

Way to Be! Curriculum Connections

Activities included in the **Way to Be! - Living Respectfully** program address a variety of objectives from the Health and Life Skills, Language Arts, Drama and Art curriculums.

HEALTH AND LIFE SKILLS

Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Kindergarten:

- W-K.7: Identify unsafe situations and identify safety rules for protection; e.g. avoid walking alone
- W-K.8: Identify safety symbols
- W-K.9: Describe and observe safety rules in the home and the school

Grade 1:

- W-1.7: Describe actions to use in unsafe situations
- W-1.8: Determine reasons for and apply safety rules at home and at school
- W-1.9: Describe and apply appropriate street safety behaviours in the community

Grade 2:

- W-2.9: Describe and apply safety rules when using physical activity equipment

Grade 3:

- W-3.8: Employ practices that provide safety for self and others
- W-3.9: Describe, apply and analyze appropriate safety behaviours in the community

Grade 4:

- W-4.8: Expand practices that provide safety for self and others
- W-4.10: Describe and demonstrate ways to assist with the safety of others

Grade 5:

- W-5.8: Promote safety practices in the school and community

Grade 6:

- W-6.8: Analyze how laws, regulations and rules contribute to health and safety practices
- W-6.9: Evaluate the impact of personal behaviour on the safety of self and others
- W-6.10: Demonstrate responsibility for and skills related to, the safety of self and others



Relationship Choices: Students will develop interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Kindergarten:

- R-K.4: Identify and begin to demonstrate effective listening
- R-K.6: Demonstrate a positive, caring attitude toward others
- R-K.7: Identify causes of conflict in school or in play and with adult assistance, suggest simple ways to resolve conflict
- R-K.8: Demonstrate sharing behaviour
- R-K.9: Recognize that individuals are members of various and differing groups

Grade 1:

- R-1.6: Examine how personal behaviour and attitudes can influence the feelings and actions of others
- R-1.7: Demonstrate simple ways to resolve conflict, with limited adult assistance
- R-1.8: Work cooperatively with a partner
- R-1.9: Recognize and accept individual differences within groups

Grade 2:

- R-2.4: Develop communication strategies to express needs and seek support
- R-2.6: Develop strategies to show respect for others
- R-2.7: Demonstrate an understanding of a strategy for conflict resolution
- R-2.8: Recognize and value strengths and talents that members bring to a group
- R-2.9: Explain how groups can contribute to a safe and caring environment

Grade 3:

- R-3.6: Demonstrate inclusive behaviours regardless of individual differences or circumstances
- R-3.8: Develop skills to work cooperatively in a group
- R-3.9: Encourage fair play through modelling

Grade 4:

- R-4.4: Demonstrate respectful communication skills
- R-4.8: Describe and accept roles and responsibilities within a group
- R-4.9: Assess how to act as important role models for others

Grade 5:

- R-5.4: Practise effective communication skills
- R-5.8: Develop strategies to address personal roles and responsibilities in groups
- R-5.9: Explore respectful communication strategies that foster group/team development

Grade 6:

- R-6.4: Identify, analyze and develop strategies to overcome barriers to communication
- R-6.8: Analyze the influences of groups, cliques and alliances on self and others
- R-6.9: Make decisions cooperatively



Life Learning Choices: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Kindergarten:

- L-K.1: Select, engage in and complete some independent learning tasks and seek assistance as necessary
- L-K.2: Demonstrate curiosity, interest and persistence in learning activities
- L-K.3: Develop an awareness of situations where decisions are made

Grade 1:

- L-1.1: Demonstrate independence in completing tasks and activities, when appropriate
- L-1.2: Explore different ways to know, or come to know, new things
- L-1.3: Identify steps of a decision-making process for an age-appropriate issue

Grade 2:

- L-2.1: Demonstrate organization skills
- L-2.2: Identify personal behaviours that show readiness to learn
- L-2.3: Apply the decision-making process for age-appropriate issues

Grade 3:

- L-3.3: Generate alternative solutions to a problem and predict consequences of solutions

Grade 4:

- L-4.3: Demonstrate effective decision making, focusing on careful information gathering

Grade 5:

- L-5.3: Investigate the effectiveness of various decision-making strategies

Grade 6:

- L-6.3: Analyze influences on decision making

ENGLISH LANGUAGE ARTS:

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1: Discover and Explore

- Express ideas and develop understanding

1.2: Clarify and Extend

- Consider the ideas of others
- Combine ideas
- Extend understanding



General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2: Respond to Texts

- Experience various texts
- Construct meaning from texts

2.4: Create Original Text

- Generate ideas
- Elaborate on the expression of ideas
- Structure texts

General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1: Plan and Focus

- Focus attention
- Determine information needs
- Plan to gather information

3.2: Select and Process

- Use a variety of sources
- Access information

3.3: Organize, Record and Evaluate

- Organize information
- Record information
- Evaluate information

3.4: Share and Review

- Share ideas and information

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1: Enhance and Improve

- Appraise own and others' work
- Revise and edit
- Enhance legibility
- Expand knowledge of language

4.3: Present and Share

- Present information
- Enhance presentation
- Use effective oral and visual communication
- Demonstrate attentive listening and viewing



General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2: Work within a Group

- Cooperate with others
- Work in groups
- Evaluate group process

DRAMA:

General Learner Expectations: To acquire knowledge of self and others that results from reflecting on dramatic play.

Objectives:

The child should:

- develop the ability to make decisions in a group:
 - accept self as part of a group
 - listen to ideas of another
 - offer own ideas
 - become aware of and accept the group purpose
- cooperatively build a drama to:
 - send both verbal and non-verbal signals to others
 - receive and respond to verbal and non-verbal signals
 - solve problems
 - recognize and use group space
 - become aware of and use tensions/conflicts
 - appreciate the shared creation of a drama
- develop role-playing skills:
 - accept role playing as a positive learning experience
 - take on the attitude of another
 - assume the physical attributes of another
 - emphasize the situation of another
 - use role playing as a problem-solving tool
- recognize and use dramatic form:
 - appreciate and use the possibilities of a story line in sequence
 - recognize and incorporate structure; i.e. beginning, middle and end
 - respond in language appropriate to different situations
- be motivated to extend the dramatization experience into other subject areas

