilities, strengths, and weaknesses	SOCIAL STUDIES CURRICULUM HEALTH CURRICULUM	p. 18 describe the influences that shape personal identity p. 52 Grade 5 – identify changes that occur as a result of puberty
explore and demonstrate awareness of different cultures and lifestyles	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM	p. 18 explain why cultures meet human needs and wants in diverse ways p. 18 use examples of material and non-material elements of culture to explain the concept of culture p. 22 recognize and explain the interdependent nature of relationships among individuals, societies, and the environment p. 20 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language

Outcomes	Curriculum Connection	Outcomes
1.2 explain the importance of communication skills, as well as demonstrate the effective use of these	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM	p. 26 describe examples of cause and effect and change over time p. 16 ask and respond to questions to seek clarification or explanation of ideas and concepts
identify a full range of emotions, how they are expressed, and how they are manifested		
explain reasons why friendships change, and identify practical techniques for coping with these changes		
demonstrate through role-playing the difference between aggressive, passive, and assertive behaviour		
explore appropriate strategies for sharing and expressing feelings		
utilize anger-management strategies to resolve conflicts with others		
describe empathic responses in a variety of situations		
demonstrate positive group-membership skills	SOCIAL STUDIES CURRICULUM	p. 18 identify examples of informal and formal groups to which they belong and describe the function of those groups p. 20 describe how groups, institutions, and media influence people and society
identify bullying behaviours		

Outcomes	Curriculum Connection	Outcomes
identify the role of the by-stander/peer in bullying		
1.3 identify problems families and communities might have	SOCIAL STUDIES CURRICULUM	p. 22 identify causes, consequences, and possible solutions to universal human rights and other global issues p. 26 identify trends that may shape the future
independently apply decision-making and problem-solving processes	SOCIAL STUDIES CURRICULUM HEALTH CURRICULUM	p. 20 analyse their decisions as informed consumers p. 26 identify and compare events of the past to the present, in order to make informed, creative decisions about issues p. 38 Grade 3 - describe and practise decision-making and refusal skills p. 54 Grade 5 - describe healthy decision making with regard to drug use
describe how beliefs and attitudes affect decisions	HEALTH CURRICULUM	p. 54 Grade 5 - explain how advertising can affect behaviour and attitudes
identify different ways of looking at a situation	SOCIAL STUDIES CURRICULUM LANGUAGE ARTS CURRICULUM	p. 22 plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world p. 18 give and follow instructions and respond to a variety of questions and instructions p. 32 create written and media texts, using an increasing variety of forms
identify ways of dealing with negative peer pressure		
1.4 define responsible behaviour and distinguish between intrinsic and extrinsic rewards for such	SOCIAL STUDIES CURRICULUM	p. 16 identify and explain the rights and responsibilities of individual citizens in a local, national, and global context
recognize the balance that exists between rights and privileges		
explain the relationship among feelings, beliefs, and behaviour	LANGUAGE ARTS CURRICULUM	p. 30 use a range of strategies in writing and others ways of representing to compare their own thoughts and beliefs to those of others and describe feelings, reactions, values, and attitudes
describe implications, effects, and consequences of helping others		

Outcomes	Curriculum Connection	Outcomes
explore the various roles and responsibilities an individual may have		
2.1 describe several basic learning styles and identify own personal style		
effectively utilize a personal homework plan	LANGUAGE ARTS CURRICULUM	p. 30 select appropriate note-taking strategies from a growing repertoire
identify and implement a plan of action for improving academic skills	LANGUAGE ARTS CURRICULUM	p. 22 reflect on and discuss their own processes and strategies in reading and viewing p. 34 select, organize, and comb relevant information from 3-5 sources p. 30 select appropriate note-making strategies from a growing repertoire
describe basic test-taking skills		
2.2 explain the relationship among ability, effort and performance		
identify variables that motivate the production of quality work - intrinsic and extrinsic rewards	LANGUAGE ARTS CURRICULUM	p. 28 respond critically to texts (see L. A. Curriculum for details)
2.3 describe why goal setting needs to be realistic yet challenging		
demonstrate the ability to develop a personalized plan for short-term goal achievement		
2.4 describe how the knowledge and skills learned at school can be related to various occupations		

Outcomes	Curriculum Connection	Outcomes
3.1 identify reasons why and ways in which people work together	SOCIAL STUDIES CURRICULUM	p. 20 explain how supply and demand affects their lives
identify workers in various settings and the conditions under which they work	SOCIAL STUDIES CURRICULUM	p. 20 explain how supply and demand affects their lives
describe ways in which self-employment differs from working for others	SOCIAL STUDIES CURRICULUM	p. 20 explain how supply and demand affects their lives
identify various sources of career information		
describe how jobs can change over time in response to society's needs	SOCIAL STUDIES CURRICULUM	p. 20 explain how supply and demand affects their lives
3.2 explain the influence talents, values, and interests have on career choices		
describe how career choices change over time	SOCIAL STUDIES CURRICULUM	p. 20 explain why people's incomes may change and the impact of that change on their lifestyle
explain how others influence our career choices (stereotyping)	SOCIAL STUDIES CURRICULUM	p. 18 discuss why and how stereotyping, discrimination, and pressures to conform can emerge and how they affect the individual p. 20 explain how government's policies affect the living standards of all its citizens p. 20 explain how supply and demand affects their lives
identify how good work habits relate to occupations		
3.3 examine and evaluate how Glasser's 5 basic needs are met in daily life		
identify the possible consequences of healthy/unhealthy lifestyle choices in relation to the world of work	HEALTH CURRICULUM	p. 40 Grade 4 - understand that personal behaviours and choices may affect safety of self and others

Outcomes	Curriculum Connection	Outcomes
explain how people influence our lifestyle choices		
define stress, stressors, and some techniques to deal with these		
set personal lifestyle goals to enhance effective learning and working habits	HEALTH CURRICULUM	p. 32 Grade 3 - describe how we can contribute to making the community a healthier and safer place to live and work p. 50 Grade 5 - evaluate their eating habits

Assessment Template

Having completed the K-5 Personal Development and Career Planning curriculum, each student, by the end of grade 2, will be expected to

Outcomes	Program	Lesson	Assessment Completed
describe personal likes and dislikes			
describe positive characteristics about self			
identify basic feelings			
identify unique characteristics of others			
demonstrate respect towards others utilize effective listening skills			
communicate personal thoughts and feelings appropriately			
identify the characteristics of a good friend and ways of making new friends			
be able to describe conflict-resolution skills			
be able to describe basic anger-management strategies			
identify possible solutions to social problems they or their friends might have			
describe choices and decisions they could make			
relate consequences to actions and decisions			
identify components of a safe and healthy school			
demonstrate an ability to access help when in abusive or potentially abusive situations			
identify hazardous behaviours in the home, school, and community			
demonstrate behaviours that contribute to a safe and healthy school			
describe appropriate solutions for hazardous situations in the home, school, and community			

Outcomes	Program	Lesson	Assessment Completed
understand that expectations vary according to settings, and develop strategies to meet these varied expectations			
describe a variety of roles and responsibilities within a family, and note changes			
demonstrate listening skills			
identify effective learning strategies			
effectively organize personal school supplies and belongings			
complete and return homework			
describe the behaviours of a responsible student			
describe the benefits of learning			
compile samples of their best work			
identify several personal goals			
describe the difference between short-term and long-term goals			
develop a plan of action to help achieve a basic, short-term goal			
describe how the knowledge and skills learned at school can be used at home / the community			
define work and workers			
distinguish between paid and unpaid work			
describe the work/jobs of family, school, and community members			
identify work activities/ jobs of interest to the student			
identify Glasser's 5 basic needs			
relate 5 basic needs to academic success			
describe how leisure-time activities help meet our basic needs			

Outcomes	Program	Lesson	Assessment Completed
describe 3-4 healthy-free time activities			
set a personal goal for a healthy lifestyle choice			

Assessment Template

Having completed the K-5 Personal Development and Career Planning curriculum, each student, by the end of grade 5, will be expected to

Outcomes	Program	Lesson	Assessment Completed
show respect for and attempt to understand the ideas, opinions, and feelings of others			
describe positive characteristics about self as seen by self and others			
demonstrate an awareness of factors that influence self-esteem			
identify personal interests, abilities, strengths, and weaknesses			
explore and demonstrate awareness of different cultures and lifestyles			
explain the importance of communication skills, as well as demonstrate the effective use of these			
identify a full range of emotions, how they are expressed, and how they are manifested			
explain reasons why friendships change, and identify practical techniques for coping with these changes			
demonstrate through role-playing, the difference between aggressive, passive, and assertive behaviour			
explore appropriate strategies for sharing and expressing feelings			
utilize anger-management strategies to resolve conflicts with others			
describe empathetic responses in a variety of situations			
demonstrate positive group-membership skills			

Outcomes	Program	Lesson	Assessment Completed
identify bullying behaviours			
identify the role of the bystander/peer in bullying			
identify problems families and communities might have			
independently apply decision-making and problem-solving processes			
describe how beliefs and attitudes affect decisions			
identify different ways of looking at a situation			
identify ways of dealing with negative peer pressure			
define responsible behaviour and distinguish between intrinsic and extrinsic rewards for such			
recognize the balance that exists between rights and privileges			
explain the relationship among feelings, beliefs, and behaviour			
describe implications, effects, and consequences of helping others			
explore the various roles and responsibilities an individual may have			
describe several basic learning styles and identify own personal style			
effectively utilize a personal homework plan			
identify and implement a plan of action for improving academic skills			
describe basic test-taking skills			
explain the relationship among ability, effort, and performance			
identify variables that motivate the production of quality work - intrinsic and extrinsic rewards			

Outcomes	Program	Lesson	Assessment Completed
describe why goal setting needs to be realistic yet challenging			
demonstrate the ability to develop a personalized plan for short-term goal achievement			
describe how the knowledge and skills learned at school can be related to various occupations			
identify reasons why and ways in which people work together			
identify workers in various settings and the conditions under which they work			
describe ways in which self-employment differs from working for others			
identify various sources of career information			
describe how jobs can change over time in response to society's needs			
explain the influence talents, values, and interests have on career choices			
describe how career choices change over time			
explain how others influence our career choices (stereotyping)			
identify how good work habits relate to occupations			
examine and evaluate how Glasser's 5 basic needs are met in daily life			
identify the possible consequences of healthy/unhealthy lifestyle choices in relation to the world of work			
explain how people influence our lifestyle choices			

Outcomes	Program	Lesson	Assessment Completed
define stress, stressors, and some techniques to deal with these			
set personal lifestyle goals to enhance effective learning and working habits			

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2675 Skypark Drive, Suite 204

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How To Help Your Child With Homework
M. Radencich and J. Shay Schumm
Free Spirit Pub. Inc.
Minneapolis, MN., 55401
1988

How to Teach Children Responsibility
Myrna B. Shure
Research Press
551 Parkside Drive
Waterloo, Ontario N2L 5E7
1992
Phone (519) 747-2477 Fax (519) 747-0062

I Can Problem Solve
Myrna B. Shure
Research Press
2612 North Mattis Ave.
Champaign, Illinois, 61821
1992

Instructional Resources
Audio Visual Branch
125 Hilton Rd.
Fredericton, N.B., E3B 6B1

Learning to Be At Home Alone
Saskatchewan Safety Council
348 Victoria Avenue
Regina, Saskatchewan S4N 0P6

Lions Quest- Skills for Growing
Lions Quest Canada
515 Dotzert Court, Unit #7
Waterloo, Ontario, N2L 6A7

The Make-It-Real Game
*available from Catalogue of Instructional Materials

Mediation for Kids
F. Schmidt, A. Freidman, J. Marvel
Grace Contrino Abrahms Peace Foundation
P.O. Box 1990
Miami Beach, Florida

101 Ways to Develop Student Self-Esteem and Responsibility
Jack Canfield Frank Siccone
Allyn and Bacon
ISBN0-205-16884-1

Paperbacks for Educators
426 West Front St.
Washington, Missouri, 63090

Pathways to Enterprise
*available from Instructional Resources
1996

Paws in Jobland: Encourage Children to Explore a World of Work
(Careerware)

Peace In The Classroom
Hetty Adams
Peguis Publishers Ltd.
100-318 McDermot Avenue
Winnipeg, Manitoba R3A 0A2
1994
ISBN 1-895411-68-8

Peacemaking Skills for Little Kids
F. Schmidt, A. Freidman, J. Marvel
Grace Contrino Abrahms Peace Foundation
P.O. Box 1990
Miami Beach, Florida

Playgrounds Series: Bargions Educational Series Inc.
250 Wireless Blvd.
Hauppauge, W.Y. 11788
ISBN0-8120-4658-7

Program Achieve
*available from Catalogue of Instructional Materials

Putting on the Brakes: an activity book for young people with ADHD
P.Quinn, J. Stern
Magination Press
New York
1993

Random House College Dictionary, 1973
Random House Inc. 201 E 50th. St.
New York, NY 10022

Resource for the Identification and Teaching of Students with Specific Learning Disability
Elementary/Middle Level
NB Department of Education - available from Instructional Resources
Student Services
P.O. Box 6000
Fredericton, NB E3B 5H1

Schooling for the Real World
The Essential Guide to Rigorous and Relevant Learning
Steinberg, A., Cushman, K. and Riordan
Jossey-Bass Inc. Publishers
350 Sansome Street
San Francisco, CA 94104
ISBN0-7879-5041-6(1999)

Skillstreaming the Elementary School Child
Ellen McGinnis and Arnold Goldsein
Research Press Co.
2612 North Mattis Ave.
Champaign, Illinois, 61821

Second Step: A Violence Prevention Program Committee for Children
172 20th. AV.
Seattle, Washington, 98122
206-322-5050

Social Skills Activities For Special Children
Centre for Applied Research In Education
West Nyack, NY 10994

Social Skills Lessons and Activities, Pre-K-K;, Grades 1-3, Grades 4-6
Ruth Weltman Begun Ed.
The Centre for Applied Research in Education
West Nyack, N.Y. 10994
1996

Stay Alert Stay Safe
2180 Yonge St. 17th. Floor
Toronto, Ontario, M4S 2B9

Stop Racism
Dept. of Canadian Heritage
25 Eddy St.
Hull, Quebec, K1A 1K5

Stress Management and Me - Participation activities to brighten each student's day
M. Pertik, S. Senter
Incentive Pub, Inc.
Nashville, Tennessee
1990

Substance-Abuse Prevention Activities
Timothy Gerne and Patricia Gerne
Prentice Hall Inc.
Englewood Cliffs, New Jersey
ISBN0-13-859075-3

The Little Bill Series
Scholastic Inc.
ISBN0590-956167

The Survival Guide for Kids With L.D.
Learning Differences
Gary Fishy and Roda Cummings
Free Spirit Press
123 North Third Street
Suite 716
Minneapolis, Minnesota, 55401

Teaching Responsible Homework Habits - Motivating Lessons To Teach Students Homework Skills
Lee Canter and Associates
Santa Monica, California
1997
ISBN0-9-39007-541

Think Aloud
Research Press
2612 North Mattis Ave.
Champaign, Illinois 61821
ISBN0-07822-240-5

Topic Support Pack
Feelings
MGP
Mary Glogow Pub.
ISBN 1-85234-2765

Wellness Workbook
J.Travis, R.Ryan
10 Speed Press
P.O. 7123
Berkley, California 94707
1981

WHSCC - Workplace Health and Safety Compensation Commission - available in all schools
Health and Safety - Choices for Life
Prevention Services Division
500 Beaverbrook Court
Fredericton, NB E3B 5X4
Phone: 1-800-442-9776



APPENDICES

APPENDIX I

GLOSSARY

Affirmation

Making a positive comment about self. It is a very simple sentence that starts with words like “I am” and “I can.”
Coping for Kids: A Complete Stress Control Program for Students Ages 8-18

Anger-Management Strategies

Relaxation techniques which reduce feelings of anger.

1. Stop and take three deep breaths.
2. Count to ten or count backwards slowly.
3. Use self-talk. Self-talk is a positive self-statement about a given situation (saying to self- Calm down. I can handle this.).
4. Think about your choices, such as
 - tell the person in words why you are angry
 - walk away for now
 - do a relaxing activity- exercise, read, draw

Second Step: A Violence-Prevention Program
Skillstreaming the Elementary School Child

Active Listening

Active listening is a vital part of effective communication. When you listen actively, you try to understand the speaker’s experience, feelings, and point of view. Here are six points to remember when practising active listening:

1. Encourage the person by using verbal and non-verbal signs to show you are listening; e.g. look at the speaker, lean toward the speaker, nod yes or no.
2. Clarify by asking questions to make sure you understand and to get more information.
3. Restate in your own words what the speaker has said.
4. Reflect the speaker’s feelings back to him/her. This shows that you care and helps the speaker to think about his/her feelings.
5. Summarize the major ideas, themes, and feelings the speaker has expressed.
6. Validate what the speaker is saying by showing that you appreciate and respect what has been said.

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Basic Feelings

happy, sad, angry, scared

Belief

A principle accepted as true or real without proof. Beliefs are building blocks of our value system.

Brainstorming

Brainstorming is a way of coming up with ideas. You can brainstorm on your own, with a partner, or with a group. Brainstorming works best when people can build on each other's ideas. The following are a few basic brainstorming rules:

- Brainstorming sessions should be short, three to eight minutes.
- Every idea is accepted.
- No evaluation is allowed.
- Do not be afraid to go for wild ideas as these may prove to be valuable.
- Go for quantity.

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Breathing Techniques

This is the easiest way for a person to calm down. When upset we tend to hold our breath. Taking in oxygen all the way to the abdomen to a slow count of four, holding for four counts, then releasing air for a count of six will enable the body to relax.

Coping for Kids: A Complete Stress Control Program for Students Ages 8-18

Career

An occupation or profession followed as one's lifework.

Communication

Communication is the exchange of thoughts, feelings, messages, or facts between and among people. Communication involves non-verbal as well as verbal aspects - eye contact, body posture, gestures, facial expression, timing, tone of voice, and language content. We all have choices and we must decide the appropriate approach for the situation.

There are two parts to communication:

- I. Initiating or Sending Effective Messages*
- II. Responding to or Receiving Accurate Messages*

I. Initiating or Sending Effective Messages

1. Take ownership of your messages (use I-messages) to identify your thoughts and feelings in a non-threatening way.
2. Make your messages complete and specific.
3. Describe behaviours without evaluating and interpreting.
4. Send the same verbal and non-verbal messages.
5. Stay with the present.
6. Don't give advice.
7. Don't make judgments.
8. Ask for feedback to ensure awareness of how the message was received.

II. Responding to or Receiving Accurate Messages

1. Check for understanding - content and feelings.
2. Paraphrase accurately and non-evaluatively the content of the message.
3. Give non-verbal feedback.
4. Concentrate on what is being said.
5. Don't interpret motives.
6. Don't interrupt.
7. Remain neutral.
8. Summarize and clarify information.

Three Basic Communication Skills

- Passive** - The passive response permits us to ignore our own rights and allows others to make decisions and take control of our lives. By behaving passively we fail to express our thoughts and feelings and allow others to violate our rights. The objective of the passive response is to avoid conflict.
- Aggressive** - The aggressive response permits us to stand up for our rights, but in doing so we violate the rights of others. The basic intent of this behaviour is to dominate and demean others. The aggressive person is interested in establishing his/her own power while forcing another person to lose his/hers. There is no interest in two-way communication and little consideration.
- Assertive** - The assertive response takes other people's rights and feelings into account. You show respect for the other person's views, and your objective is two-way communication. Generally assertiveness allows you to act in your own best interest, to express personal feelings comfortably and to exercise your rights without denying the rights of others.

Managing Conflict; A Practical Guide to Conflict Resolution for Educators. Educational Services, Ontario Secondary Teachers' Federation, Toronto, Ont. 1992 (pp. 54-59)

SEE: Effective Communication Techniques; Listening Skills; Roadblocks to Communication; Active Listening

Conflict Resolution

Conflict (the clash of opposing points of view) occurs throughout life as a natural aspect of human interaction. These clashes may produce frustration, unhappiness, resentment, anger, and even violence. When managed constructively, conflict can have positive results, such as more honest communication, a deeper understanding and respect for the needs of others, and, ultimately, meeting the needs of all those involved.

A constructive approach to conflict resolution does not come naturally to most people. Effective ways of resolving conflicts can be taught and, once they are learned, can become lifelong tools for coping with disputes and disagreements.

Strategies to Avoid Conflict are simple techniques that can often diffuse conflicts before they begin. It is important to learn to use active listening skills in order to get the facts before reacting to the problem.

The Conflict-Resolution Process - identifying the issues and finding workable solutions

Conflict-Resolution Process

Anyone can learn to resolve conflicts without fighting. Following is a five-step process for conflict resolution.

- Step 1: Find a good time and place to talk.
- Step 2: Discuss the problem.
- Get all the facts.
 - Focus on the problem , not the person.
 - Use I-messages and active listening.
- Step 3: Brainstorm for solutions.
- Be willing to compromise. Give a little to get a little: win-win.
- Step 4: Choose a solution everyone can agree on.
- Step 5: Try out the solution you picked.
- If it doesn't work, go back to Step 3.

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Conflict Styles

Reaction to conflict, while it may vary from individual to individual, falls into three basic categories :

I. Avoidance Style

II. Confrontational Style

III. Problem-solving Style

Typical behaviours associated with each style are listed below:

- I. Avoidance Style** has a tendency to
- allow self to be interrupted, subordinated, or stereotyped
 - have poor eye contact
 - have poor posture and a defeated air
 - withhold information, opinions, and feelings
 - be an ineffective listener
 - be indecisive
 - apologize, avoid, and leave
- II. Confrontational Style** has a tendency to
- interrupt , subordinate, and stereotype others
 - have intense and glaring eye contact
 - have invading posture and arrogant air
 - conceal information, opinions, and feelings
 - be an ineffective listener
 - dominate
 - be loud, abusive, sarcastic, and blaming
- III. Problem-Solving Style** has tendency to
- state feelings, wants, and needs directly
 - have good eye contact
 - have straight posture and a confident air
 - disclose information, opinions, and feelings

- be an effective listener
- initiate and take clear positions
- approach problems with skill

Managing Conflict : A Practical Guide to Conflict Resolution for Educators. Educational Services, Ontario Secondary Teachers' Federation, Toronto, Ont. 1992

Decision-Making Model - Grades K-2

1. What is the problem ?
2. What are some solutions ?
3. For each solution ask: Is it fair?
Is it safe ?
How might people feel ?
Will it work ?
4. Choose one.
5. Is it working?

Decision-Making Model - Grades 3-5

When facing tough decisions, it helps to take a step-by-step approach. Here is one five-step model.

- Step 1: Identify the real decision to be made and ask
- what are the real issues?
 - what is the problem?
 - what is it that you really want?
- Step 2: Brainstorm possible choices in order to
- come up with as many ideas as possible and do not rule any out even if some seem ridiculous
- Step 3: Evaluate the choices you have made and
- think about what the possible consequences might be for each
 - make your best choice
- Step 4: Act on your decision and then
- put your plan into action
- Step 5: Evaluate your decision and
- think about what went right or wrong and why

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Decision-Making Skills (Grades 6-8)

Life is a continuous decision-making process. To help people gain more control over their lives and to enhance their lifestyle, they need to approach life in a thoughtful rather than in a haphazard way. Using a decision-making process can help to serve as a plan of action, when you are faced with a problem or a decision.

Decision-Making Process

1. Clearly define the problem.
2. Establish your criteria (what is important to you).
3. List your alternatives.
4. Evaluate your alternatives based on your criteria.
5. Make a decision.
6. Devise an action plan to carry out the decision.
7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

Decision-Making Model (Grades 9-12) - Dr. DeBono's Six-Thinking-Hats-Model - p. 88 Building Better Career Futures Facilitator's Guide

This is a decision-making model in which a problem is looked at from a variety of perspectives in order to find a creative solution. De Bono refers to six different perspectives or *hats* in his model:

Yellow Hat (*the hat of optimism*) - What are the logical positive benefits?

Black Hat (*the hat of caution*) - What are the possible difficulties?

Green Hat (*the hat of creativity*) - What are the possible new solutions and ideas?

White Hat (*the hat of logic and reason*) - What information is needed/available?

Red Hat (*the hat of intuition and feelings*) - What is your immediate "gut reaction"?

Blue Hat (*the hat of process control*) - As you review all of the preceding hats, what outcome results from the full process? What decision emerges?

Effective Communication Techniques

Attending Skills

Good Listening Skills

Helpful Responding

Questioning Techniques

"I" Messages

Friendship

Friendship means different things to different people . Many would agree, however, that best friends have qualities such as these :

- kindness and generosity
- loyalty
- understanding
- thoughtfulness
- fun to be with

Source : Making Friends :Guidance for Grades 1-8. Options. Penguin Pub. Ltd. Winnipeg, Manitoba. ISBN 0-920541-53-4(1989)

Goal

An achievement which results from individual or group efforts (Study Skills for Success)

Long-Term Goal

A goal which cannot be attained within a day, week, or month.

Short-Term Goal

A goal which usually can be attained in less than 1 month.

Goal Setting Strategies

- Clearly define goals.
- Gather specific information about your goal.
- Seek advice from those who have achieved a similar goal.
- Decide what equipment and supplies will be needed.
- Gather required materials.
- Set up a timetable, record sheet.
- Record information.
- Evaluate results.

Guest Speaker

Outside resource people can be interesting and informative. Here are some guidelines to help you organize a guest presentation:

- Think carefully about who you want and who might have connections to the area being studied.
- Line up your guests; set a date.
- Before the scheduled time, call to confirm.
- Assign someone to introduce the guest and thank him/her at the end of the presentation.
- Follow up with a thank-you note.

Sunburst Curriculum Model: Grade 5-9. Drugs and Alcohol. Sunburst Communications. Pleasantville, NY, 10570, 1993

Healthy Lifestyle

a style of living which promotes emotional , physical, intellectual, and spiritual well-being.

Homework Plan - Study Tips

An individual plan for the organization, time management, design, and evaluation of a study procedure. Some basic study tips ask you to

- write homework in the same notebook each day
- pack required materials in bookbag
- set aside a regular time to complete assignments and study daily
- keep all homework supplies in the same place, all the time
- learn tips for adjusting noise level, lighting, and privacy in a study space
- complete one subject at a time
- decide which is the most important assignment to do first
- make sure all the notes and books you need are readily available before you start your homework (This will allow you to better understand and concentrate on the subject.)
- think about what you are learning as you do your homework; look for the main ideas and review what you have learned

Study Skills for Success

“I” - Messages

“I”-messages let you express your feelings in an effective way. When you use I-messages, you own your feelings without putting down the other person. When you use an I-message, you talk about behaviour, you don't attack the other person's character.

An I-message has three basic steps :

1. State your feelings, “I get really annoyed...”
2. Identify what the other person does that makes you feel that way, “...when you take my bike without asking”.
3. Tell what you would like to see happen, “I want you to ask me first if you want to borrow it.”

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Job

Work that is done as part of one's duty or responsibility.

Learning Styles

These refer to the personal ways in which an individual processes information in the course of learning new concepts and principles. They include visual, auditory, and kinesthetic. A number of factors that influence a student's adjustment to classroom instruction are listed:

- Time of day
- Attention span
- Amount of sound
- Type of sound
- Amount of pressure
- Type of pressure and motivation
- Physical environment
- Perceptual strengths and styles

Listening Skills

- Sit quietly and in a good listening position.
- Look at the speaker.
- Think about what the person is saying.
- Ask questions at appropriate times if you don't understand.

Skillstreaming the Elementary School Child

Mediation Process

In mediation, a neutral person facilitates the resolution of the conflict between the disputants. The mediation is carried out in a private area, and people who bring a conflict to mediation must be committed to working out the conflict.

The following are the phases/steps of the mediation process :

1. The mediator begins the session and presents some ground rules for mediation.
2. The mediator gathers information about what happened from the disputants.
3. The mediator identifies the problem and the accompanying feelings of the disputants by summarizing what has been shared.
4. The mediator ensures that each disputant clearly understands the other's situation.
5. The mediator encourages disputants to generate or brainstorm solutions to the problem.
6. The mediator helps the disputants choose the best solution for them.
7. The mediator gets both disputants to agree to attempt the solution.
8. The mediator brings the mediation to a close and may set up a follow-up meeting with the disputants.

Managing Conflict : A Practical Guide to Conflict Resolution for Educators. Educational Services, Ontario Secondary Teachers' Federation, Toronto, Ont. 1992

Occupation

a person's usual or principal work or business.

Positive Attending Skills

Attending is the ability to pay attention, focus, or concentrate. It is the basic condition of counselling/helping. Attending to the other person demonstrates respect, regard, interest, involvement, and caring, and also establishes a firm base for the helping relationship.

Basic Attending Skills (F.E.L.O.R.)

- Facing the other person
- making Eye contact with the other person
- Leaning toward the other person
- having an Open posture
- having a Relaxed posture

Problem-Solving Process

Just as a mechanic or doctor uses a checklist when inspecting a car or patient, you may use a checklist when you are trying to solve problems. This checklist is called the W.W.I.N. Process. Each of the four letters has a special meaning presented below.

- | | |
|--------------------------------------|---|
| W - What do you really want? | -To pass my Math test. |
| W - What are you doing to get that ? | - Paying attention in class, doing my work at school and at home. |
| I - Is it working ? | - Yes. |
| N - New plans, if necessary. ` | - I may choose to make new plans which will help me to do better. |

FOCUS (A.V. 800092)

Rewards (Extrinsic)

Something that originates from the outside . For example, a candy for a job well done is an extrinsic reward.

Rewards (Intrinsic)

Something that originates from within. For example, the positive feeling a student has when scoring 100% on a test is encouragement to continue working hard. The positive feeling is an intrinsic reward.

Roadblocks to Communication

Roadblocks are ineffective ways of responding to another person. They can block the communication process rather than facilitate it. Responding to another person in a non-helpful way can

- cause the other person to feel unaccepted, judged, blamed, or rejected
- cause the other person to be defensive
- damage self-esteem
- promote dependent behaviour
- show disrespect for the other person

Examples of Roadblocks

Ordering, Commanding, Warning, Threatening, Moralizing, Preaching, Advising, Giving Solutions, Persuading With Logic, Arguing, Judging, Criticizing, Blaming, Praising, Agreeing, Name Calling, Ridiculing, Analysing, Diagnosing, Reassuring, Sympathizing, Probing, Diverting, Sarcasm, Withdrawal

Role-Playing

Role-playing is acting out dramatic situations. Usually these situations involve a conflict or a problem. Role-plays are open-ended. There is no script, no right or wrong ending. The actors make it up as they go. Role-playing is a way to explore values and feelings. It provides a way to solve problems by trying out different solutions. It also helps people learn and practise different kinds of behaviours, such as communicating effectively and being assertive.

The following are three steps in role-playing.

1. Setting up the role-play.
 - gather the participants
 - briefly discuss the scene
 - assemble the props, if necessary
2. Doing the role-play.
 - keep it brief
 - if you get stuck take a break
 - the audience should not interfere
3. Processing the role-play.
 - let the actors discuss their experience
 - let the observers report their impressions
 - try follow-up role-plays

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Semantic Webbing

A visual mapping to organize thoughts about a topic. The main idea is at the centre of a diagram. Supporting ideas surround the centre.

Stereotyping

A conception or image which is held in common with groups of people. This conception may influence an individual's ideas, beliefs, and attitudes (Random House College Dictionary).

Stress

It is what you feel. It is how you react to something: the body's non-specific response to the demands made on it.

Stressors

Something that causes stress can be a positive or a negative stimulus.

Coping for Kids: A Complete Stress Control Program for students ages 8-18

Study Skills

Techniques individuals utilize to learn material. Examples include listening, observation, following directions, homework, time management, note taking, problem solving, semantic webbing, mnemonics.

Test-Taking Skills

Techniques used to reduce test anxiety and tips for studying different kinds of tests:

- Review material each week so that you are well prepared for the test.
- Set up a work space suitable for your needs.
- Utilize different ways of studying (draw pictures, outline, talk out loud, write things down). Find out what works best for you.
- If you find your mind wandering, take a short break, then begin again.
- Listen to clues the teacher gives for possible test questions.
- Look for key words that give clues as to whether it is true or false (e.g. words like always and never).
- Use deep breathing to relax before a test.
- Get a good night's sleep.
- Be sure you understand directions.
- Look over the whole test and plan to budget time wisely.
- Answer only the number of questions needed.
- Make a mark next to questions you are having trouble answering. Come back to these questions later.
- Divide long answers into smaller parts so they will be easier to answer.
- Make a drawing or diagram if it will help you understand the question better.
- Be neat.
- Check answers and calculations.
- Don't worry if other students finish before you.
- Learn from mistakes and don't throw away an old test until you have looked over any incorrect answers.

Source: hm Study Skills, NASSP Publications

Time Management

Involves setting individual goals, scheduling work time, organizing materials, and evaluating progress.

APPENDIX II

Supplemental List

- **Teens and Careers: A Parent's Guide**
Alberta Advanced Education and Career Development, Learning Resources Distributing Centre, Edmonton, Alberta, T5L 4X9, Telephone: (403) 427-2776
Fax: (403) 422-9750
- **There's No Excuse for Abuse Kit**
Produced by Community Action On Violence Against Women, YMCA of Canada, 80 Gerrard Street East, Toronto, Ontario, M5B 1G6, Phone: (416) 593-9886, Fax: (416) 971-8084
- **Educational Media Corporation**
Self-Exploration Inventories. 2nd Edition.
By James L. Lee & Charles J. Pulvino, 1993.
(Learning Inventory & Thinking Inventory)
- **Myers-Briggs (Personality Inventory)**
Guidance Centre
University of Toronto
712 Gordon Baker Road, Toronto, Ontario
Phone: 1-800-668-6247 or (416) 502-1262
Fax: (416) 502-1101
E-mail: guidance@oise.on.ca
- **Career Tip Sheets**
Published by: Information and Marketing Branch of Alberta Advanced Education and Career/Our., 10155-102 Street, 9th Floor
Edmonton, Alberta, T5J 4L5, Phone: (403) 422-1794, Fax: (403) 422-0408
- **Career Skills: Canadian Edition**
Kelly-Plate, Joan and Ruth. Vol. 2 - Patton Maxwell MacMillan Canada (1991) ISBN: 0-02-953945-5
(Instructor's Guide and Resource Book)
- **Career Choices**
A Guide for Teens and Young Adults Bingham, M & Stryker (1990)
ISBN: 1-878787-02-0
- **Instructor's and Counsellor's Guide for Career Choices** ISBN: 1-878787-04-7
- **Canada's Best Career Guide**
Feathers, Frank Warwick Publishing (1994) ISBN: 1-895629-30-6, Phone: (416) 596-1555
- **What Color Is Your Parachute?**
by Richard Nelson Boles
- **Employability Skills - Creating My Future**
Published in 1996 by: Nelson Canada (A Division of Thomson Canada Limited)
1120 Birchmount Road, Scarborough, ON
M1K 5G4
- **Local Newspapers**
- **Reviving Ophelia - Saving the Selves of Adolescent Girls** by Mary Pipher, PH.D.

APPENDIX III

LIST OF FREQUENTLY USED DISTRIBUTORS:

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
Tel: 1-800-645-3739

Gage Educational Publishing Co.
164 Commander Boulevard
Scarborough, ON M1S 3C7
Tel: 416-293-0846 Fax: 416-293-9009
www.gagelearning.com

Guidance Centre
University of Toronto Press Inc.
5201 Dufferin Street
North York, Ontario
Tel: 416-667-7791 or 1-800-565-9523
Fax: 416-667-7832
www.utpress/utoronto.ca/distrib..htm

Harcourt Brace & Company, Canada Inc.
55 Horner Avenue
Toronto, ON M8Z 4X6
Tel: 416-255-4491 Fax: 416-255-5456
www.harcourtcanada.com

Hindle & Associates
125 Hard Island Road
R.R. #4, Athens, ON K0E 1B0
Tel: 1-800-815-1594 Fax: 613-924-1388
Email: HindleandAssociates@Recorder.ca

McGraw-Hill Ryerson
300 Water Street
Whitby, ON L1N 9B6
Tel: 1-800-565-5758
www.mcgrawhill.ca/

Media Centre Distribution
University of Toronto
563 Spadina Avenue
Toronto, ON M5S 1A1
Tel: 416-978-6049 Fax: 416-978-7705

Monarch Books of Canada Limited
5000 Dufferin Street
Downsview, ON M3H 5T5
Tel: 416-663-8231 Fax: 416-736-1702

Nelson Canada
1120 Birchmount Road
Scarborough, ON M1K 5G4
Tel: 1-800-268-2222 Fax: (416) 752-9646

Prentice-Hall Ginn Inc.
1870 Birchmount Road
Scarborough, ON M1P 2J7
Tel: 1-800-567-3800 Fax: (416) 477-9179
www.phcanada.com/

Psycan
P.O. Box 290, Station V
Toronto, ON M6R 3A5
Tel: 1-800-263-3558

Sunburst Communications
P.O. Box 1051, Station Main
Fort Erie, ON L2A 6K7
Tel: 1-800-431-1934
www.SUNBURST.com

The Teachers' Book Depository
18004-116 Avenue
Edmonton, Alberta T5S 1L5
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APPENDIX IV

INTEGRATION OF NATIVE PERSPECTIVE

1. UNIT PERSONAL DEVELOPMENT

A. Uniqueness of Individuals / Self-Concept

Outcome 1.1 (Grades K-2)

Teachers and counsellors might recognize hesitancy on the part of some Native children to express positive characteristics about themselves. Traditional values placed the emphasis on group attributes and success, and individuals were not encouraged to boast or bring value to themselves. Attention was not focussed on the strength of one but the well-being of all.

Often, Native students may be embarrassed to be singled out for praise or disciplinary attention. They often prefer quiet recognition, praise, or reprimands. Often they prefer their friends to discuss their strengths rather than to do so themselves.

Outcome 1.1 (Grades K-2)

“Invite people of other nationalities”...It is important that this “strategy” not be used only on special occasions such as Cultural Awareness Days when differences are celebrated, but that every day will be recognized as a day when classes and schools are strengthened by their cultural diversification. Native children, like all children, want to belong and feel significant. They need to see their uniqueness as a positive attribute.

When we consider the generations of struggle the Native populace has survived and their enduring resistance to assimilation in order to maintain their cultural diversification, we need to honour them.

Outcome 1.1 (Grades 3-5)

A game that celebrates and rewards “differences” that may be added to these suggested activities is called “The Differences.”

In a group, the students are rewarded for their uniqueness. Everyone is given a number of tokens. Each pupil, in turn, states something they have never done. For example, one student may say, “I have never ridden a bicycle.” All those who have must give one token to this student. At the end of the game, the child with the most tokens wins and is appropriately rewarded. This game emphasizes that not only our likenesses make us special, but also our differences. The object of the tokens is to reward children for their differences instead of making fun (which so often happens in these children’s lives).

Outcome 1.3 (Middle Level)

For Native students the need is not only to discuss in class the changing family role but the changing culture from pre-colonial times to the present Native community. Many non-Natives hold stereotypical viewpoints based on Hollywood’s version of “Indianness” and the assemblage together of all Native groups as having one identity. Micmac and Maliseet of New Brunswick are two distinct First Nations people, each with separate cultural differences and histories.

(For further information regarding this point, contact the Consultant: Aboriginal Education, Department of Education).

Outcome 1.3 (Middle Level)

An excellent exercise that may be used at the middle school and high school levels to help students better

understand the devastating effect of discrimination and racism is a simulation exercise taken from a TV program entitled “A Class Divided.” Discrimination was based on eye colour with the whole class involved throughout an entire day. It is a powerful, insightful activity that will deeply affect students and teachers alike. If interested, contact the Consultant: Aboriginal Education for a copy of the exercises from the Micmac/Maliseet Resource Handbook, 1994.

Outcome 1.1 (grades 9 and 10)

The correlative ratio of grade level to Native dropouts from the school system is closely related. Very often Native students do not see the relativity of the subject matter taught, but also our schools fail to develop a positive self-concept in Aboriginal children. To rectify this erroneous experience teachers and counsellors need to better understand Native culture, history, values, and the necessary components for a Native child to develop a positive self-concept. To be esteemed by others contributes to the children’s sense of self-esteem.

Outcome 1.3 (Grade 9 and 10)

Native students often struggle throughout their school lives with the intuitive knowledge that they “just don’t fit in” but no one ever directly addresses this issue. These children need culturally sensitive teachers and counsellors to discuss this topic. Native students need help to see themselves as strong, beautiful people; then we will see a shift to improvement and a future of hope.

1.B. Effective Communication / Communication Skills

Outcome 1.2 (Grades K-2)

In these sections it would be important to include the differences in Communication Skills for Native children.

A. Eye Contact:

Traditionally, direct or prolonged eye contact was avoided. This denoted a form of respect. Today, many Native students still differ from their non-Native classmates in this respect.

B. Non-Verbal Language:

Native peoples emphasize the importance of observation and non-verbal communication by such means as body language and facial expression. Aboriginal students are very intuitive in understanding more than the spoken word. Silence is appreciated, and often Native students will hesitate in contributing to a discussion unless certain of the correctness of their answers. This is a learning style favoured for many generations, as children learned through observation and imitation.

C. Pacing:

Even today some Native students will be affected by a difference of pacing (pauses) during discussions and conversations. Non-Natives tend to pause approximately one second before speaking whereas Natives may pause from one-and-one-half to four-and-a-half seconds before the next person speaks. Educators need to realize this difference when discussing and practising communication skills with their classes.

Outcome 1.2 (Grades 3-5)

A. The importance of Native communication skills needs to be promoted as equally important as non-Native skills, not only so that students will recognize the differences but also honour them. (This in turn will lead to fewer discriminatory attacks.)

B. The use of imagery for communicating complex or abstract concepts has always been used as an important part of learning in most First Nations cultures. Legend systems and stories are excellent examples of such usage. Traditionally, all the ages would sit and listen, but each age would understand the legend at a different level, according to their maturity.

As suggested in the instructional strategies, this would be an excellent opportunity to invite an Elder or community member to come and share Micmac/Maliseet legends. Then, discussion with the class could follow to see what depth of understanding they have of the story told.

Outcome 1.1 (Middle Level)

Leadership qualities are emphasized to a much greater degree in the dominant culture, whereas throughout the history of the Aboriginal culture the importance has been to group cohesiveness, unity, and the betterment of the whole village or community. This performance standard once again demonstrates the difficulty some Native children have integrating two ways of living. The problem faced by First Nations children in a bi-cultural society is not an easy one.

Outcome 1.3 (Grades 3-6)

If a Native child has a problem at school, it may become an issue for the whole community. Due to the closeness of relationships, the importance of extended families, including godparents, all may easily become involved. Once again problems may be dealt with through ostracism or isolation within the family or community. However, a united front is often presented to those outside the community.

Outcome 1.4 (Middle Level)

Conflict resolution, as taught in school, is often very different from the way Native children have learned to deal with their anger, frustration, and disagreements. This may require more time for Aboriginal children who tend to “hang out” with their own Native friends and have little interaction with other children and homes.

Outcome 2.2 (Grades 9 and 10)

Native students (even at high school levels) often do not realize the effect the community’s way of thinking has had upon them. For example, long-term planning and goals is unlike traditional societal thinking as this culture was present-oriented. Considering the day instead of the future was an established value.

1. D. Responsible Behaviour / Responsible Choices

Outcome 1.4 (Grades K-2)

In this unit Native children may differ greatly from the children of the dominant culture. In Native homes there tend to be fewer rules, greater individual freedom of choice, yet an expectation of individual responsibility at a much younger age. Since these roles may be so different, educators may note a hesitancy to share during discussion times. This could, again, ostracize or limelight them as different – something no child desires in a negative way.

Outcome 1.4 (Grades 3-5)

- A. Videos, literature, and discussions may be so unlike Native children’s home situation that they may not identify with these situations presented as roles in a nurturing family and community.

For example, often Native children may live (or sleep over) with a grandmother, godmother, an aunt, etc. without it seeming unusual at all, whereas teachers or students may consider this negatively.

- B. *Promptness* is often considered responsible behaviour but Native people may have a totally different mindset. As a result, some Native students have problems with “time” – months, days of the week, hours, etc. The dominant culture are clock-watchers whereas the traditional Aboriginal sense of time (which still affects today’s youth) is more or less a sliding model.

- C. *Journaling* is not always regarded as important, and some Native students may not embrace this activity. Traditionally their society was an oral culture so students may value sketching, discussions, or another alternative to writing.

Outcome 1.4 (Grades 9 and 10)

Native students, like other pupils, will make more responsible choices if indeed they are given freedom to choose. Years of teaching must then be followed by greater freedoms as children reach the high school years. So often Native children are treated with high expectations only to come to the school and be required to raise a hand to use the washroom.

Outcome 2 (Grades 9 and 10)

Native students, like the other students, need constant repetitious activities to grasp this statement-“The process of learning in school is a forerunner for the rest of their lives.” However, not just in school but in their communities as well, this quotation needs to be emphasized-“All you will ever be, you are now becoming.”

11. UNIT on LIFELONG LEARNING**A. Learning Styles:**

1. Review previous notes – especially those under the title: Effective Communication/communication Skills.

Outcome 2.1 (Grades K-2)

School is considered very important to most Native parents and families, but sometimes they are uncertain how to help their children. Homework is often not given priority and is left totally to the responsibility of the child.

Outcome 2.1 (Grades 3-5)

Research has shown that Native students have distinct learning styles. There are differences, of course, in these patterns among First Nations cultures and individuals but Micmac/Maliseet children are more likely to have learning styles which are towards the (a) global, (b) imaginable, (c) reflective and (d) concrete.

(For greater understanding educators may refer to: Ways of Learning, Learning Skills and First Nation Students: A Teacher Resource by Arthur J. More.)

B. Quality Work:*Outcome 2.2 (Grades K-2)*

Native students tend to prefer unstructured, relaxed classrooms with a greater freedom to move about and interact with others. They prefer to complete one piece of work to their satisfaction (quality work) instead of several in a rush. Native students are often event-oriented instead of time-oriented and become frustrated if not permitted to complete the assigned task.

Outcome 2.2 (Grades 3-5)

Native children, like their non-Native classmates, respond positively to praise, but most prefer not to be highlighted. “Spotlighting” may be embarrassing to many.

Outcome 3.1 (Middle Level)

As Native students get older and progress to the higher grades, they notice more and more that the school subject matter does not relate to their lives or their culture. Gradually, even the brightest students lose interest and motivation. As a result, the quality of their work diminishes, and the number of dropouts increases. This inverse ratio needs to be addressed by teacher, counsellors and all educators.

C. Goal Attainment:*Outcome 2.3 (Grades K-2)*

Traditional Native culture emphasized living in the present. Non-Native culture values a focus on preparing for the future. As a result of these two unique orientations counsellors and teachers are apt to find Native students are uncertain of long-term goals and plans of action. This is yet another cultural difference that requires educators to be cognizant.

Outcome 2.3 (Grades 3-5)

Before Native students even attempt or embrace this concept of setting goals, there need to be several discussions regarding the importance of doing so and learning how to establish realistic goals. At the same time, Native culture deserves recognition for its ability to change and adapt to new ways and developments.

D. Skills Transfer:*Outcome 2.4 (Grades K-2)*

This is an important section for Native children as many have lost their sense of identity. Traditional culture in many homes has been lost, and now, through the use of Native literature, Native Awareness Days, Native guests in the classroom, culturally sensitive teachers etc., these children (like their classmates) are learning to appreciate their culture and themselves. They are learning positive traditional values at school, Native role models they can be proud of, and with these learnings there is a development of a more positive self-image.

School learnings must reflect Native values and lifestyles, not just mainstream culture. This may seem an unfair expectation for teachers, but are we not already expected to teach such topics as sex education, morality, and other topics previously taught in the home.

Outcome 2.4 (Grades 3-5)

During the teaching it would be an excellent idea to invite members of the Native community to visit and discuss employment in their community. Some students will return to their own villages and they should know the occupational needs of their community. This may give more relevancy to their job preparation.

111. CAREER EXPLORATION AND PLANNING:*Outcome 3.1 (Grades K-2)*

In some Native communities there is over 80% unemployment. Thus, a discussion of a parent's occupation, why work is important, importance of productivity, etc. are topics that require sensitive handling by the teachers so the Native child does not feel maligned or ostracized.

Outcome 3.1 (Grades 3-5)

The procurement of posters depicting Native workers and careers, to be displayed in the schools, would be encouraging for the Native students. Just in these last couple of generations are we seeing more Natives seeking work off-reserve so our Native children need much assistance and encouragement in this area.

Outcome 3.2 (Grades K-2)

Such an important topic, not only at this grade level but also throughout their schooling. Native children, like their peers, are not being taught healthy lifestyles. Too much time in front of the computers, playing games and Nintendo, etc., and neglect of healthy use of free time. Smoking, drinking, and drug usage is running rampant in Native communities. The need for education and discussion at an early age is of paramount importance.

Outcome 3.3 (Grades 3-5)

Counsellors and teachers need to be cognizant of the contrast between living in a Native community and living in

non-Native towns or cities. Very often the norm for children in the dominant culture is a strong involvement in sports, gymnastic teams, dance, horseback riding, etc. whereas very few Native children experience this. Their free-time activities may consist of biking, walks, swimming, or other less-structured activities.

C. Educational Information and Career Opportunities

Outcome 3.2 (Middle Level)

In the process of generating a list of identifiable skills it may be more helpful for the Native students to work in a group and have their friends assist them in listing their personal skills. Very often Native students hesitate to state their own strengths, attributes, and aptitudes.

Outcome 3.2 (Middle Level)

Much of the research concerning educational and occupational choices will need to be conducted during school hours as many Native students do not have encyclopedias, computers, Internet, and other research materials available in their own homes.

D. Career Exploration and Planning

Outcome 3.1 (Grades 9 and 10)

Often workers and Elders are shy about speaking in public, so possibly students could interview them in their community and audio or video tape their talk together.

Outcome 3.1 (Grades 9 and 10)

Invite Native students from high school and college who have persevered and are continuing to press on with their education. They are forerunners for the younger children and may encourage the Native students to remain in school even for one more year.

Outcome 3.2 (Grades 9 and 10)

Activities such as these need to promote and nurture Native students to believe in themselves and their ability to succeed in the work force. Many of these children are intelligent and gifted but negate their own abilities and talents.

The need is to integrate personal and community lifestyles to a career that satisfies these values. For example, many Native students value family time and time for friends and relaxation. Therefore, a job that would keep them away from home for long periods may not be a wise choice.

Outcome 3.4 (Grades 9 and 10)

An excellent activity for Native students who traditionally have learned through observation and imitation (watching Elders and parents until confident they are able to duplicate and repeat successfully). It would be especially helpful if Native professionals and workers could be found to mentor these Native students.

Outcome 3.5 (Grades 9 and 10)

Educators are encouraged to stress the importance of succeeding, not only for the bettering of the Native student's life but to positively affect his/her family and community. This is a traditional value that needs to be re-emphasized.

Outcome 1 (Grades 11 and 12)

At this age, it is important for Native students to have individual time with the teachers or counsellors, as often they are hesitant to speak of personal issues in front of the whole class.

Outcome 2 (Grades 11 and 12)

A. It is important to chart steps to follow in order to achieve the goal as they may be overcome by the immensity of the long-term goal.

- B. Native students may be hesitant to seek counsel, advice, or support from non-Native classmates, as they may feel unequal to more vocal and confident peers.

Outcome 3 (Grades 11 and 12)

Native students may never achieve superior standards as outlined in this manual simply because these are not standards that are valued in their culture. The most important standard is that they reach and perform to the best of their ability and satisfaction.

Outcome 4 (Grades 11 and 12)

Involve the community as students make final decisions concerning furthering their education and planning for future careers. Chief and council will be helping by financially supporting them, so should be actively involved.

Outcome 5 (Grades 11 and 12)

In the last twenty to thirty years, the Native communities have been involved in immense changes. Both negative and positive changes have deeply affected their way of life. Today, more than ever, Native leaders and parents know that their children are their future and their hope. We, as educators, must do all we can do to ascertain that these changes are for good.

References:

(Helpful Resources for counsellors of Native Students)

1. Ways of Learning, Learning Styles and First Nations Students: A Teacher Resource by Arthur J. More, 1996
2. Learning Styles of New Brunswick Native School Children by Robert M. Leavitt and Celest Merasty
3. Counselling Native Students: Cross – Cultural Approach by Neil Benedict
4. Counselling First Nations People in Canada. Canadian Journal of Counselling Volume 34:1 January, 2000
5. The Wabanakis of Maine and the Maritimes: A Resource Book about Penobscot Passabaquaddy, Maliseet, Micmac and Abenaki Indians by American Friends Service Committee Bath, Maine
6. Career Counselling for Aboriginal Youth: The Journey Inward, The Journey Outward by Guidance Centre, Ontario Institute of Studies.
7. Multicultural Counselling Instruction: A Suggested Curriculum Guide by Texas Association for Counselling and Development, Dallas, Texas.
8. Values, Customs and Traditions of the Mi'Kmaq Nation by Murdena Marshall, Micmac News.
9. The Counsellor and Native Students by Clifford Paul, Micmac News
10. Counselling Native Americans: An Introduction for Non-Native American Counsellors Journal of Counselling and Development. 1991
11. First Nation Citizens: Misconceptions, Myths and Misunderstandings by David Perley, Department of Education
12. Creating Relevance and Purpose: Native Students and Educational Success Woodstock, School District 12
13. Micmac/Maliseet Resource Handbook by Neil Benedict

14. An Introduction to Maliseet and Mi'Kmaq Societies and Aboriginal Educational Issues: Teacher's Handbook
Department of Education, 1997

15. **Videos:** Contact: National Film Board at your local library

Some Excellent Helpful Videos:

For Angela
Doctor, Lawyer, Indian Chief
Beating the Streets
First Nations: The Circle Unbroken
Native Legends
The Washing of Tears
Micmac and Maliseet Artists
Mi'Kmaq Family
Song of Eskasoni

For other titles consult David Perley, Consultant: Aboriginal Education, Department of Education.

16. **Computer Software:**

Netogolimg – The Hunt
CD Rom: Maliseet/Micmac Heritage Sampler
CD Rom: "Exploring and Ancient North American Indian Civilization, Volume 1 Micmac"

17. **Audio Cassettes:**

Negot-Gook Drummers and Chanters: Tobique First Nation
Sunrise Singers: Big Cove First Nation
Kuskap Legends: (English Version)
Kuskap Legends: (Maliseet Version)
Kuskap Legends: (Micmac Version)

18. **Websites:**

There are many websites that will provide helpful information for counsellors of Native students. For example:

Mi'Kmaq Resource Centre: <http://mrc.uccb.ns.ca/Mi'Kmaq.html>
Tour-Maliseet Tobique Reservation: <http://www.hil.unb.ca>
Kwa'nu'te': <http://www.onf.ca/FMT/E/MSN/27/27843.html>
Aboriginal Communities in New Brunswick: <http://www.gov.nb.ca/iga/aboriginal/default.htm>
Other Internet Sites related to Aboriginal Peoples: <http://www.gov.nb.ca/iga/aboriginal/websites.htm>