



# FRIENDSHIP

KINDERGARTEN – GRADE 3

## Teacher Guide



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# FRIENDSHIP

celebrate similarities and differences



Friendships are essential to everyone's well-being. For young people, developing healthy relationship skills helps them to feel supported, connected and valued. Finding common ground through shared experiences builds strong connections, while respecting differences fosters appreciation for diversity and the unique qualities each person brings. When students practise friendship rooted in empathy, communication, and respect, they strengthen the skills needed to support success both in school and outside the classroom.

Animals can play an important role in nurturing these skills. Caring for and connecting with animals fosters empathy, responsibility and the importance of belonging. Extending these connections with the environment helps students understand that balance, care and interdependence are essential for the well-being of every living thing.

## Discussion Questions:

Present the poster to the class and discuss the following questions. Encourage students to share thoughtful answers and remind them to listen to their classmates.

- What is friendship? What does it mean when someone is your friend?
- Who are your friends? *Classmates, siblings, cousins, kids at daycare, teammates, pets, etc.* Where did you meet them?
- How do your friends make you feel? How do you make them feel?
- How do you make new friends? How do you keep friendships?
- What does 'similar' mean? What does 'different' mean?
- What similarities do you share with your friends? What differences do you have?
- Why is it fun to be friends with people who are different from us? *Learn new things, try different experiences, expand understanding of the world, etc.*
- Have you ever had a disagreement with a friend? What did you do?
- What animals do you see on the poster? *An alpaca and a chicken.* What do you know about these animals?
- What similarities do they have? *They are farm animals, and they depend on people to meet their needs, etc.*
- What differences do they have? *They look different, make different noises, eat different foods, people use them for different reasons, etc.*
- How can you be an animal friend? *Treating them with kindness and respect. For domestic animals (farm and companion), this means ensuring their Five Needs are met. For wild animals, this means not disturbing them, giving them space, and protecting their habitat.*
- Why is it important to be an animal friend?

- What does being a 'friend' to the environment look like? *Putting litter in its place, reusing items, recycling, etc.* Why is it important?
- What are the similarities and differences in being a friend to people, animals and the environment?

## Activities:

### 1. Making a Friendship Garden

**Objective:** Students will reflect on what it means to be a good friend and identify positive qualities they have that contribute to beginning and maintaining friendships.

#### Materials:

- Pencil
- Construction paper (various colours)
- Pencil crayons, crayons or markers
- Scissors
- Hand template activity sheet

#### Instructions:

Ask students to imagine their favourite plant or flower, then ask what this plant needs to grow? Brainstorm a list. Water, sunlight, soil, air, space, etc. Explain that just like a garden, friendships grow with time, attention and care – both result in something beautiful. Tell them they will be creating their own Friendship Garden.

As a class, create a definition of friendship. List examples of qualities a good friend should have. *E.g. kind, honest, fair, respectful, caring, loving, funny, fun, playful, compassionate, generous, gentle, patient, trustworthy, responsible, etc.*

Then, brainstorm and write down the qualities a good friend to animals should have. *E.g., kind, respectful, gentle, caring, patient, responsible, etc.*

Compare the lists. What is similar? Are there any differences?

Discuss with students how the lists are similar. The qualities of a good friend stay the same whether we are talking about friendships with people or with animals! We should also treat the animals in our lives with kindness, respect, love, patience, and compassion. We should play with our pets and have fun with them too!

Next, give each student a piece of construction paper in the colour of their choice. Have them trace and cut out the shape of their hand with assistance from a partner or adult if needed. Alternatively, rather than tracing their hands, students can use the hand template.

Once cut out, students will need to write their name on the palm of their paper hand. Then have students pick five words that describe themselves that help them be a good friend – to people and animals!

Have students write one qualities per finger they chose to describe themselves until all





fingers have a word (use a scribe or traceable letters if needed).

Encourage students to add details to their hand, such as drawings and patterns, while keeping the words legible.

Once all students have completed their hand, display their creations on a bulletin board to create a Friendship Garden. Use five hands to create a flower and scrap paper to make stems. Involve students in creating the display.



## 2. Animal Companions

**Objective:** Students will reflect on human-animal relationships and learn how to nurture and care for domestic animals.

### Materials:

- *Five Needs of Animals – Positive Interactions* Video (5:14)
- Dr. Sophia Yin's How to Greet a Dog Poster
- Pencils
- Pencil crayons, crayons or markers

### Instructions:

Explain that animals, just like people, have needs that help them live healthy and happy lives. Domestic animals (pets and farm animals) depend on people to meet their Five Needs: nutrition, environment, behaviour, health and positive interactions. To help meet their need for positive interactions, it is important we are always kind and gentle with animals. As a class, watch the *Five Needs of Animals – Positive Interactions* video, then discuss the following:

### Post-Viewing Discussion Questions:

- What makes a good friend? *Considering others' feelings, kindness, listening, showing appreciation, compassion, empathy, etc.*
- How can you make new friends? *Introduce yourself, say hello, invite others to join activities, etc.*
- How would you feel if someone you didn't know came into your personal space? Do you think animals feel the same?
- How can you tell someone you feel uncomfortable?
- How do animals show they feel uncomfortable? *Body language, growl, bare teeth, bark, bite, etc.*
- Why is it important to let animals choose whether to interact with us?
- What should you do if an animal does not want to interact? *Forcing an animal to interact with someone could lead to the person and/or the animal getting hurt. If an animal does not want to be interacted with, we should leave them alone.*
- Why do animals learn better with rewards such as treats, pets, toys, etc.? *Animals will learn to associate that behaviour with a positive experience (receiving a treat) and therefore will be more likely to express that*

Extra resources available at: [everylivingthing.ca/Friendship](http://everylivingthing.ca/Friendship)



*behaviour again.*

- Have you ever interacted with an animal in a way they might not have liked? What would you do differently now?

As a class, brainstorm a list of ways to interact positively (or kindly) with animals.

*Respecting their space, letting them approach first, reading their body language, giving them scratches instead of hugs, speaking to them softly, using gentle hands, using positive reinforcement for training, etc.*

Then, have students create a poster showing positive interaction with an animal of their choosing. Students can use the brainstormed list that was made as a class for inspiration or come up with their own ideas for their specific species. Encourage students to write a sentence or two to describe the interaction and why it is important.

### 3. Find a Friend

**Objective:** Students celebrate what makes them unique while discovering what they have in common with their classmates.

**Materials:**

- Find a Friend Activity Sheet
- Pencil

**Instructions:**

Explain to students that everyone has qualities that make them special, and that our likes, dislikes, and experiences help shape who we are! Finding similarities with others helps us feel connected, and learning about differences helps us understand, appreciate and respect one another.

Have students complete the sentence starters in the first column of the Find a Friend Activity Sheet.

Students can either complete the sentences independently or work through them together as a class, finishing each sentence while following along on the activity sheet. Use a scribe or traceable letters if necessary.

Once all students have finished, have them walk around the classroom, sharing their answers with one classmate at a time.

In pairs:

- One student reads a completed sentence from their activity sheet to their partner.
- If the partner wrote the same word, write their name under the 'similar' column, and if they wrote a different word, write their name under 'different.'
- Students then switch roles.

Once both students have read a sentence from their activity sheet, have them find a new partner. Continue this process until their activity sheet is filled with different names. Once



students have finished, have them reflect on the activity by discussing the following questions:

- What is one thing you learned about a classmate?
- How did it feel when you found someone who liked the same thing as you?
- Did any differences surprise you? Explain.
- Why is it ok for people to like different things?
- How can learning about each other help us be better friends and classmates?
- How does being a good friend or classmate help your classroom, school and community?



## KINDERGARTEN CURRICULUM CONNECTIONS

### English Language Arts & Literature

Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking communicate feelings, ideas and information?	
Learning Outcome	Children explore listening and speaking skills through a variety of literacy experiences.	
	<b>Skills &amp; Procedures</b>	
	Share personal experiences and stories through listening and speaking with others.	D,1 2,3
	Participate in group discussions.	D,1,2,3
	Listen to and follow simple one- or two-step instructions.	1,2,3
	Express and idea or share information through the use of body language or voice.	D, 1, 2, 3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by	
Guiding Question	How are messages understood?	
Learning Outcome	Children demonstrate understandings of messages communicated in texts.	
	<b>Skills &amp; Procedures</b>	
	Share connections between a text and personal feelings or experiences.	D, 2
	Ask questions to clarify ideas or information in texts.	2
	Answer questions about ideas or information in texts.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing	
Guiding Question	How can messages be recorded?	
Learning Outcome	Children experiment with written expression of ideas and information.	
	<b>Skills &amp; Procedures</b>	
	Express ideas and information in a variety of creative ways.	1, 2
	Include first name on messages created.	1, 2
	Ask questions about real people, places, or things to learn more about them.	2, 3
	Gather factual information from a variety of people, places, or things.	2, 3
	Share factual information.	2, 3

### Physical Education and Wellness

Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal	
Guiding Question	How can personal characteristics influence feelings and emotions?	
Learning Outcome	Children describe personal characteristics and explore feelings and emotions.	
	<b>Skills &amp; Procedures</b>	
	Identify how characteristics can be unique or shared.	D, 3
	Identify personal characteristics.	D, 3
	Express feelings in a variety of ways.	D, 1, 2, 3
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	What might boundaries look like in different situations?	
Learning Outcome	Children recognize boundaries in various situations.	
	<b>Skills &amp; Procedures</b>	
	Identify how to communicate personal needs and expectations to others in various	1, 3

## KINDERGARTEN CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on</b>	
<b>Guiding Question</b>	<b>What are healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Children examine healthy relationships in learning and playing environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe ways people develop healthy relationships with other people, the land, animals, places or objects.	D, 1, 2, 3
	Define and practise friendship.	D, 1, 2, 3
	Discuss the impact healthy relationships have on personal feelings.	D, 1, 2, 3

### Science

<b>Organizing Idea</b>	<b>Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural</b>	
<b>Guiding Question</b>	<b>How can environments be explored?</b>	
<b>Learning Outcome</b>	<b>Children examine and describe surrounding environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss the importance of protecting and respecting environments	D, 1, 2, 3
	Identify ways to protect and respect environments.	K, 1, 2, 3

### Social Studies

<b>Organizing Idea</b>	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in</b>	
<b>Guiding Question</b>	<b>How are needs and wants different?</b>	
<b>Learning Outcome</b>	<b>Children explore needs and wants.</b>	
	<b>Skills &amp; Procedures</b>	
	Explain ways to meet personal needs and wants.	2
<b>Organizing Idea</b>	<b>Citizenship: Understanding local, national, and global issues empowers individual and collective action</b>	
<b>Guiding Question</b>	<b>How can people work together in groups?</b>	
<b>Learning Outcome</b>	<b>Children relate cooperation and collaboration to achieving common goals.</b>	
	<b>Skills &amp; Procedures</b>	
	Demonstrate ways that people can cooperate.	D, 1

### Creative Expression

<b>General Learner Expectations</b>	<b>The child explores self-expression through creative thought and through language, art, movement, music and drama.</b>	
<b>Specific Learner Expectations</b>	<b>The child:</b>	
	explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art.	1, 3
	responds to and interprets visual images, by viewing natural forms, everyday objects and experiments with a variety of art materials to create two and three dimensional forms.	1, 3
		1
	experiments with line, colour, shape, texture and pattern in diverse media to explore and	1



## GRADE 1 CURRICULUM CONNECTIONS

English Language Arts & Literature		
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve com-</b>	
<b>Guiding Question</b>	<b>In what ways can listening and speaking be applied to develop oral communication?</b>	
<b>Learning Outcome</b>	<b>Students develop listening and speaking skills through sharing stories and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Share experiences, ideas, and information with appropriate volume, tone, and pace.	D, 1, 2, 3
	Respond orally to questions during discussions.	D, 1, 2, 3
	Contribute to discussions as a listener and speaker.	D, 1, 2, 3
	Listen to and follow two-step instructions.	1, 2, 3
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by</b>	
<b>Guiding Question</b>	<b>What messages are conveyed through ideas and information within texts?</b>	
<b>Learning Outcome</b>	<b>Students investigate meaning communicated in texts.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss the main idea of a variety of texts.	2
	Identify key ideas and details from texts.	2
	Share personal connections to ideas or information in texts.	1, 2
	Ask questions to clarify information in texts.	2
	Answer questions requiring literal recall and understanding of examples, details, or facts in	2
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing</b>	
<b>Guiding Question</b>	<b>How can writing be used to communicate meaning?</b>	
<b>Learning Outcome</b>	<b>Students create messages through the application of writing processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written messages that align with an intended audience or purpose.	1, 2
	Create written messages in a variety of forms to represent ideas or information.	1, 2
	Generate ideas that can be expressed through messages.	1, 2
	Write sentences that contain complete thoughts and make sense.	2
	Add images or features to written messages.	1
	Share messages with others.	1
	Include own name on messages created.	1, 2
	Collect ideas that are inspired by a variety of experiences.	1
	Express ideas and information through a variety of written forms.	1, 2

Physical Education and Wellness		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal</b>	
<b>Guiding Question</b>	<b>How can personal characteristics contribute to self-understanding?</b>	
<b>Learning Outcome</b>	<b>Students examine personal characteristics, feelings, and emotions and explore understanding of self.</b>	
	<b>Skills &amp; Procedures</b>	
	Recognize how individual and group characteristics are unique and valued.	D, 3
	Describe personal learning strengths and abilities.	D, 1

## GRADE 1 CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on</b>	
<b>Guiding Question</b>	<b>How can connections support healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students investigate how healthy relationships in learning and playing environments are built through connection.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe the ways community supports relationships with others.	D, 1
	Explain how shared interests and goals can support healthy relationships.	D, 1, 3
	Explore how healthy relationships help fulfill human needs.	D, 1, 2, 3
	Practise words and actions that support friendship.	D, 1, 2, 3

### Science

<b>Organizing Idea</b>	<b>Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>How can environments be explored?</b>	
<b>Learning Outcome</b>	<b>Children examine and describe surrounding environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe various environments, drawing from information gathered using the senses.	1
	Describe how seasonal changes affect decisions about daily activities.	
	Identify personal and group actions that demonstrate responsibility and care for nature.	D, 1, 2
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>How do plants and animals survive?</b>	
<b>Learning Outcome</b>	<b>Students investigate and examine needs of plants and animals.</b>	
	<b>Skills &amp; Procedures</b>	
	Observe and describe similarities and differences between plants and animals.	1
	Describe personal experiences related to how humans take care of plants and animals.	D, 1, 2

### Art (Level One)

<b>Component 4</b>	<b>MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative</b>	
C	Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.	1
<b>Component 10 (i)</b>	<b>PURPOSE 3: Students will decorate items personally created.</b>	
A	Details, patterns or textures can be added to two-dimensional works.	1
<b>Component 10 (i)</b>	<b>PURPOSE 4: Students will express a feeling or a message.</b>	
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized.	1, 2
<b>Component 10 (ii)</b>	<b>SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:</b>	
A	Plants and animals.	1, 2
<b>Component 10 (iii)</b>	<b>MEDIA &amp; TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and</b>	
A	Drawing: Use drawing to add details and textures, or to create pattern.	1

## GRADE 2 CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve com-	
Guiding Question	How can listening and speaking be developed to improve oral communications?	
Learning Outcome	Students examine and adjust listening and speaking to communicate effectively.	
	<b>Skills &amp; Procedures</b>	
	Contribute to a variety of listening and speaking activities to build confidence in oral lan-	D, 1, 2, 3
	Contribute to a discussions as a listener and speaker	D, 1, 2, 3
	Listen to and follow three-step instructions.	1, 2, 3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How does comprehension facilitate the meaning of a text?	
Learning Outcome	Students examine and apply a variety of processes to comprehend texts.	
	<b>Skills &amp; Procedures</b>	
	Share personal connections that support understandings of ideas or information in texts.	D, 2
	Identify similarities and differences within a text.	2
	Ask questions to clarify information in texts.	2
	Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.	2
	Answer questions that require making interpretations or giving opinions about information in texts.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing processes and techniques improve expressions?	
Learning Outcome	Students create and enhance ideas and information by applying a variety of writing processes.	
	<b>Skills &amp; Procedures</b>	
	Create written messages that align with an intended audience or purpose.	1, 2
	Create written messages in a variety of forms to represent ideas or information.	1, 2
	Generate ideas that can be expressed through messages.	1, 2
	Incorporate images or features to enhance written messages.	1, 2
	Share written messages with others.	1, 2
	Collect ideas that are inspired by a variety of experiences.	1
	Express ideas and information through a variety of written forms.	1, 2

Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal	
Guiding Question	How are roles connected to character development?	
Learning Outcome	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.	
	<b>Skills &amp; Procedures</b>	
	Explore how the roles and responsibilities of people, land, and animals contribute positively	D, 1, 2, 3

## GRADE 2 CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on</b>	
<b>Guiding Question</b>	<b>How can healthy relationships be portrayed in various contexts?</b>	
<b>Learning Outcome</b>	<b>Students connect healthy relationships to a variety of learning and playing contexts.</b>	
	<b>Skills &amp; Procedures</b>	
	Reflect on how personal relationships are maintained or strengthened.	D, 1, 2, 3
	Identify sources of support within the community to enhance well-being and relationships.	D, 1, 2, 3
	Practise sharing and listening to ideas of others.	

### Science

<b>Organizing Idea</b>	<b>Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>How can Earth's components and relationship to the Sun be understood?</b>	
<b>Learning Outcome</b>	<b>Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss how the various components of Earth interact to support life.	1
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>How do plants and animals live and grow?</b>	
<b>Learning Outcome</b>	<b>Students investigate the growth and development of plants and animals and consider their relationship</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss ways to respect plants and animals while interacting in various environments.	D, 1, 2, 3
	Explain positive and negative impacts of human behaviour on plants and animals.	D, 1, 2, 3
	Discuss how humans might interact with land, plants, and animals if they see land, plants,	D, 1, 2, 3

### Art (Level One)

<b>Component 4</b>	<b>MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative</b>	
C	Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.	1
<b>Component 10 (i)</b>	<b>PURPOSE 3: Students will decorate items personally created.</b>	
A	Details, patterns or textures can be added to two-dimensional works.	1
<b>Component 10 (i)</b>	<b>PURPOSE 4: Students will express a feeling or a message.</b>	
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized.	1, 2
<b>Component 10 (ii)</b>	<b>SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:</b>	
A	Plants and animals.	1, 2
<b>Component 10 (iii)</b>	<b>MEDIA &amp; TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and</b>	
A	Drawing: Use drawing to add details and textures, or to create pattern.	1

## GRADE 3 CURRICULUM CONNECTIONS

### English Language Arts & Literature

<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve</b>	
<b>Guiding Question</b>	<b>In what ways can listening and speaking be enhanced to improve oral communication?</b>	
<b>Learning Outcome</b>	<b>Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal</b>	
	<b>Skills &amp; Procedures</b>	
	Engage in dialogue to express and understand messages.	D, 1, 2, 3
	Consider the contributions of others when exchanging ideas or opinions.	D, 1, 2, 3
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing</b>	
<b>Guiding Question</b>	<b>How can writing craft combined with skills and processes contribute to written expression?</b>	
<b>Learning Outcome</b>	<b>Students investigate writing and research processes that support informed written expression.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	1, 2
	Create written texts using a variety of forms and structures.	1, 2
	Access information from a variety of sources to answer questions or expand knowledge.	2
	Use research to create written text that is appropriate for an audience.	2
	List sources of information used to inform research.	2

### Physical Education and Wellness

<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal</b>	
<b>Guiding Question</b>	<b>How are roles connected to character development?</b>	
<b>Learning Outcome</b>	<b>Students analyze different roles within varied contexts and examine how roles can support the</b>	
	<b>Skills &amp; Procedures</b>	
	Identify emotions in a variety of situations.	D, 1, 2, 3
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on</b>	
<b>Guiding Question</b>	<b>How can problem solving support healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students investigate and describe how problem solving can affect healthy relationships.</b>	
	<b>Skills &amp; Procedures</b>	
	Generate solutions to problems in a variety of relationship contexts.	D
	Identify respectful and positive interactions with others.	D, 1, 2, 3
	Practise conflict-resolution or problem-solving strategies that support friendships.	D
	Explain the connection between resolution and developing healthy relationships.	D



## GRADE 3 CURRICULUM CONNECTIONS

### Science

<b>Organizing Idea</b>	<b>Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>What visible changes can be identified by examining Earth's surface?</b>	
<b>Learning Outcome</b>	<b>Students analyze changes in Earth's surface and explain how its layers hold stories of the past.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss the interconnectedness between human activities and responsibilities for	D,1,2
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>How do plants and animals interact?</b>	
<b>Learning Outcome</b>	<b>Students analyze and describe how plants and animals interact with each other and within environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Investigate and discuss how plants and animals respond to stimuli in their environments in	D,1,2
	Reflect on and share actions that can be taken to protect plants and animals in local	D,1,2

### Art (Level Two)

<b>Component 10 (i)</b>	<b>PURPOSE 3: Students will decorate items personally created.</b>	
B	Details, patterns or textures can be added to two-dimensional works.	1
<b>Component 10 (i)</b>	<b>PURPOSE 4: Students will express a feeling or a message.</b>	
A	Feelings and moods can be interpreted visually.	1
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized.	1
<b>Component 10 (ii)</b>	<b>SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on:</b>	
A	Plants and animals	1
<b>Component 10 (iii)</b>	<b>MEDIA &amp; TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and</b>	
A	Drawing: Continue to explore ways of using drawing materials.	1
	Use drawing to add details, texture or to create pattern including drawing for high detail.	1