

Anti-Bullying Outcomes and Indicators For Grades 1-5

Outcomes are statements of what students are *expected to know and be able to do* by the end of a grade in a particular area of study. The outcomes provide direction for assessment and evaluation, and for program, unit, and lesson planning.

Indicators are representative of what students *need to know and/or be able to do in order to achieve an outcome*. Indicators *represent the breadth and the depth of learning* related to a particular outcome. The list of indicators provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Note: The indicators identified in this document relate to anti-bullying. Refer to each curriculum for the complete set of indicators.

Arts Education

Arts Education curricula include the four strands of dance, drama, music, and visual art. Through any, or all, of the arts disciplines, students have many opportunities to explore and express personal or collective ideas related to bullying prevention and deepen their understanding of the importance of respectful and inclusive behaviour. The chart below outlines the focus for the grade and sample inquiry questions for deeper understanding related to anti-bullying.

Grade 1 Patterns	Grade 2 Community	Grade 3 Environment	Grade 4 Saskatchewan Voices	Grade 5 Pop Culture
<ul style="list-style-type: none"> – How could our dance and music compositions, dramatic play, or visual artworks tell stories about the harmful effects of bullying? – How could we use patterns (e.g., fast and slow or strong and weak movements) to show the contrasting feelings of bullies, their targets, and bystanders? – How could we use different patterns to make our stories, songs, dances, or visual artworks about bullies and their targets more expressive (e.g., angry, sad, frightened, lonely)? 	<ul style="list-style-type: none"> – What do we want to tell people through our dance, drama, music, or visual art about how our classroom and community views bullying? – How could our dance, drama, music, or visual art to show communities they can work together to promote respectful and inclusive behaviour to prevent bullying? 	<ul style="list-style-type: none"> – What types of bullying do we see in our school environment (e.g., verbal, social, physical, cyber)? How could we represent these different types of bullying and their effects through our own dance, drama, music, or visual arts expressions? – In what ways can we use the arts to help create a classroom and social environment that is respectful, safe, and supportive for all students? 	<ul style="list-style-type: none"> – In what ways could we use drama to tell stories about different situations in Saskatchewan that involve bullying (e.g., assume roles of bullies, targets, bystanders, parents, police officers, teachers in a fictional Saskatchewan town)? – How can we incorporate the other arts into our drama to prevent bullying and promote respectful and inclusive behaviour? 	<ul style="list-style-type: none"> – How does the media and pop culture influence our views on violence against others including bullying (e.g., films, pop music videos)? – What roles do social media (e.g., Facebook) play in bullying (e.g., spreading rumours)? – How could we use the arts to explore and counteract bullying behaviours (e.g., name-calling, threats, social exclusion)? – How could we use pop culture in our own arts expressions to investigate forms of bullying such as harmful gossip or ganging up on a classmate?

English Language Arts

Through English language arts (ELA), students are invited to explore texts (visual, oral, print, and multimedia) that reflect diverse personal identities, worldviews, and backgrounds. In addition, students have opportunities to speak, write, and use other forms of representation to express and explore their thoughts, feelings, and experiences. In their explorations and expressions, students are invited to use language to include and support others, to celebrate diversity, to prevent bullying, and to build communities that are diverse, inclusive, and respectful.

Through the following contexts in ELA 1-9, your child will explore big ideas, questions, and concerns about himself/herself and the world, including respectful relationships, **positive interactions**, and anti-bullying behaviours.

In grades 1-5 ELA, students comprehend and respond to and compose and create texts that explore identity, community, and social responsibility. The chart below outlines **contexts**, *possible topics*, and sample inquiry questions for deeper understanding. Refer to the curriculum for a description of the contexts.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Communicative Context <i>One in the Sun</i> <i>Up the Hill</i> <i>It Looks Like ...</i> <i>Where Do Words Go?</i></p> <ul style="list-style-type: none"> – Why do we need to communicate? – How do you communicate with your family, friends, teacher, people in your school? – How are messages created, sent, and received? What special words describe how we feel? – Where do words go when we talk? 	<p>Communicative Context <i>Playing with Words</i> <i>Advertisements for Children</i></p> <ul style="list-style-type: none"> – How can people listen to and show empathy with others? – What do we see and hear in the mass media? How do they affect us? Others? 	<p>Communicative Context <i>Magazines for Children</i> <i>Media Mix</i></p> <ul style="list-style-type: none"> – What communication strategies can we use to improve relationships in the classroom? – What do agreements/disagreements look like, sound like, feel like? – How can a word be used positively or negatively? 	<p>Communicative Context <i>Ad Smart</i> <i>Media Moments</i></p> <ul style="list-style-type: none"> – What is communication? – How can we send messages with words? Without words? – How can we best communicate with others to avoid conflict? 	<p>Communicative Context</p>

<p>Imaginative and Literary <i>Once Upon A Time</i> <i>Storytelling</i> <i>True Stories</i> <i>Family Stories</i></p> <ul style="list-style-type: none"> – Why do we tell stories? – What do stories do for us? – What was the problem in the story, and how was the problem solved? 	<p>Imaginative and Literary</p>	<p>Imaginative and Literary <i>Tales from Other Times and Places</i> <i>Stories from Around the World</i> <i>Good Books, Good Times!</i></p> <ul style="list-style-type: none"> – What is a stereotype? – Where do we see stereotypes? What can be done to change them? – How have we faced problems similar to those in stories? 	<p>Imaginative and Literary <i>A World of Tales</i> <i>Stories Well Told</i> <i>What a Story!</i> <i>Legends</i></p> <ul style="list-style-type: none"> – How do traditional narratives and tales teach us lessons about living wisely? – How do we use stories to teach children important lessons today? – How do animals used as characters in traditional narratives and tales act like humans and teach us lessons? 	<p>Imaginative and Literary</p>
<p>Personal and Philosophical Context <i>With a Friend</i> <i>All About Me</i> <i>In My World</i> <i>Time To Play</i></p> <ul style="list-style-type: none"> – Who am I? – What does it mean to be me? – Who am I as a person? – What choices are right for me? – How do I want others to see me? – What “power” do I have to cause or promote change? 	<p>Personal and Philosophical Context <i>Getting to Know You</i> <i>My Family and Friends</i></p> <ul style="list-style-type: none"> – What type of friend shall we be? – How shall we treat our friends? – How can we be better friends? – How are others’ feelings the same or different from mine? – How do I know if an experience or situation is right for me? Is safe? Is healthy? 	<p>Personal and Philosophical Context <i>All Together</i> <i>Spreading My Wings</i> <i>Making Choices</i> <i>My Responsibilities</i></p> <ul style="list-style-type: none"> – How do we figure out what is important to us and to others? – How do we learn from experience? – How can we support others including our family members? – How do we support and celebrate each other? – What are some challenges we and others may face? – How can we address these challenges? 	<p>Personal and Philosophical Context <i>My Friends and I</i> <i>And Who Are You?</i> <i>Courage</i> <i>Expressing Myself</i></p> <ul style="list-style-type: none"> – Celebrating and Honouring Others – How do we figure out what is important to us and to others? – How do we learn from experience? – How can we support others including our family members? – How do we support and celebrate each other? – What are some challenges we and others may face? – How can we address these challenges? – How do we express our thoughts, feelings, and appreciation for others? – How important are other people in our lives? – What are the challenges and joys of friendship? – How do we resolve conflict? 	<p>Personal and Philosophical Context <i>World Wide Kids</i> <i>Teamwork</i> <i>What Should I Do?</i> <i>Together is Better</i></p> <ul style="list-style-type: none"> – What are our personal strengths? How can we use these strengths to make the world a better place? – What are the rewards and challenges of working together? – What are prejudices and racism? – What happens to community and equality when we have biases and prejudices? – In what ways can prejudices and racism hurt everyone in our communities? What have we (or could we have) done about it?

<p>Social, Cultural, and Historical Context <i>Ways to Go</i> <i>Ride a Rainbow</i> <i>New Friends</i> <i>Families and Homes</i> <i>What is a friend?</i></p> <ul style="list-style-type: none"> - What things make a person a good friend? - How can we help our friends? - What does respect look, sound, feel like in my culture? 	<p>Social, Cultural, and Historical Context <i>People! Places!</i> <i>All Join In</i> <i>The Spirit of Helping and Giving</i> <i>My Community/My Neighbourhood</i></p> <ul style="list-style-type: none"> - What makes a community? - How are other communities the same/different from our community? - Why do all the different types of people make a community interesting? - How can we contribute to our community in a positive way? - How can we build a strong community that includes everyone? 	<p>Social, Cultural, and Historical Context <i>Hand in Hand</i> <i>Helping Others</i> <i>Communities Around the World</i></p> <ul style="list-style-type: none"> - How can we positively interact with others? - How do we effectively communicate, negotiate, and respect different points of view? - How do we create community? 	<p>Social, Cultural, and Historical Context</p>	<p>Social, Cultural, and Historical Context <i>"Because" is Not an Answer</i> <i>Stepping Back in Time</i> <i>What is Fair?</i> <i>Making a Difference</i> <i>In This Place</i></p> <ul style="list-style-type: none"> - What does "fair" mean? Can "fair" be different for different people? - What are our rights and freedoms? - What are our responsibilities? - How do our responsibilities go hand-in-hand with our rights and freedoms? - How can we and others contribute to our country and make a difference in the lives of others? - How can we contribute to our community? - What types of issues or problems might communities and people face? - What issues or problems might people in Canada face? - How can we work to make Canada a better country for all its citizens?
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Health Education

Students benefit from anti-bullying efforts that include those who bully, those who are victimized, and those who witness, in possible solutions to bullying. These efforts need to support where students live, learn, and play. Adults in these environments are responsible for creating positive environments, promoting health relationships, and ending violence and abuse in the lives of children and youth. The health education outcomes will provide schools with students with some of the skills and tools to prevent and/or address bullying in schools.

Grade 1 Building on What I Already Know	Grade 2 Discovering Connections between Self and Wellness	Grade 3 Investigating Health Knowledge and Information	Grade 4 Sharing What It Means to Be Healthy	Grade 5 Facing Obstacles and Embracing Opportunities to Holistic Well-being
<p>Examine healthy behaviours and begin to determine how these behaviours may affect personal well-being.</p> <ul style="list-style-type: none"> – Use common and respectful language with which to talk about healthy behaviours. – Communicate observations of what healthy and unhealthy behaviours look like, sound like, and feel like. – Ask questions and seek answers about healthy/unhealthy behaviours. – Determine the daily healthy behaviours that can be performed individually and those that may need support. – Consider opportunities to access support for healthy behaviours. – Recognize daily opportunities for practising healthy behaviours. – Discuss a variety of healthy behaviours over which one has control. – Examine factors influencing own healthy choices. 	<p>Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p> <ul style="list-style-type: none"> – Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions. – Investigate and illustrate how particular thoughts make one feel. – Examine various ways to effectively share thoughts, feelings, and actions. – Provide examples of how one can help others to understand self by sharing thoughts and feelings. – Discuss the basic “cause-effect” relationship among thoughts, feelings, and actions. – Determine that people are responsible for personal thoughts, feelings, and actions. 	<p>Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.</p> <ul style="list-style-type: none"> – Develop respectful language to talk about violence and abuse. – Reflect on what is known/believed about violence in communities. – Recognize that physical and emotional violence are behaviours that hurt or destroy people, places, or things. – Describe types of real violence and abuse including physical, sexual, and emotional. – Discuss examples of fictional violence. – Investigate the influence of mass media on perceptions of violence. – Distinguish the effects of violence on the mind, body, and spirit. – Recognize violent and non-violent and/or harmful and 	<p>Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.</p> <ul style="list-style-type: none"> – Compare qualities of healthy and unhealthy relationships and determine the connections of healthy relationships to a healthy mind, body, and spirit. – Describe and recommend healthy behaviours, including positive communication skills for getting along with others in play and competitive situations. – Recognize how various factors, including peer pressure, communication strategies, and assumptions, affect relationships. – Suggest alternatives when play is not enjoyable. – Determine healthy ways to relate to peers not in personal circle of friends. – Reflect on personal behaviours that might influence others to feel included and those that may cause feelings of rejection. – Practise the ability to calm self and discuss how it is important to remain calm in 	<p>Analyze the impact of violence and abuse on the physical, mental, emotional, and spiritual health of self and others, and determine supports that exist for people affected by violence and abuse.</p> <ul style="list-style-type: none"> – Determine that abuse can take many forms. – Review qualities of healthy relationships. – Ask questions and seek answers for deeper understanding. – Recognize warning signals of unhealthy/abusive relationships. – Determine that a victim of abuse is never responsible/to blame for the violent, abusive behaviours of others. – Examine and begin to question school and community norms regarding violence and abuse. – Investigate the violence and abuse prevention supports/programs in the home, school, and community. – Analyze threats to personal safety at school, home, or in the community, and know sources of support or help.

		<p>non-harmful behaviours and the impact on self and others.</p>	<p>disagreements.</p> <ul style="list-style-type: none"> – Represent what disagreements look like, sound like, and feel like. – Recognize that disagreements are part of healthy and of unhealthy relationships. – Recognize and describe triggers. – Draw connections between own feelings and triggers. – Investigate how effectively/ineffectively negotiated disagreements affect relationships. – Examine how honouring and respecting other points of view, beliefs, and/or values does not mean one has to abandon one's own. 	<ul style="list-style-type: none"> – Determine one's own access to safety and supports. – Explain how to access violence and abuse prevention services and supports. – Discuss possible challenges and solutions to accessing local supports and services. – Examine the possible short and long-term consequences of violence and/or abuse on self and others
<p>Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.</p> <ul style="list-style-type: none"> – Use common and respectful language with which to talk about feelings, actions, and relationships. – Illustrate what particular feelings sound like, feel like, and look like. – Recognize that individuals make choices about how to express feelings. – Recognize that the classroom community is part of the larger school community. – Observe and communicate observations about how the school staff and students treat each other. – Illustrate what being a good friend looks like, sounds like, and feels like. 	<p>Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.</p> <ul style="list-style-type: none"> – Develop a common understanding and use of respectful language to talk about “respect”. – Realize a range of culturally sensitive ways to show respect and begin to develop the abilities to act on this realization. – Determine how to show respect for own and other's material possessions. – Illustrate what respect looks like, sounds like, and feels like. – Understand, practise, and share basic interpersonal skills when supported to do so. – Discuss the importance of 	<p>Act on the understandings, skills, and confidences related to helpful and harmful substances, healthy family and home, and safety at home.</p> <ul style="list-style-type: none"> – Review what can be done with what is understood. – Plan to act on what is now understood. – Document and report on the action that was taken. – Represent and communicate what was learned from the action. 	<p>Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.</p> <ul style="list-style-type: none"> – Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively. – Examine knowledge and information about self-esteem, self-confidence, and self-determination. – Examine “identity” as being related to how one “feels” on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions. – Communicate a personal understanding of identity. – Determine factors that may 	<p>Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.</p> <ul style="list-style-type: none"> – Investigate knowledge and information about self-image. – Describe the qualities that are important in a person, regardless of their gender, culture, sexual orientation, appearance, abilities, or language. – Define stereotyping, prejudice, and discrimination. – Ask questions and seek answers for deeper understanding. : – Reflect and express insights of the effects of stereotyping and discrimination on self and others. – Reflect on self-image as “the

<ul style="list-style-type: none"> – Identify healthy ways to respond to someone who is not yet a friend. – Identify and discuss helpful/hurtful words and behaviours in relationships. – Represent a basic understanding of personal “needs” and those of others. – Investigate how people communicate in ways other than speaking. – Recognize and role play healthy ways to express feelings. – Investigate the relationship skills that make the classroom a healthy place for learning. – Examine how personal behaviours may “influence” how others think and feel, but recognize that one “owns” personal thoughts and feelings. 	<p>respect within relationships.</p> <ul style="list-style-type: none"> – Describe how people demonstrate or do not demonstrate respect for each other, personal gifts, material possessions, and/or the environment. – Explore ways of reducing pollution to maintain a healthy environment. – Discuss basic individual responsibilities for showing respect. – Critique the idea of treating others as one would like to be treated. 		<p>influence one’s identity.</p> <ul style="list-style-type: none"> – Investigate definitions of self-concept, self-esteem, and self-determination to develop an understanding of identity. – Describe how self-concept is influenced by personal thoughts, self-esteem by personal feelings and sense of self-determination by personal actions. – Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination. – Demonstrate an awareness of the influence on self through connecting with others who behave appropriately/inappropriately and/or legally/illegally. 	<p>way you see yourself as a result of what you believe about your appearance, abilities, and character”.</p> <ul style="list-style-type: none"> – Discuss the influence of self and others on one’s self-image. – Explore and describe what one can think, say, and do to develop and/or support a positive self-image in both self and others. – Identify and practise strategies for expressing feelings associated with the physical and emotional changes of puberty. – Identify misunderstandings and/or misconceptions related to messages in the media that may misinform the public about identities. – Discuss how privilege, lack of privilege, and/or unexamined privilege distort our views of others, limit our potential, and impact our own and others’ identities.
<p>Explore the connection between a healthy sense of self and one’s positive relationship with others and the environment.</p> <ul style="list-style-type: none"> – Use common and respectful language with which to talk about self and others. – Examine stories, traditions, and celebrations of others that foster a sense of self and a connection to others and the environment. – Begin to understand that every person has value that is not dependent upon her/his appearance, physical characteristics, or behaviours. 	<p>Examine how communities benefit from the diversity of their individual community members.</p> <ul style="list-style-type: none"> – Investigate what it means to be special and unique. – Develop an awareness of “community” as a group of people who interact, work, and play together; face challenges and solve problems together; and help each other. – Develop awareness of differences in routines, practices, and/or preferences among people. – Understand and respect individual preferences, 		<p>Assess stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising) that may be useful in managing stressors.</p> <ul style="list-style-type: none"> – Develop and use respectful language to talk about stress and to describe the intensity of feelings. – Communicate an informed personal understanding of stress. – Explore the responses one may experience as a result of stress. – Determine how and why 	<p>Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).</p> <ul style="list-style-type: none"> – Determine qualities of healthy/unhealthy peer interactions. – Discuss why peers pressure each other. – Ask questions and seek answers for deeper understanding: – Examine the different levels of pressure. – Describe indicators of positive

<ul style="list-style-type: none"> – Illustrate behaviours that embrace the uniqueness of others. 	<ul style="list-style-type: none"> including those related to traditions, dress, and play. – Understand that different does not mean “better” or “worse”. – Explore personal understanding of “self” as an individual with particular physical and inherited attributes. – Discuss that people do not choose the attributes of identity but rather are born with them, born into them, or acquire them. – Participate in experiences where being treated as a unique and valued member of the class with particular abilities and personal qualities are recognized and appreciated. – Propose what the local community would be like if everyone was the same. 		<p>people react differently to stress.</p> <ul style="list-style-type: none"> – Recognize potentially stressful situations and examine possible reactions to the experience. – Analyze common healthy coping strategies for managing stress. – Examine and discuss media portrayals of stressors such as divorce, death, and loss, and media portrayals of stress management strategies. – Describe strategies for managing stress. 	<p>and negative peer pressure.</p> <ul style="list-style-type: none"> – Illustrate examples of positive and negative peer influence in decision making. – Identify and demonstrate effective ways of responding to direct and indirect peer pressure. – Generate and practise possible strategies to avoid/reduce the risk of potentially dangerous situations involving peer pressure.
<p>Examine initial steps (i.e., Stop, Think, Choose) for making basic choices regarding healthy behaviours; healthy brain, heart, and lung.</p> <ul style="list-style-type: none"> – Recall routine daily choices and discuss how these choices were made. – Examine and record simple ways self and others make routine healthy choices. – Discuss similarities in the ways people make healthy choices. – Recognize the importance of thinking before acting. – Build on what is already known to critique choices made by characters in literature. – Build on what is already 	<p>Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, respect, safety, and diversity.</p> <ul style="list-style-type: none"> – Examine of the concepts of “advice” and “help” and develop the ability to ask for either. – Identify/recognize safety supports who could respond to and provide support to children who may experience health challenges and/or health opportunities related to healthy snacking, affects of illness/disease, respect, safety, and diversity. – Illustrate how, when, and why to access assistance. 		<p>Design and apply, with guidance, two four-day action plans that require communication related to management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.</p> <ul style="list-style-type: none"> – Identify basic steps to design and carry out effective action plans. – Prepare a brief outline of the action plan. – Implement the action as outlined. – Document and reflect on implementation. 	<p>Assess the importance of self-regulation and taking responsibility for one’s actions.</p> <ul style="list-style-type: none"> – Identify strategies for being calm and quiet/silent. – Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distractions. – Recognize and describe varying levels of intensity of personal feelings. – Reflect on examples when one did and did not “own” personal thoughts, words, and actions. – Demonstrate the skills and confidences to admit “wrongdoing”, apologize when

<p>known to justify steps for making routine basic health choices.</p>	<ul style="list-style-type: none"> - Identify behaviours that require specific kinds of support. - Practise asking for help in appropriate situations and recognize possible consequences of not asking for help. 			<p>wrong, and recognize ways to rectify mistakes or wrongdoing.</p> <ul style="list-style-type: none"> - Determine the automatic regulation that is often beyond our awareness. - Identify and demonstrate strategies for effectively communicating/ managing distress. - Compare scenarios where individuals do/do not self-regulate and the impact on self and others. - Examine the influences on self-regulation, including that which comes from adults in the environment. - Determine that all choices/decisions have consequences.
<p>Apply the steps of Stop, Think, and Choose, (with guidance) to healthy behaviours related to a healthy brain, heart, and lungs.</p> <ul style="list-style-type: none"> - Review the healthy choices over which individuals have control. - Practise the steps of “stop, think, and choose” in a variety of situations. - Select routine healthy choices. - Reflect on personal ability to “stop, think, and choose”. 				<p>Analyze possible obstacles and envision solutions to addressing health challenges related to peer pressure and self-regulation.</p> <ul style="list-style-type: none"> - Identify common barriers to adolescent well-being. - Determine health challenges and opportunities specifically related to peer pressure and self-regulation. - Question why health challenges exist. - Recognize why health opportunities may not be embraced. - Recognize that people respond to health challenges and opportunities in various ways. - Analyze positive and negative consequences of people’s responses to health challenges and opportunities.

				<ul style="list-style-type: none"> - Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities related to peer pressure and self-regulation. - Create a class goal statement to address particular health challenges and/or embrace particular health opportunities related to peer pressure and self-regulation.
				<p>Design and implement, with guidance, two five-day action plans that address health challenges related to identity and well-being, violence, peer pressure, and self-regulation.</p> <ul style="list-style-type: none"> - Identify the elements of effective action plans, including what will be done who will be involved, where it will take place, when it will take place, and why this action is being taken. - Identify the supports needed to carry out the action plan. - Carry out, with guidance, the steps identified in the design of the action plan. - Reflect on if the goal was achieved.

Physical Education

Saskatchewan Physical Education from Grades K to 12 has three goals; active living, skilful movement, and relationships. “Relationships” is a multi-faceted word in the context of the Relationships goal for physical education. On a personal level, students will develop a deeper understanding that will enhance their physical, emotional, mental, and spiritual selves through and within movement experiences. Students will also engage in a variety of experiences to support growth as social beings, whether it be cooperatively creating and performing movements, making decisions collectively about tactics to use in games, or leading others in movement activities. In turn, as students develop their social skills, students will strengthen who they are as individuals.

The Relationships goal also promotes the translation of cultural awareness into action. Authentic multicultural curricula in physical education honour and help to preserve the cultural traditions of the many groups that are part of our society. This includes the games, dances, languages, celebrations, and other forms of physical culture. When students become aware of cultural groups, values, and practices of various cultures, students are better able to engage in multiple, diverse relationships.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PE1.10: Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings.	PE2.9: Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities	PE3.8: Demonstrate positive interactions with others in cooperative and competitive movement activities.	PE4.12: Create and apply a personal understanding of what it means to be a positive, inclusive team member who makes a commitment towards showing team spirit and the ideals of fair play.	PE5.10: Examine and critically assess personal positioning within the five levels of a social skills continuum for participation in movement activities (i.e., irresponsible behaviour, self-control, involvement). (Hellison, 2003)
	PE2.10: Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.	PE3.10: Demonstrate, verbally and non-verbally, consideration and respect for all others (regardless of ideas, abilities, worldviews, physical characteristics, cultural backgrounds, or gender) while participating in physical education activities.	PE4.13: Examine and communicate the contributions, both historically and currently, that the First Nations and Métis, as well as other cultures of our province, have made to the development of games, sports, and other movement activities.	PE5.11: Examine, evaluate, and communicate the influence of Canadians, both historically and currently, on the development of the numerous options for participation in movement activities in this country.

Social Studies

In Kindergarten to Grade 12 Social Studies, students will know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world. Through social studies, students will develop the values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the practice of democratic ideals and aware of their capacity to effect change.

Grade 1 My Family	Grade 2 My Community	Grade 3 Community Comparisons	Grade 4 Saskatchewan	Grade 5 Canada
<p>PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</p> <ul style="list-style-type: none"> a. Represent situations depicting peace and harmony in students' daily lives. b. Describe personal actions in the family and classroom that promote peace and harmony. c. Describe ways in which people may influence the students' lives at home and at school, and ways in which each student may influence the lives of others. d. Explain purposes of rules in the family and school. e. Share examples of rules in students' families and the school. f. Participate in a variety of ways of making decisions. g. Describe rights and responsibilities in the classroom and playground. h. Illustrate how individual rights and responsibilities are related to a social environment of peace and 	<p>PA 2.2 Assess and practise various approaches to resolving conflicting interests within the community.</p> <ul style="list-style-type: none"> a. Recognize that the existence of conflicting interests does not necessarily result in conflict, and that harmonious communities resolve conflicting interests in peaceful ways b. Review processes for resolving conflicting interests in the classroom and school. c. Identify possible sources of conflict in groups to which students belong, and in the community. d. Identify and describe diverse viewpoints and perspectives in the local community. e. Identify ways of maintaining safety and harmony within communities (e.g., police, firefighters, signage). f. Investigate processes for resolving conflicting interests in the local government and community organizations. g. Identify attributes of successful approaches to resolution of conflicting interests. h. Apply successful approaches to resolving conflicting 	<p>PA 3.2 Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution.</p> <ul style="list-style-type: none"> a. Inventory situations in which divergent viewpoints exist within the classroom and school. b. Solicit the opinion of several persons about a current issue of concern in the school. c. Categorize viewpoints as likely or unlikely to create conflict and explain why. d. Construct a list of reasons why groups and communities may experience conflict, and identify ways in which conflict is resolved and harmony is restored. e. Respond to the following question: "Why might people be in favour or against a particular project or issue". f. Paraphrase orally and in writing a favourable opinion and an unfavourable opinion about an issue of concern in a community studied. g. Simulate one or more conflict resolution models as a means of resolving an issue 		

<p>harmony.</p> <p>i. Participate in the creation of rules for classroom tasks or activities.</p>	<p>interests in the classroom and school communities.</p>	<p>in the school or community.</p> <p>h. Research different laws and rules in communities studied, and speculate upon the reasons for such laws and rules.</p>		
<p>PA 1.2 Analyze causes of disharmony and ways of returning to harmony.</p> <p>a. Identify decision-making approaches which may result in positive outcomes and decision-making approaches which may result in less positive results.</p> <p>b. Illustrate how peace and harmony are exemplified in the classroom, playground, and family.</p> <p>c. Gather examples of causes of disharmony in the classroom, the playground, and the family.</p> <p>d. Discuss examples of solutions to disharmony in the family, classroom, and the playground.</p> <p>e. Describe reasons for recognizing those people and events designed to work for harmony.</p>	<p>PA 2.3 Analyze rights and responsibilities of citizens in the school and local community.</p> <p>a. Differentiate between the nature of the rights of children and of adult citizens in the community.</p> <p>b. Identify Treaty rights of members of the community.</p> <p>c. Relate the rights of citizens in the community to their responsibilities to the community.</p> <p>d. Identify opportunities for sharing responsibility in the school and community.</p>			