Grade 5 – Specific Outcomes

WELLNESS CHOICES–General Outcome
Students will make responsible and informed choices to maintain health and to promote safety for self and others.

W – 5

Personal Health
Students will:

☐ 1. examine the impact of physical activity, nutrition, rest and immunization on the immune system
☐ 2. assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath
☐ 3. identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception
☐ 4. examine the impact that changes in interests, abilities and activities may have on body image
☐ 5. examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes
☐ 6. examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social

Safety and Responsibility
Students will:

☐ 7. identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture
☐ 8. promote safety practices in the school and community
☐ 9. determine appropriate safety behaviours for community recreational situations; e.g., using snowmobiles, all-terrain vehicles, trampolines
☐ 10. describe and demonstrate ways to assist with injuries of others; e.g., basic first aid

RELATIONSHIP CHOICES–General Outcome
Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

R – 5

Understanding and Expressing Feelings
Students will:

☐ 1. recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt
☐ 2. identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement
☐ 3. recognize that stressors affect individuals differently, and outline ways individuals respond to stress

☐ 4. practise effective communication skills; e.g., active listening, perception checks

Interactions
Students will:

☐ 5. identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss
☐ 6. investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships
☐ 7. apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions

Group Roles and Processes
Students will:

☐ 8. develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations
☐ 9. explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members

LIFE LEARNING CHOICES–General Outcome
Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

L – 5

Learning Strategies
Students will:

☐ 1. identify and implement an effective time management plan; e.g., prioritize goals
☐ 2. affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills
☐ 3. investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making
☐ 4. analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

Life Roles and Career Development
Students will:

☐ 5. relate personal skills to various occupations
☐ 6. assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media

Volunteerism
Students will:

☐ 7. identify, within the school, the volunteer service accomplishments of staff and students
☐ 8. develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies

Please note that bold and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.
**Wellness Choices**

The student will examine the impact of physical activity, nutrition, rest and immunization on the immune system.

### Get ready

- Brainstorm a list of the different activities a typical Grade 5 student does in a 24-hour period.
- Sort the daily activities into different categories, such as eating, sleeping, active playing, watching television, doing homework and so on. Put a star beside those activities that have a positive impact on health and well-being.

### Explore and apply

- Working in pairs, brainstorm a list of how physical activity, nutrition and rest promote health. Share lists with the class and compile a master list.
- Working in small groups, use magazine pictures and headlines to create a collage illustrating how physical activity, adequate nutrition and sleep are essential for healthy growth and development. Think of an interesting title for your collage.
- Your immune system consists of all the parts and functions of your body that work to fight disease-causing microbes. Brainstorm a list of all the things your body does to fight disease. Organize the information on a T-chart.

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>How they fight disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin</td>
<td>Keeps germs out of body</td>
</tr>
</tbody>
</table>

Review the information in *Student information master 23: How your immune system fights microbes* on pages B.28–B.29 in Appendix B. Add any new information to your chart.

- Discuss important times when people get immunized; for example, when a baby, before going to school, before travelling to some countries.
- Brainstorm health practices that help maintain a strong immune system. Review *Student information master 23: How your immune system fights microbes* to add ideas.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on *Teacher Resources*, go to *General Outcome B* and click on *activities*.

### Extend and commit

- Research a list of diseases that have been almost eliminated because of immunization.
- Discuss why immunization against a disease is more important than a cure for a disease.
- Find out if your family pets are immunized. Discuss why pet owners might decide to do this.
- Interview two adults and find out what steps they take to keep healthy.
Outcome W-5.1 (continued)

- Make a Top ten list of conditions that contribute to a healthy immune system.
- Winter is here and people at your school are getting sick more often. List five health choices you can make to help yourself stay well.

Building a healthy immune system

The immune system plays a critical role in preventing disease and promoting overall well-being. There is still much that is not known about this complex natural defense system. However, in recent years, it has become increasingly clear that factors such as nutrition, physical activity and rest play a key role in maximizing immunity.

The immune system promotes health by preventing foreign materials from damaging body cells. Foreign materials take many forms, including bacteria, viruses and other harmful agents or compounds. The immune system protects the body by detecting foreign materials, and then initiating a complex series of processes to eradicate or isolate them from the rest of the body.

Healthy eating is critical for disease prevention and well-being. A healthy, balanced diet provides building blocks for the cells of the immune system and lowers the risk of infection and chronic disease. Nutritional deficiencies, caused by poor food choices or diseases, hinder immune function. Malnourished children are at greater risk for developing both acute and chronic health problems due in part to suppression of the immune system.

Like healthy eating, moderate physical activity and adequate rest promote optimum immune function. Activity and rest help reduce the impact of day-to-day stress on the immune system, and allow the body to maintain and repair its natural defense mechanisms. Inactivity and lack of rest interfere with this process and are associated with greater risk for disease.

Excessive physical activity or overtraining on an ongoing basis can suppress immune function. The symptoms of overtraining include recurrent bouts of cold or flu; swollen or tender glands in the neck, groin or underarms; difficulty sleeping; skin eruptions; persistent muscle or joint pain; clumsiness; and sudden, dramatic weight loss. What is defined as excessive varies from individual to individual depending on a number of factors, including their existing level of physical conditioning or training. Moderate, rather than excessive physical activity, is recommended for maintaining health.

Immunization provides the body with an opportunity to develop resistance to specific disease-causing bacteria and viruses. As a result, individuals who follow recommended schedules for immunization are at a lower risk for developing diseases and conditions such as smallpox, rubella or German measles, and meningitis. While considered controversial by some people, immunization programs play a critical role in promoting health and limiting the spread of a number of potentially harmful diseases.
GRADE 5

Wellness Choices

Outcome W-5.1 (continued)

Ideas for building healthy immune systems

Students can:
- practise health behaviours that support optimum immune function, such as getting adequate rest, choosing a balanced, healthy diet and participating in daily physical activity
- generate ideas for creating healthy choices
- enlist the support of parents in developing daily routines that promote health and well-being.

Parents can:
- model positive health behaviours
- make healthy food choices available to children
- talk to children about the wide variety of behaviours that influence health and prevent disease
- encourage children to establish daily routines that allow for appropriate amounts of rest, healthy eating and regular physical activity
- help children develop the skills needed to make personalized healthy food choices, including the ability to self-assess food likes and dislikes, skills for budgeting and shopping for food, and food preparation skills
- ensure children participate in immunization programs.

Communities can:
- provide and promote immunization programs for children
- support daily physical activity for children through recreation facilities or programming
- implement strategies to ensure that children have consistent access to healthy food choices, such as school snack programs and collective kitchens
- ensure that nutritious foods are widely available in the school setting through initiatives such as breakfast carts, canteens with healthy choices and a sharing shelf for children with no lunch.
The student will assess the importance of regular hygiene practices during adolescence; e.g., control of body odour, control of acne, maintenance of fresh breath.

Get ready
- As a class, discuss and define the concept of personal hygiene. For example, personal hygiene habits that keep you healthy and clean include brushing teeth, washing clothes and wearing deodorant.
- Brainstorm a list of things you do to get your body ready for school. List other things you do to keep clean throughout the day.
- Sort the tasks into activities you do daily, several times a week, weekly or monthly.

Explore and apply
- Discuss how your hygiene needs have changed since your first year of school. How will they be different when you are in high school?
- Research and discuss the causes, prevention and treatment of:
  - body odour
  - acne
  - unpleasant breath.
- Discuss the connection between your personal hygiene and your social relationships with others.

Extend and commit
- Compile a collection of ads for personal care products. Discuss:
  - are all these products necessary for good health
  - do they fulfill the claims they make
  - do they create an artificial need or are they meeting the real needs of young people
  - what values are the messages in the ads communicating?
- Use the Internet to research possible treatments for acne. Use this research to develop a true or false quiz on the causes and treatment of acne. Include common myths as well as factual information. Trade with other students so they can test their knowledge and understanding of these skin-care issues.

- Make a Top ten list of things you do daily to feel and look clean and fresh. List three reasons why these practices are important in your daily life.
The student will identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception.

Get ready
- List the parts of the human reproductive systems. Use the categories male and female to sort responses.
- View a video or review diagrams on the human reproductive system.
- Discuss and define the terms fertilization and conception. (Fertilization is the joining of one male sperm and one female egg or ovum to create a cell that will develop into a baby. Conception is another word for fertilization.)
- View a video or use a series of diagrams to introduce and discuss the basic functions of the various components of the human reproductive system.

Explore and apply
- Complete a web of the female and male reproductive organs, describing the function of each.

Students who have been exempted from human sexuality instruction by their parents, should not participate in these learning activities.
Outcome W-5.3 (continued)

Extend and commit

- Discuss the advantages of knowing the correct terms for the reproductive system. For example, you can talk more easily with a doctor, it sounds more respectful, adults might consider your questions and concerns more seriously.

- In your own words, write definitions of **fertilization** and **conception** as they relate to human sexuality.

**Instructional strategies**

During the teaching of these human sexuality outcomes, teachers may choose to use instructional materials such as blackline drawings, charts and overhead transparencies. Teachers are encouraged to use these diagrams in the context of the classroom and avoid distributing copies to students. These kinds of diagrams, taken out of context, may lead to misunderstanding of the instructional intent.

Semantic webbing can be an effective tool for identifying the basic components of the human reproductive system. For children in Grade 5, understanding the function of each component is more important than knowing actual locations and physical descriptions. It is difficult for children of this age to accurately visualize these internal organs.

**Basic functions of female reproductive system:**

- **uterus** – place where fertilized egg develops into a baby
- **vagina** – passageway for sperm, baby travelling out of the body, menstrual fluid travelling out of the body
- **ovaries** – produce eggs and secrete hormones
- **fallopian tubes** – move eggs from the ovaries into the uterus

**Basic functions of male reproductive system:**

- **scrotum** – holds testicles and regulates temperature
- **testicles** – produce sperm and secrete hormones
- **penis** – passageway for both sperm and urine (**NOT** at the same time)

**Fertilization**

Fertilization is the union of one male sperm and one female ovum. It is the action that allows the species to survive by procreation.

In the female, each ovum has a lifespan of about 24–48 hours, so fertilization must take place shortly after ovulation. At that time, the ovum is usually still in the upper portion of the fallopian tube.
GRADE 5

Wellness Choices

Outcome W-5.3 (continued)

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the Learning Resources Centre.
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Wellness Choices

Outcome W-5.3 (continued)

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Wellness 

Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

The student will examine the impact that changes in interests, abilities and activities may have on body image.

Get ready
• Review the definition of body image.

Explore and apply
• Brainstorm lists of:
  – new interests you have discovered over the last year
  – new abilities you have gained over the last year
  – new activities you have tried over the last year.
• Discuss how these changing interests, abilities and activities could affect your body image.

Extend and commit
• Interview adults in your family and find out how their changing interests, abilities and activities affect the way they feel about their bodies.
• For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on Teacher Resources, go to General Outcome B and click on activities.
• Complete the following statements:
  – “This year I have new interests, such as …”
  – “I am also discovering new abilities, such as …”
  – “This year I tried new activities, such as …”
  – “One of the new things that has affected how I feel about my body is …”
  – “It has affected how I feel about my body because …”

Ideas for developing and promoting a positive body image
Students can:
• be aware of the variety of body types within family and groups of friends, and know that all body types can be healthy
• look for varieties of body types among television and media personalities
• talk to their parents or older siblings about body image concerns
• appreciate their own physical talents and abilities, such as athletic abilities, musical dexterity and artistic abilities
• be aware that one’s physical body makes up only a part of who one is or can be.
The student will make responsible and informed choices to maintain health and to promote safety for self and others.

**Grade 5 Wellness Choices**

**Outcome W-5.4 (continued)**

Parents can:
- be aware that the beginning of puberty can bring about changes that affect body image
- be aware that puberty changes begin gradually but often earlier than parents might expect
- make a conscious effort to have and model healthy behaviours and attitudes related to body image
- be aware that negative comments about body size and type can be damaging to their children’s developing sense of worth
- be available to listen and talk when children have questions or concerns about body image
- understand that feelings and concerns related to body image may surface in other ways, such as through behaviours or attitudes
- help your child develop strategies to handle teasing
- ensure that siblings do not tease each other about body size or image
- make a conscious effort not to compare body types among family, friends and celebrities in unproductive ways, such as, “She would look much better if …”
- help your child understand that diversity in body shape and size is normal and natural—all types deserve respect.

Communities can:
- select people of all sizes and shapes for community advertising
- provide positive role models through clubs and community youth groups.
Wellness Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

The student will examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes.

Get ready
- Collect a variety of food labels and examine the information. Discuss how this information can be used to make food choices.

Explore and apply
- Brainstorm a list of factors that influence personal food choices. Organize this information on a chart by sorting these factors into Positive, Negative and Interesting influences.
- Working with a partner, make a menu plan for school lunches for one week. Consider how to accommodate the variety of eating behaviours of students in your class. Trade menus with other students and discuss how different foods can be balanced. Discuss desserts and treats, and discuss how much is enough.
- Discuss “What is an allergy?”.
- Discuss the symptoms associated with allergies, including:
  - rashes
  - teary eyes
  - hives
  - swelling of the face
  - difficulty swallowing
  - difficulty breathing
  - in some cases, death.

Extend and commit
- In pairs, create a tip sheet of ways to help prevent allergic reactions in people you know. Tips might include:
  - checking for allergies before planning a menu for a birthday party
  - not bringing food that someone is allergic to in their lunches
  - letting people know if they have an allergic reaction to a particular food.
- Discuss why it is important to know if your friend has allergies.

- Imagine you have received a donation of $100 from a local grocery store. Plan 10 nutritious snacks that you could serve to your classmates at recess. Explain how you would accommodate a broad variety of eating habits.
Outcome W-5.5 (continued)

**Individual food choices**

When it comes to healthy eating, no two people are exactly alike. Factors such as age, activity level, illness, allergies, finances and cultural traditions all combine to shape an individual’s ultimate food choices.

*Canada’s Food Guide to Healthy Eating* recognizes the many factors that influence eating habits. The ranges in the number of recommended servings, as well as the size of servings, make the food guide flexible and accommodating. In addition, the wide variety of different foods found in each food group allow different people to meet their needs in a way that suits their specific life situations. The flexible approach advocated by the food guide means that it is suitable for use by most healthy Canadians over the age of four, including vegetarians, individuals with food allergies, low-income families, athletes and immigrant groups.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.

**Ideas for promoting healthy eating choices**

Students can:
- understand that healthy eating and a healthy diet take many forms—there is no one way to eat well
- recognize and be sensitive to the factors that influence their personal food choices and those made by others.

Parents can:
- encourage children to celebrate uniqueness in themselves and others
- promote tolerance and understanding of individual differences with respect to food choices; don’t force children to eat foods they truly dislike and respect food limitations of individuals with food allergies
- encourage children to explore a wide range of nutritious foods reflective of many cultures or approaches to healthy eating.

Communities can:
- provide children with information on the impact that specific health conditions or sociocultural practices have on food choices through presentations delivered by community groups, such as the Allergy/Asthma Association, Canadian Diabetes Association or community-based multicultural groups.

Contributed by Alberta Milk in collaboration with registered dietitians and nutrition professionals from across the province.
Focus: Impact of caffeine on health

Get ready
• Create three columns to brainstorm and organize reasons why people use tobacco, caffeine and alcohol. Underline reasons that are similar in each column. Discuss. Mark the three most common reasons with a star.

<table>
<thead>
<tr>
<th>Reasons why people use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco</td>
</tr>
</tbody>
</table>

Explore and apply
• Working in small groups, research and develop a one- to two-page report on the benefits of positive personal health choices. Each group can focus on one type of health choice, such as use of:
  – caffeine
  – alcohol
  – nonprescription drugs
  – prescription drugs or medications
  – inhalants.

As part of the research process, each group can also identify and contact at least two community agencies or professions that could provide information or support on these health choices.

Extend and commit
• Organize a Positive choices health fair and prepare displays and activities to share with another class.

• Complete the following statements:
  – “I need to be aware that there is caffeine in …”
  – “The physical effects of caffeine can include …”
  – “Caffeine could affect my personal wellness because …”
GRADE 5 Wellness Choices

Outcome W-5.6 (continued)

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

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Get ready

- Discuss what a personal boundary is and how it defines our comfort level and affects the way we relate to people.

Explore and apply

- Explore how mood affects personal space. Have students move around the room for one minute focusing on a specific emotion, such as sadness. Students can role-play this emotion as they move. After one minute, the leader calls “Freeze” and players stop and look around to note how close people are. The leader announces a different emotion, such as happiness, excitement, anger or fear, and the class moves around the room role-playing until the “Freeze” signal. Discuss how personal space changes with our mood.

- Draw two circles, one within the other. Label the inner circle My comfort zone and record the touches that make you feel okay, such as high fives with my soccer team, hugs from Grandma, my cat sitting on my lap. Label the outer circle Out of bounds and record the kinds of touches that make you uncomfortable, such as Punchbuggy games, other children pulling on my clothes.

- Discuss how some touches are okay in some situations and not in others. Share examples. Personal boundaries differ from person to person and it’s important to watch for cues from other people so you respect their boundaries.

- Discuss other types of personal boundaries, such as:
  - topics of conversation
  - what you will ask another person to do.

- Role-play communicating your personal boundaries to another person in different situations, such as:
  - Your little brother wants to talk with you when you are having a shower.
  - The student sitting behind you in class often bangs your chair with his foot.
  - A student you don’t know very well often hugs you at recess and you find this uncomfortable.

Extend and commit

- Research how different cultures in the world have different customs about touching. For example, in some countries people greet by kissing on both cheeks, by exchanging special signals or words, or by touching foreheads.

- Complete these sentence starters about personal boundaries:
  - “I am comfortable when …”
  - “It makes me feel good when …”
  - “I am uncomfortable when …”
**Wellness Choices**

**Get ready**

- Brainstorm a list of potential safety concerns you observed on your way to school, such as icy sidewalks, busy intersections or large potholes.

**Explore and apply**

- In pairs, choose one potential safety issue and develop a strategy to assess the risk. For example:
  - develop an observation checklist
  - use the checklist to describe and record the number of times the danger affects someone
  - develop a neighbourhood survey
  - use the survey to ask members of the neighbourhood to comment on the danger.
- Develop a plan to reduce the risk of an identified safety danger. For example:
  - design a leaflet on the dangers of icy sidewalks and ways to prevent them
  - write a letter to city council identifying the danger posed by a pothole and asking that it be repaired quickly.
- Look for situations in your community in which a safety risk was identified and a specific action was taken to reduce this safety risk.
- For other activities that support this learning outcome, visit Physical Education Online at [www.learning.gov.ab.ca/physicaleducationonline/](http://www.learning.gov.ab.ca/physicaleducationonline/). Click on Teacher Resources, go to General Outcome D and click on activities.

**Extend and commit**

- Invite a municipal, town or city council member in to discuss safety issues in the community.
- Design a safety ad for the school newsletter.
- Over the next month, bring in newspaper clippings of stories about people making (or not making) responsible and safe choices in schools and communities.

- Imagine your class is going on a science field trip to a local pond. There will be two areas at the site—a small dock and a rocky beach. Use the chart below to develop a safety plan. Include at least three points in each column.

<table>
<thead>
<tr>
<th>Potential dangers</th>
<th>Safety guidelines</th>
<th>Strategies for promoting and enforcing safety guidelines</th>
</tr>
</thead>
</table>
Wellness Choices

Outcome W-5.8 (continued)

Ideas for promoting safety practices in the school and community

Students can:
- volunteer as crosswalk monitors
- walk to school with younger siblings, helping them practise safety at crosswalks and intersections
- take courses in bicycle safety or other related safety courses available in the community
- model safety in the home, playground and at school when playing with or near younger children or siblings
- use paths and trails for cycling and inline skating, rather than main roads
- obey safety rules to avoid injury to self and others
- be aware that unsafe behaviour can put self and others at risk of injury.

Parents can:
- ask children about safety rules before going out on walks or rides
- teach safety practices while out on family walks and bike rides
- quiz children on traffic signs while walking or driving in the community
- encourage children to watch out for younger siblings
- model safe behaviour when driving, crossing the street or riding a bike.

Communities can:
- facilitate a variety of safety courses for children or families through various agencies, such as Canadian Safety Council’s course for all-terrain vehicle (ATV) safety
- provide youth cycling clubs in which rules for bicycle safety are taught and practised
- provide safe paths for walking, cycling and inline skating
- post visible signs on paths and trails.
**Wellness Choices**

**Teacher Background**
- Home/School/Community Connections
- Student Information
- Student Activity/Task

**Sample Learning Activities**

**Get ready**
- Brainstorm a list of recreational activities that require special safety behaviours.

**Explore and apply**
- In pairs, choose one recreational activity and research information to include in a safety tip sheet. You could also use this information to put together a one-minute public service announcement promoting safe play.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome D and click on activities.

**Extend and commit**
- Invite a coach or athlete to discuss the safety issues of a particular sport or recreational activity.
- Choose one recreational activity that you participate in (or would like to) and list three safety behaviours for that situation.

**Recreational vehicle safety**

**Facts about all-terrain vehicle (ATV) safety**
- An ATV is not a toy. It is a vehicle and there are rules for its use in the Off-Highway Vehicle Act.
- ATV riding requires special skills and knowledge.
- Riders can take the Riders Safety Course offered by the Canadian Safety Council.
- Riders should read the owner’s manual.
- Children under 14 years old must be supervised by an adult when riding.
- ATVs are for off-road use only.
- You must wear protective gear—helmet, eye protection, gloves, boots, long-sleeved shirt and pants.
- ATVs must be the right size for the rider. If you have to reach to put your feet on the footrests or put your hands on the handlebars, the vehicle is too large for you.
- Only adults should start and refuel the ATV.
- Your feet must stay on the footrests at all times.
- Keep your hands and feet away from all moving parts, including the hot engine, exhaust pipes and muffler.
- ATVs are for one person only. Never carry a passenger.
- Do a safety inspection of the vehicle before each use.

Adapted with permission from Alberta Transportation, Recreation Safety: “Let the Rules Be Your Tools” (Edmonton, AB: Alberta Transportation, n.d.), p. 17.
The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcome W-5.9 (continued)

Facts about snowmobiles and safety
- Wear warm, layered clothing or clothing designed to protect you from winter temperatures.
- Wear an approved snowmobile helmet.
- Carry proper survival gear.
- Most collisions happen during reduced winter light or darkness.
- When involved in a collision, snowmobilers are more likely to receive serious injuries than people in other vehicles.
- Passengers, as well as drivers, must know and obey all rules.
- Riding in ditches along the highway requires special permission from the municipal government.
- Avalanche forecast information reports are available by calling 1–800–667–1105.
- You must be 14 years or older to operate a snowmobile by yourself in a public place.
- Listen to the weather forecast before going out.
- Ride at safe and reasonable speeds.
- Always travel on the right-hand side of the trail.
- Use proper hand signals for turning.
- Do not ride on the highway. When crossing a highway, you must stop, all passengers must get off and the driver must cross in the shortest, safest way possible.
- Avoid travelling on frozen lakes or rivers.
- Plan your trip before you go, and stick with your plan. Tell another person your route and your expected return time.
- Stay on trails and areas where snowmobiles are allowed.

For more information, see the following Web sites:
- Traffic Safety Initiative, Alberta Transportation at www.saferoads.com
- Alberta Snowmobiling Association at www.altasnowmobile.ab.ca


Ideas for promoting safety in community recreational situations
Students can:
- be aware of the rules or laws for their preferred recreational activities
- be aware that caution is required when operating or being around recreational vehicles
- be aware that children must be a certain age to drive or use certain recreational vehicles
- know and follow the rules for safe operation of recreational vehicles
- use recreational vehicles under the supervision of parents, responsible adults or older, responsible siblings
- ask their parents about the safe operation of new or unfamiliar recreational vehicles
- wear all proper safety equipment associated with recreational activities
- refuse participation in an activity if safety equipment is not available or rules are not being followed
- be aware that unsafe operation of recreational vehicles can endanger themselves as well as their companions.
Wellness Choices

Outcome W-5.9 (continued)

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Parents can:
• talk to children about the safe use of recreational vehicles and the importance of wearing safety equipment
• accompany and supervise children when using recreational vehicles
• demonstrate the correct use of recreational vehicles and require that children are able to operate them properly
• provide safety equipment when children are using bicycles, recreational vehicles, skateboards and inline skates
• discuss with children the safe use of recreational equipment before purchasing the equipment
• before purchasing recreational equipment for the family, discuss its use and safety precautions with children
• require that children wear protective clothing and gear for certain recreational vehicles
• know their children’s favourite activities and what facilities are available for them
• investigate the safety of local recreational facilities, such as skateboard parks, dirt bike trails
• model the correct use of safety equipment and follow the rules when out with the family.

Communities can:
• restrict recreational vehicles to appropriate areas within the community
• provide well-groomed off-road trails for recreational vehicle use by families
• be aware of required equipment for various sports and require their use
• post rules for safety in all community parks and recreation facilities, and enforce their use by all patrons
• encourage local recreation facilities to rent sports safety equipment
• model correct use of equipment as adults and mentors in the community
• provide instruction to families on the safe use of recreational vehicles.
Wellness
Choices

The student will make responsible and informed choices to maintain health and to promote safety for self and others.

Get ready
• Brainstorm a list of basic first-aid procedures a Grade 5 student needs to know.
  The list might include:
  − helping a choking person
  − treating mild burns
  − responding to a person having a seizure
  − applying pressure to cuts
  − comforting a person who is hurt.

Explore and apply
• Choose one first-aid procedure from the list. In small groups, research how to use this technique and design a poster to teach others about the technique. Prepare a three- to five-minute demonstration to share with the class.

Extend and commit
• Organize a St. John’s Ambulance or Red Cross first-aid course for students in your school.
• Describe three things you could do if a friend fell from the top of a piece of playground equipment.

Basic first aid for students
The first thing to do is to get adult help.

Choking
If someone is choking, ask the person to speak. If the person can speak, he or she should be left to cough until the problem is resolved. If the person cannot speak, the airway is blocked. At that time, the Heimlich manoeuvre or the abdominal thrust should be used to dislodge the material blocking the airway.

Bleeding
If someone is bleeding, stay calm and send for help, if possible. To protect yourself from another person’s blood, use plastic gloves or even a plastic bag to cover your hands. You can also use the injured person’s own hand to apply pressure to a cut. Attempt to stop the bleeding by applying direct pressure. The limb should be elevated if direct pressure is not effective. A cut should be covered with a bandage or clean cloth.
Burns
If a person is being burned by flames, smother the flames with a coat or blanket. Call for emergency help right away. Less serious burns must be cooled properly with cool water. If someone has been burned on a stove, an iron, by a spark from a campfire, etc., help the injured person cool the burn, stay and comfort them, and get help. If it is a serious burn, call 911 for help.

Poisons
Students should be aware of common household items that can be poisonous, such as laundry soap, cough syrup (if too much is taken), perfume, pills, hair spray, gasoline, cleaning products. If a person has ingested poison, get help as soon as possible from an adult, or by calling the Poison Control centre or 911. Do not give the person something to drink or make the person throw up. If possible, keep a sample of the poison for when medical help arrives. Comfort the person until then.

Comforting a person who has been injured or frightened
It is important to comfort a person who has experienced trauma. After an injury or fright, a person may feel faint, cold, dizzy, afraid, sick or shaky. Cover the person with a blanket or coat. Stay with the person until help comes, or until he or she is feeling better.

Ideas for promoting and enhancing basic first-aid skills
Students can:
• be aware that preventing injuries is important
• follow safety rules in all situations
• learn basic first-aid treatments at home or school and use them if a friend or family member has a minor injury
• know what to do in an emergency.

Parents can:
• keep a first-aid kit in the home and car, and take it on family outings and vacations
• teach and practise first-aid treatments for minor injuries with children
• when treating minor injuries at home, explain each step; for example, “Watch how I clean this cut to avoid getting dirt inside …”
• encourage safe behaviours in the home and on family outings
• talk to children about the importance of safety and knowing what to do if an accident or injury happens
• talk to children about what to do if a situation is too difficult for them to handle, such as asking an adult for help, calling 911.

Communities can:
• provide basic first-aid and babysitting courses for children in the community
• ensure that proper first-aid kits are available at local community and recreation centres.
The student will recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt.

Get ready
- Discuss how emotions are an important part of who we are because they tell us all kinds of things about ourselves, such as:
  - what is happening around us
  - what we want
  - what is important to us
  - what we need to do to take care of ourselves
  - what we like or dislike.
- Discuss what happens when we ignore our emotions or express them in negative ways.
- Brainstorm a list of emotions.

Explore and apply
- Divide up the brainstormed list of emotions. Working in pairs, describe three positive and appropriate ways to express the emotion. Share them with the class. Discuss.
- Discuss situations in which the expression of emotions is important. Generate scenarios in which students feel angry, stressful or lonely, and discuss the range of expressions possible and why some choices are more helpful than others.

Extend and commit
- Identify three emotions that are important to you and design a collage illustrating how you express these emotions.
- Complete these statements:
  - “It’s important to express feelings because …”
  - “When expressing emotions, it’s important to consider …”
  - “Three positive ways to express frustration or anger are …”
Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

GRADE 5

R–5.2

The student will identify and use long-term strategies for managing feelings; e.g., dealing with disappointment, discouragement.

Get ready

- In your journal, write a list of 10 feelings that are challenging to manage.

Explore and apply

- Distribute three post-it notes to each student and ask them to write the name of an important but difficult-to-manage feeling on each. Gather the sheets and create a list.
- Choose one important feeling from the list and develop short-term and long-term strategies for managing the feeling. Consider daily routines and practices you can put in place. Work together as a class to develop an action plan that includes:
  - **behaviours** to help you manage these feelings more effectively; for example, getting enough sleep, regular physical activity and good eating habits so you have the energy and stamina for coping
  - **self-talk statements** to use every day
  - **a support network** of friends, family and trusted adults to give you encouragement and advice
  - **stress-management strategies** so your feelings do not overwhelm you, such as taking walks when you feel angry, counting to ten before you respond to something someone has said, or having a book to read on the bus
  - **goals** that build your confidence, focus your energy and improve your enjoyment of life.

Extend and commit

- Find self-help books written for young people. Write a review of one of the books for your class or school newsletter.
- Write an advice letter in response to the following question.

  Dear Solutions,
  I’m a Grade 5 student who works really hard at school. Despite my hard work, I’m just getting 50s on my math tests. This is really disappointing. I’m feeling so discouraged I don’t feel like trying anymore. What can I do?
  Sadly yours,
  Feeling Blue
Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

GRADE 5

Teacher Background
Home/School/Community Connections
Student Information
Student Activity
Master

CONTENT:

R–5.3

The student will recognize that stressors affect individuals differently, and outline ways individuals respond to stress.

Sample Activities

Get ready
• As a class, discuss and define positive stress and negative stress.

Explore and apply
• Generate a list of potentially stressful situations at home and school. Mark positive stresses with a plus sign and negative stresses with a minus sign. Mark stresses that could be both positive and negative with a star.
• Generate strategies for coping with three stressful situations from your list.
• For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome B and click on activities.

Extend and commit
• As you watch your favourite television programs, look for situations where the skill of coping enters into the plot. You may be surprised at how many program scripts focus on coping with stress.
• Make a list of 10 feelings associated with stress.
• Think about a favourite book and describe how one of the characters copes with stress.
Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

The student will practise effective communication skills; e.g., active listening, perception checks.

Get ready
- As a class, discuss and define effective communication.

Explore and apply
- Give directions for a partner to draw several geometric shapes. The partner must not ask questions or receive any type of feedback on the drawing. Repeat the exercise, but this time questions and feedback can be part of the communication. Compare the drawings. How did communication affect both the experience and the final outcome?
- Identify key factors in effective communication, including:
  - active listening
  - checking for understanding
  - sending clear messages.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome C and click on activities.

Extend and commit
- Think about people in your life who you consider good communicators. What kinds of things do they do and say that make them effective communicators?
- Write a communication tip sheet for yourself. What are five things you can do to be a better communicator?

Effective communication
People spend more time listening than in any other form of communication, yet listening skills are often poorly developed. Many of us are good at talking—sending messages—but most of us need to improve our receiving skills.

A perception check is a way to check that you’ve understood what another person is trying to communicate. To do a perception check:
- think about what the person said
- restate or paraphrase the speaker’s thought
- ask the speaker for clarification by using statements, such as: “So I understand that …” or “What I hear you saying is …”

Sometimes, a paraphrase includes the speaker’s emotions as well as his or her words. This is especially important if you are listening to a person with a problem. Sometimes, a paraphrase is a simple reflection and other times, it involves interpreting what the person said. This allows you to show the person that you are listening to what he or she is saying nonverbally as well as verbally.
Active listening has two main advantages. First, it increases your chances of receiving a message correctly. Second, it makes you pay attention.

**Ideas for promoting and enhancing active listening and effective communication skills**

**Students can:**
- be aware that listening is a skill that requires practice
- be aware that there are many things people do that make them poor listeners
- be aware that part of having a good relationship with friends, family members and teachers is being a good listener
- practise active listening at home during family meetings
- practise active listening when talking to friends who are upset or need to talk
- practise active listening when discussing issues with parents.

**Parents can:**
- model active listening in family conversations
- set family meetings to practise better listening skills as a group
- paraphrase children’s spoken messages carefully
- use I-messages to communicate feelings
- be aware that children need to have their feelings acknowledged.

**Communities can:**
- provide family workshops on listening and communication skills
- model active listening when volunteering in youth clubs and associations.
Get ready
- Brainstorm a list of changes families may go through. Mark each change with an N for a natural change, an I for an intentional change or NI if the change is both.

Explore and apply
- Create a list of strategies you can use when experiencing change or loss; for example:
  - talk to someone
  - write in a journal
  - find new activities that comfort you
  - take one day at a time.

Extend and commit
- Find a novel or short story that features a character dealing with changes in his or her family. Do a book talk for the class and identify the strategies the character uses to deal with change.

- One of your parents will be working out of town for the next three months. Describe three strategies you can use to cope with this change. How can you help other family members handle this change?

Ideas for effectively coping with change and loss in the family
Students can:
- be aware that it is okay to feel sad or angry when they have experienced a loss
- recognize that their feelings come from having lost someone or something, such as a friend, family member or pet
- talk to a trusted adult about their feelings
- write about their feelings in journals
- invite a friend to family activities for support and companionship
- talk to friends, older siblings or cousins who have faced similar changes or losses.
Outcome R-5.5 (continued)

Parents can:
- be sensitive to children’s feelings and recognize that they need to have their feelings acknowledged
- be available to talk about the change or loss when the children are ready
- be prepared for children to be angry if the change involves moving away from friends or the separation of parents
- model appropriate coping skills by talking about feelings of loss, hurt, anger or disappointment
- invite cousins or friends to family activities when children are ready for support.

Communities can:
- provide family programs for dealing with loss through local health and wellness agencies
- sponsor mentorship programs for children in the community through Big Brothers/Big Sisters or similar agencies.
The student will investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships.

Get ready
- In your journal, take three minutes to write what friendship means to you. Think beyond just having fun with another child your age. Consider people of all ages in your life and how your relationship with each person is valuable.

Explore and apply
- Brainstorm a list of important people in your life.
- Draw a graph and label with ages from 10 years old to 80 years old.

\[
\text{baby} \quad | \quad 10 \text{ yrs.} \quad | \quad 20 \text{ yrs.} \quad | \quad 30 \text{ yrs.} \quad | \quad 40 \text{ yrs.} \quad | \quad 50 \text{ yrs.} \quad | \quad 60 \text{ yrs.} \quad | \quad 70 \text{ yrs.} \quad | \quad 80 \text{ yrs.}
\]

- Put one check mark on the graph for the age of each important person on your list. Do you have relationships with people across the age levels?
- Work with a small group and brainstorm the benefits of having friends in each age group. Organize your ideas on a chart, such as the one below.

<table>
<thead>
<tr>
<th>Younger than you</th>
<th>Same age</th>
<th>Older children</th>
<th>Adults</th>
<th>Seniors</th>
</tr>
</thead>
</table>

Extend and commit
- Ask the librarian to recommend books about cross-age friendships. Read one of the books and do a book talk for the class. Discuss how each of the characters benefited from the cross-age friendship.

- Write a letter to the oldest important person in your life. This may be a grandparent, neighbour or student in another grade. Tell that person three things you like doing together and three reasons why you value the relationship.
Outcome R-5.6 (continued)

Ideas for promoting and enhancing the benefits of cross-age relationships

Students can:
• spend time with their parents and their friends’ parents doing a variety of activities
• choose an adult mentor who has similar interests or abilities
• get to know aunts, uncles and older cousins
• spend time with younger siblings and cousins, teaching them new things or helping with homework or special projects
• volunteer as a peer tutor for younger children
• get involved in school leadership groups
• volunteer as playground or lunch monitors at school.

Parents can:
• introduce children to their adult friends
• help children choose suitable adult mentors
• plan activities with family friends
• invite older and younger children to join in family activities
• provide opportunities for children to spend time with relatives of various ages
• allow children to spend time with trusted neighbours
• invite children’s friends over or invite them to join an activity.

Communities can:
• provide a variety of youth clubs and programs in which adults and children work together, such as 4-H, Brownies, Guides, Cubs or Scouts
• invite children to participate in programs involving community seniors
• plan community family activities
• encourage block parties within the community.
Relationship Choices

The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

The student will apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions.

Get ready

• Use an Idea builder to discuss and explore the concept of mediation. Mediating is working with two or more people to reach an agreement.

Explore and apply

• Consider a typical conflict on the playground. Make two columns on the board. In the first column, list hot responses that are likely to escalate the conflict. In the second column, list cool responses that are likely to defuse or resolve the conflict.

<table>
<thead>
<tr>
<th>HOT Escalating responses</th>
<th>COOL Defusing responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>− hitting</td>
<td>− leaving the scene</td>
</tr>
<tr>
<td>− name-calling</td>
<td>− ignoring insults</td>
</tr>
<tr>
<td>− sulking</td>
<td>− saying “I’m sorry you feel that way”</td>
</tr>
<tr>
<td>− getting others to join the conflict</td>
<td>− getting someone to help</td>
</tr>
<tr>
<td>− shouting</td>
<td>− talking about the problem</td>
</tr>
<tr>
<td>− swearing</td>
<td>− listening to the other person</td>
</tr>
</tbody>
</table>

• Examine the hot responses and discuss why they tend to escalate conflict.
• Discuss why cool responses help resolve conflict.
• Draw a cartoon for each cool response. Include tips for using mediation strategies in conflict situations.

Extend and commit

• Invite a professional mediator to talk to the class about the types of strategies he or she uses on the job.

• Your two friends are arguing about who should do the drawing and who should do the writing on your group project. List three strategies you can use to mediate this conflict.
Outcome R-5.7 (continued)

Ideas for promoting and enhancing mediation skills

Students can:
- learn the power of politeness by using “please, thank you, excuse me, I’m sorry”
- talk about small conflicts before they become big problems
- take turns talking and listening during class meetings and discussions
- learn to talk more quietly when angry
- act as playground mediators for conflicts among primary students on the playground
- get involved in an elementary peer mediation group
- participate as leaders or mediators in class meetings to resolve issues within the classroom.

Parents can:
- model proper conflict intervention when dealing with sibling conflicts in the family
- practise peaceful conflict resolution with family members
- make and keep a family pact never to use violent words or actions against each other when conflicts arise
- create a time-out space where family members can go to think when conflict arises.

Communities can:
- provide courses on family mediation for parents and families
- model peaceful conflict resolution as community leaders in clubs and youth organizations
- model politeness with adult and youth customers in local public businesses
- support or sponsor peace initiatives in local elementary schools and classrooms.
The student will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

Get ready
- Complete the following sentences:
  - “I work best in a team that …”
  - “My strength as a team player …”
  - “I’d like to improve …”
  - “I think working on a team is important because …”

Explore and apply
- Discuss “Is it my responsibility to help other people in a group?” Discuss what happens if you ignore difficulties in a group.
- Work with a partner to complete Student activity master 32: How I can help my group on page C.33 in Appendix C.

Extend and commit
- Look over the list of common difficulties in Student activity master 32: How I can help my group. In your journal, discuss which of these behaviours you sometimes demonstrate. What can you do to control these behaviours in yourself?
- If another person in your group is not working or contributing ideas, list three strategies you can use to make sure your group gets the work done despite this person’s reluctance to participate.
Grade 5

Relationship Choices

Get ready
• Discuss how team or group members, such as the school volleyball team or the art club, provide support to one another.

Explore and apply
• Brainstorm group activities that take place in class.
• In a small group, generate a list of ways group members can support one another.
• Identify and discuss opportunities for offering support to team members.
• For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome C and click on activities.

Extend and commit
• Observe your teachers for a one-week period and note the strategies they use to encourage participation of all class members. Which of these strategies can you start to use with your team or group?

• Identify and describe three opportunities you had this week to practise respectful communication strategies in a team or group.

Encouraging cooperation
One of the best ways to teach students how to act in teams and groups to enhance cooperation and effective group interaction is to model behaviour that encourages cooperation. There are many ineffective ways to request or demand things of students. There are also ways of interacting with students that encourage them to do what you need them to do without causing stress for anyone.

Note: Due to copyright restrictions, this information is not available for posting on the Internet. The material is in the print document, available for purchase from the Learning Resources Centre.
Relationship Choices

Outcome R-5.9 (continued)

Ideas for promoting respectful communication and participation of all group members

Students can:
- practise using I-messages when sharing their feelings and requests
- be aware that they need to consider others’ points of view in addition to their own
- be aware that everyone’s feelings and ideas need to be acknowledged
- work in groups of varying compositions in class and when playing sports or games
- choose specific roles for all group members and perform those roles consistently
- learn to ask, rather than demand
- learn to take turns, listen to others and use restraint in group discussions.

Parents can:
- consistently acknowledge children’s feelings
- use strategies for encouraging cooperation, such as expressing feelings, describing a problem, offering choices or putting the request in writing, rather than questioning or criticizing
- model cooperation and empathy in family meetings
- give children equal opportunities to share their ideas and feelings in family discussions
- allow children to participate in setting up chore schedules, planning family activities or choosing consequences.

Communities can:
- provide opportunities for children to work in groups through community youth clubs and programs
- use strategies for encouraging cooperation, rather than questioning or criticizing, when working as mentors or youth leaders in the community
- provide effective parenting programs through local family agencies.
Grade 5

**Life Learning Choices**

**L-5.1** The student will identify and implement an effective time management plan; e.g., prioritize goals.

**Get ready**

- Think about when you were in Grade 1. You probably didn’t have the kind of activities and responsibilities that meant you had to think a lot about time management. Now that you are in Grade 5, think about the activities you do and the responsibilities you have that rely on you managing your time effectively.

**Explore and apply**

- Make a list of all the activities and jobs you do in one week. Note how much time each takes. Put a star beside items that you have difficulty finding time to do. For example, Do you plan enough time for homework each night? Are you late for school because you run out of time finding clothes to wear?
- Design a chart to help you develop a personal time-management plan that has a place for all of these things. Trade with a partner and compare. Make sure you include time for thinking and relaxing.
- Discuss how organized people often make To-do lists that help them focus and stay on track during the day. Usually, lists are prepared each evening for the next day. Create a To-do list for today. Estimate the amount of time needed for each task.
- Discuss what a priority is and how to set them.
- Create a coding system to set priorities, such as A = most important, B = important, and C = least important.
- Review Student information master 24: Time management: how to stay organized and use your time wisely on pages B.30–B.31 in Appendix B.

**Extend and commit**

- Organize a show and share in which individual students give a one-minute talk and demonstration of a strategy they use for time management. Have a sign-up sheet to ensure that each person is demonstrating a different strategy.
- List three activities you must have time for each week. Explain why. List three activities you’d like to have more time for.
- Develop a time-management plan to complete a science project due in two weeks. List:
  - what you have to do
  - how long each task will take.
- Put your plan on a two-week calendar.
Outcome L-5.1 (continued)

Ideas for promoting and enhancing time-management skills
Students can:
• use a day planner to write down their homework and planned activities
• create and use a daily and weekly schedule
• get involved in curricular and extracurricular activities of their choice
• set aside time for homework and relaxation.

Parents can:
• monitor children’s work and leisure time
• provide feedback about the amount of time spent in work and recreation
• model a balanced lifestyle by including extracurricular activities in their lives
• provide children with free time to think, rest and rejuvenate
• encourage healthy amounts of work and leisure time
• provide time and space for homework
• supervise students working on school projects in the home.
The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills.

Get ready
- Take three minutes and make a list of all the topics and things you are interested in.
- Take five minutes and write down 100 skills you have. Consider all areas of your life.

Explore and apply
- Review your list of interests with a partner. Combine lists to make a master list of personal interests of the students in your classroom.
- Review your list of skills with a partner. Sort the skills into four or five categories. Categories could include:
  - people skills
  - knowing-myself skills
  - artistic skills
  - physical/athletic skills
  - academic skills.
- Put a star beside the three skills that are most important to you.
- Put an “N” beside new skills that you have recently developed or discovered.
- Put an “I” beside skills that you would like to improve.

Extend and commit
- Discuss how personal interests and skills are related.
- Choose one personal skill that is important to you. Explain why. Describe how you developed this skill. How would you like to improve the skill in the future?
- Choose one personal interest that is important to you. Explain why. Describe how you developed this interest. How would you like to pursue this interest in the future?

Ideas for promoting and enhancing personal skill development
Students can:
- collect certificates, awards and letters, and keep them in a safe place
- arrange saved items according to themes or skill groups, such as academic, musical, service or athletic
- talk to parents about interests to develop in the future.
Parents can:
- note aptitudes and talents, and talk to children about their abilities
- help children collect and save samples of work, and other items for inclusion in portfolios
- help children develop skills at home, and through hobbies and lessons
- act as mentors to children and their friends who share common interests and abilities
- take photographs during various stages of school projects
- provide positive feedback for skill development
- talk to children about their skills and development.

Communities can:
- make career-related presentations in schools, pointing out the need to develop skills and collect evidence of learning
- recognize the achievements of community children in competitions and service through local media
- sponsor community youth programs, such as Brownies, Guides, Cubs, Scouts or Cadets
- provide reference letters noting achievements and efforts of community children.
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making.

Get ready

- Do a think–pair–share with a partner, discussing:
  - one decision you made impulsively that worked out
  - one decision you made impulsively that you wish you hadn’t
  - one decision that you didn’t make and as a result, another person made it for you
  - one decision that you didn’t make and as a result, circumstances made it for you
  - one decision you delayed and you’re glad you did
  - one decision you delayed and you’re sorry you did.

Explore and apply

- Work in pairs or small groups and brainstorm a list of decision-making situations that a typical Grade 5 student might face. Note an appropriate strategy for each kind of situation, including:
  - quick decisions
  - delayed decisions
  - check-with-an-adult decisions.
- Develop a list of fun and effective ways to make quick decisions; for example, toss a coin, let the other person choose, close your eyes.

Extend and commit

- Consider the decision-making experiences you explored in the think–pair–share. Do you need to improve your decision-making habits? Explain why or why not.
- List two personal decisions made impulsively, two you delayed and two that were made for you by someone else. Rate each of these decision-making experiences as “E” for effective, “C” for could have been better or “D” for disastrous.
The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits.

Get ready
- Brainstorm a list of all the factors that can affect the planning and attaining of goals. Discuss.

Explore and apply
- Use Student activity master 33: What can affect your goals? on page C.34 in Appendix C to analyze factors that may affect the planning and attainment of one of your personal goals. Share with a partner and discuss.
- For other activities that support this learning outcome, visit Physical Education Online at www.learning.gov.ab.ca/physicaleducationonline/. Click on Teacher Resources, go to General Outcome D and click on activities.

Extend and commit
- Identify one personal obstacle to successful goal setting and develop an action plan to overcome this barrier.
- Describe one school goal you have this year and explain how your personal commitment, work habits and attitude could affect your plan for how to reach the goal.

Ideas for promoting and enhancing goal-setting skills
Students can:
- be aware that many things affect their goals and choices
- recognize that achieving goals requires developing good habits and personal commitment
- talk to parents about their goals for school and for areas of personal interest
- write down personal goals for the year and keep in a safe place
- plan rewards to celebrate the achievement of small and large goals
- realize that friends and siblings may have different goals due to differences in abilities, family situations and beliefs.

Parents can:
- talk to children about their own goals and personal habits for success
- ask children about their goals and why they have chosen them
- help children to describe how they can work to meet their own goals
- provide assistance in setting goals and following the steps to achieving them
- model goal setting and commitment by setting family goals and working together to achieve them.

Communities can:
- provide opportunities for setting and achieving goals through youth programs
- volunteer as guest speakers in schools to talk about goal setting and the habits needed to achieve important goals
- use local media to recognize community members of all ages upon achievement of significant goals.
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will relate personal skills to various occupations.

Get ready
- Imagine that today you could have any job you wanted. What kind of occupation would most closely match your current skills?

Explore and apply
- Choose three occupations and draw a web showing how your personal skills relate to each.
- On a second web, show related skills you would like to develop in the future.
- Go around the room and name a skill each student has and link it to a potential occupation. Each occupation can be named only once for any one student. Be creative and have fun. For example, classmates might offer suggestions, such as:
  - “John knows all the rules in sports and can explain them to people; he could be a policeman.”
  - “I think John is such a fast runner he might consider a career as a dogcatcher.”
  - “The presentation Johnny gave on his trip to England showed that he has a talent to be a tour guide or travel agent.”

Extend and commit
- Read a biography of a person who accomplished many things in a chosen occupation. Identify skills he or she had as a young person that related to his or her eventual career choice.
- Imagine that you have a choice of becoming an animal trainer or a detective. List the personal skills you have that relate to each occupation. What skills would you need that you don’t have? Which occupation would be the best match with your current skills?
Life Learning Choices

The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media.

Get ready
- Complete the following statements about how others may influence your career interests:
  - “My family would be happy if I …”
  - “My parents would be especially proud if …”
  - “My friends tend to think …”
  - “My role models are …”
  - “The media tends to glamorize careers such as …”
  - “The media tends to put down careers such as …”
  - “At this point in my life, I am interested in …”

Explore and apply
- Discuss ways parents can influence career interests of their children; for example, family businesses, take children to their jobs, buy them related toys, save money for education.
- Discuss ways friends can influence each other’s career interests.
- Choose one career that you are interested in and draw a mind map showing how your family, friends, role models and the media influence your feelings about and interest in this career.

Extend and commit
- Interview two adults and discuss the factors that influenced their career choices.
- At this point in her life, Marta is interested in a career as an astronaut. Use the chart below to list potential messages she may be getting about this career choice.

<table>
<thead>
<tr>
<th>Career as an astronaut</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family expectations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Role models she might have</td>
</tr>
</tbody>
</table>
GRADE 5

Life Learning
Choices

Outcome L-5.6 (continued)

Ideas for promoting positive career choices
Students can:
• talk to parents, relatives, neighbours, teachers and other trusted adults about their career choices
• talk about their interests in career-related areas with their parents
• recognize that it is okay not to know what they want to do for a career when they are still young
• pay attention to the careers of important adults in their lives who have similar interests, personalities or abilities.

Parents can:
• listen to children talk about what they want to be when they grow up, ask questions and encourage discussion, rather than telling them what they ought to do
• recognize the need to find a balance between under-involvement and over-involvement in their role as career guides
• foster skill development when children express areas of interest
• find ways to communicate values to children so that they will consider those values when making choices for their futures.

Communities can:
• sponsor career-coaching seminars for parents
• make career-related presentations to children in local elementary schools
• act as mentors to children with interests in similar careers
• invite classes on tours of local businesses and services to expose children to a variety of careers and vocations.
The student will identify, within the school, the volunteer service accomplishments of staff and students.

Get ready

- Brainstorm a list of reasons why individuals give their time and energy to volunteer activities.

Explore and apply

- Design a survey to gather information about the volunteer service accomplishments of staff and students in the school over the past year.
- Collect the data, and organize and display in tables or lists.
- Analyze the data and write a short report for the school newsletter.

Extend and commit

- As part of your survey, include a section about students’ future plans for volunteer service.
- Write a feature story for your school newsletter highlighting volunteer activities you would like to do in the future.
- Make a Top ten list of how your school is a better place because of the volunteer accomplishments of staff and students.

Ideas for promoting volunteerism and service learning

Students can:

- observe how they help others through participation in volunteer activities
- volunteer in primary classrooms
- volunteer to do tasks, such as feeding pets and shovelling the walk, for trusted neighbours while they are away or unable to do them on their own.

Parents can:

- model service by volunteering in the school, community or neighbourhood
- talk about good experiences in volunteer positions or tasks
- ask children about their class volunteer experience
- plan a volunteer task as a family, starting with helping out people in the family or neighbourhood
- aid children in selection of items for donation
- reward children for volunteering to do tasks for each other within the family.

Communities can:

- support organizations, such as Big Brothers or Big Sisters, that demonstrate benefits of volunteering
- involve elementary classes in local charities, such as preparation of Christmas hampers through local service clubs.
The student will use resources effectively to manage and explore life roles and career opportunities and challenges.

The student will develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies.

**Get ready**
- Brainstorm a list of strategies people use to show appreciation for one another.

**Explore and apply**
- Plan a volunteer appreciation campaign. It could be an event, a letter-writing campaign, a feature on the school Web site—use your imagination to develop an effective plan.

**Extend and commit**
- To be most effective, volunteer appreciation should be ongoing rather than a single, annual event. Develop a plan for supporting and recognizing volunteer contributions throughout the year.

- Your class is putting together a Volunteer appreciation handbook. Explain one strategy for showing appreciation for volunteer contributions in your school. This explanation will become part of the handbook and may be shared with other schools who want to start a volunteer recognition program.