



## Positive 4 Corners

### A Learning Activity for 3-5

*In collaboration with Anglophone South School District*

#### Overview

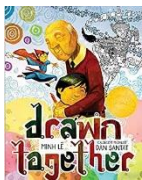
Positive communication, through words and action, is an essential skill for daily living. With emphasis on social-emotional well-being, this 45-minute lesson will give your students the opportunity to learn, discuss, practice, and explore various methods of positive communication, rotating through 4 different stations spread around the corners in your room.

#### What You'll Need

- Corner #1-4 signs (printed & posted - *see below*)
- Breathing Cards for Corner #1 (printed - *see below*)
- I – Messages handout (4-5 printed copies for center – *see below*)
- Book – Drawn Together (by: Minh Le & Dan Santat)
- Pencils
- Mirrors (1 large one or 3-4 small ones)
- Non-Verbal Charade Cards (printed and cut up - *see below*)
- I Wish You Knew...Sheet (photocopied for each student - *see below*)
- Chart Paper & Markers

#### Instructions

1. Read Aloud – Drawn Together: Read a copy of the book if you have it or simply choose



to view an electronic copy at: <https://video.link/w/o4g4d> . Discuss: *Have you ever experienced challenges communicating with someone? What is positive communication and how can we practice it?*

2. 4 CORNERS: Take the time to explain each of the 4 Corner Activities (that you have set up before hand) ensuring that any questions about them will be answered before going to them. Divide students up into small groups and feel free to set a timer (7-8 minutes per corner) to ensure that students get to all four.

#### **Corner #1 - Strategies for Self-Regulation**

In order to positively communicate with others, I need to be able to be calm, thinking clearly, and aware of my own mental and emotional state. This corner provides examples of how to self-regulate and can be used at any time throughout our daily

routines. Please set up the posters (see attached) to print and post in this corner for students to try out. Include the Chart and a pencil, so that students can vote on a favorite technique before moving on to the next station.

### **Corner #2 - Practicing I-messages**

When we start our communication with the word “you”, the person we are talking to can feel defensive. They may feel like you are being mean to them and that you are wrong. When you begin with the word “I”, you are explaining your point of view. The other person is more likely to listen to what you are saying without arguing back. Using the mirrors, have students practice the I-messages and on a piece of chart paper provided (with markers), have students reflect on how changing you to I made them feel.

### **Corner #3 – Non-Verbal Communication**

Act it Out! Approximately 93% of effective communication is nonverbal, while spoken words account for only 7%. Can your fellow students guess what is happening? Use actions to try and express the message from the message cards. Remember to stay quiet and communicate without using your words.

### **Corner #4 - Communicating Through Difficulty and Challenges**

Have the Read Aloud – *Drawn Together* available to look (or hear or view) at this station. For Students: Think of a person in your life that you are having difficulty communicating with in some way – someone with differing opinions, someone who doesn't seem to listen to you, someone you wish you knew better, someone who speaks another language, etc. – complete a copy of “I Wish You Knew...” with this person in mind. Draw, sketch, and write about what you wish they knew about you. After writing down your wishes, reflect upon how you could best communicate this to them. What is 1 simple action that you could do to try to communicate easier with them?

3. **REFLECTION & NEXT STEPS:** Gather together as a group and discuss each corner:
  - Corner 1 - review the chart and discuss the findings
  - Corner 2 - discuss how it felt to talk into the mirror and review the chart paper filled with student's thoughts
  - Corner 3 - reflect on how quickly people could guess the gestures
  - Corner 4 - invite students to share their writings/drawings and their action plan (who feel comfortable doing so).Re-visit our initial question: *What is positive communication and how can we practice it?* Have students add on to their original responses.
4. **CAREER MINDFULNESS:** Positive communication skills are essential for our daily living but are also critical in the workforce. Using the following job titles, briefly ask students to reflect on how positive communication is KEY to being successful in these career fields:

- Carpenter, Dental Assistant, Marketing Consultant, Technical Support Advisor, Family Physician, Engineer, Social Worker, Wildlife Biologist, CEO, Video Game Developer

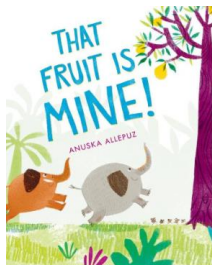
What groups of people do each of them need to communicate to? What might be consequences of NOT using positive and effective communication skills in these job roles?

5. **SHARE:** Feel free to send us photographs of your class completing this learning activity via Twitter @NBCOE.

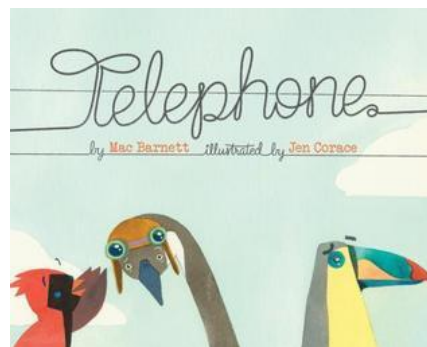
### Possible Extensions:

- Create a Permanent Corner – for positive communication practice throughout the school year (have students add to it as they find what works best for them)
- Have students find other self-regulation techniques and share with the class
- Make a co-created chart of I-Messages and when students find themselves using one, have them put their name on the chart (add them up at the end of the year)
- Create a short video of positive communication tips for school-wide news, assembly, or for another class

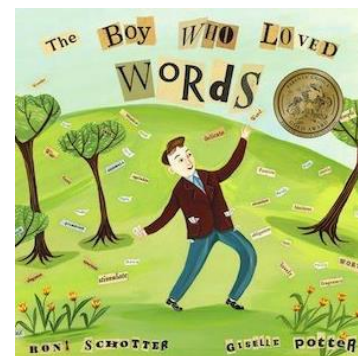
### Additional Read Aloud Suggestions



**That Fruit is Mine!**  
By: Anuska Allepuz



**Telephone**  
By: Mac Barnett  
Illustrated by: Jen Corace



**The Boy Who Loved Words**  
By: Roni Schotter  
Illustrated by: Giselle Potter

## Curriculum Outcomes

<p><b>Personal Wellness</b></p>	<p><b>Mental Fitness – GCO 2:</b> Students will develop a positive mental health Grade 3 - 2.2 demonstrate self-calming strategies to regulate emotional reactions, and; 2.1 recognize the importance of talking about emotions; 2.3 examine emotional responses and their influence on behavior. Grade 4 - 2.1 describe a range of emotions; 2.2 identify strategies for regulating emotional reactions, and; 2.3 recognize expression of feelings in others. Grade 5 - 2.2 demonstrate methods for regulating emotional reactions.</p> <p><b>Relationships – GCO 3:</b> Students will apply the knowledge, skills, and attitudes necessary to establish and maintain healthy relationships Grade 3 - 3.2 identify strategies to build and enhance friendships; 3.4 explore strategies to resolve conflict. Grade 4 - 3.2 identify the importance of communication to build and maintain friendships; 3.4 apply strategies to resolve conflict. Grade 5 - 3.2 describe empathic responses and their impact on interpersonal relationships; 3.4 describe strategies to deal with conflict across a variety of interpersonal relationships.</p> <p><b>Career Development – GCO 4:</b> Students will develop knowledge of self and explore the world of work. Grade 3 - 4.1 explore interests, skills, strengths, and personal qualities necessary to build a positive self-concept Grade 4 - 4.1 link interests, skills, strengths, and personal qualities to a positive self-concept; 4.3 explain good work habits at school that are transferable to the workplace. Grade 5 - 4.1 develop further interests, skills, strengths, and personal qualities to build/enhance a positive self-concept; 4.3 integrate good work habits at school, at home and in the community that are transferable to the workplace.</p>
<p><b>Literacy</b></p>	<p><b>GCO 1:</b> Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences. <b>GCO 2:</b> Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically. <b>GCO 3:</b> Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts <b>GCO 6:</b> Students will be expected to respond personally to a range of texts <b>GCO 8:</b> Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</p>
<p><b>Physical Education</b></p>	<p><b>GCO 1:</b> Students will develop competency in a variety of movement concepts and skills in a diverse range of activities and environments.</p>

## Global Competencies



**Collaboration**



**Communication**



**Critical  
Thinking &  
Problem-  
Solving**



**Fostering and  
Teaching  
Self-  
Awareness  
and Self-  
Management**



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**CORNER #1**

# **Self-Regulation Techniques**

**Try all of them and vote on the  
one that made you feel the most  
calm and focused.**



## 6 Steps to Belly Breathing

### STEP 1



Sit in a  
Comfortable  
Position

### STEP 2



Close Your  
Eyes

### STEP 3



Breathe In Slowly  
and Count to Five

### STEP 4



Feel Your Belly Fill  
with Air

### STEP 5



Breathe Out  
Slowly Through  
Your Mouth

### STEP 6



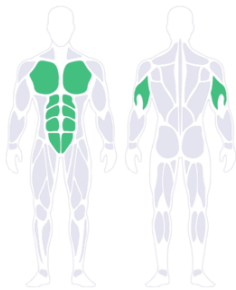
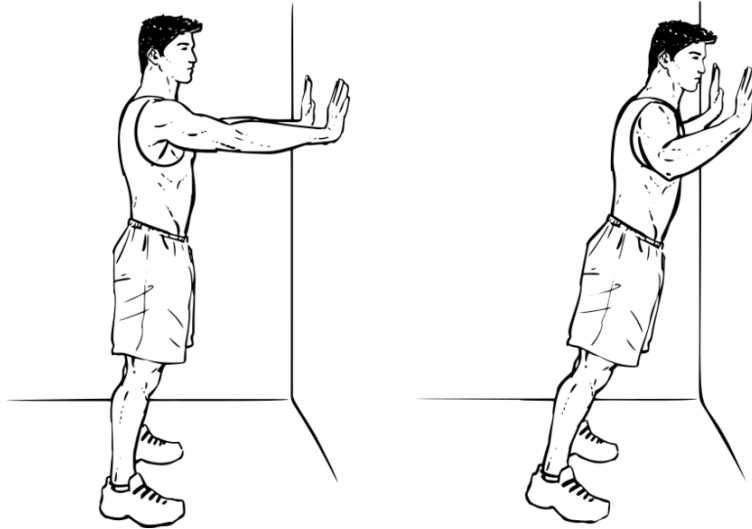
Repeat the Cycle  
Five Times



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# CORNER #1

## Wall Push-Ups



Primary muscle group(s):

**Chest, Triceps**

Secondary:

**Abs**

Stand in front of a wall, extend your arms out to measure the correct distance. Brace your core and place your hands against the wall.

Keeping a tight core, slowly lower your chest towards the wall.

**REPEAT 10 TIMES – How do you feel?**



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# CORNER #1 - Stretches

## Stretches



15 seconds



10 seconds  
each side



15 seconds



15 seconds  
each side



30 seconds  
each leg



30 seconds



20 seconds



25 seconds



30 seconds



30 seconds  
each leg



20 seconds



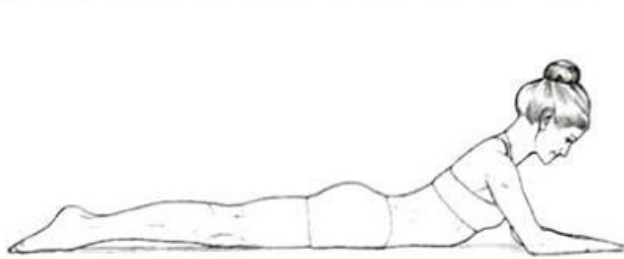
20 seconds  
each leg



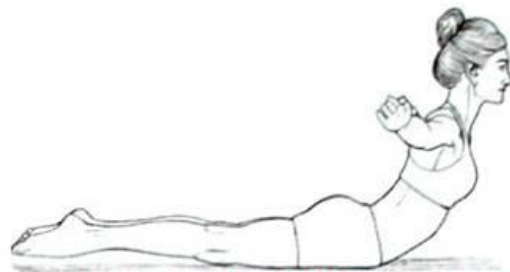


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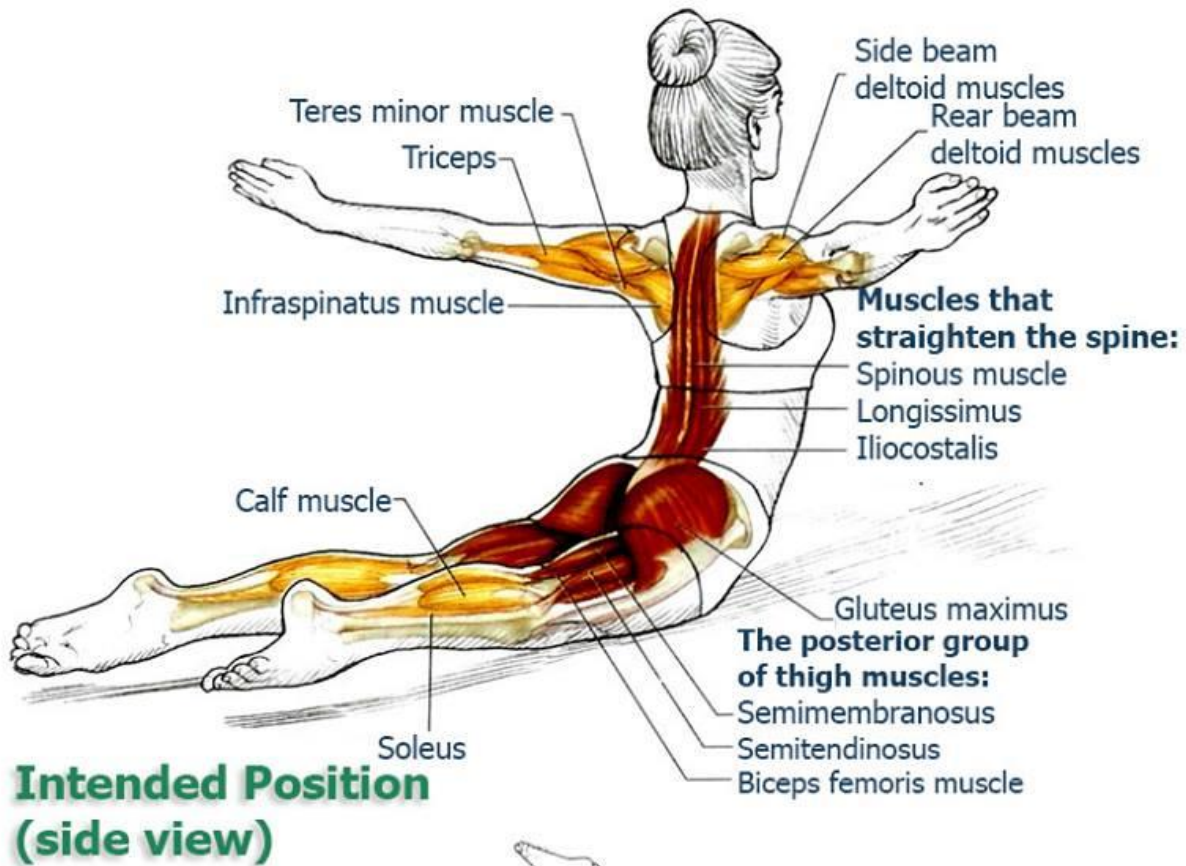
# CORNER #1 – Swan Dive



**Initial Position**



**Intended Position**



**Roll Forward**



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## CORNER #1 – CHART

**Which technique helped you most effectively?**

*(Vote only for 1)*

<i>Activity:</i>	<i>Tally:</i>
Belly Breathing	
Wall Push-Ups	
Stretches	
Swan Dive	



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## CORNER #2 - I messages

Using the mirrors at your centre, pick up scenario cards and read both out loud and into your mirror. Notice the difference between, “You....” and “I....”. After you have read through the cards, write down how you felt changing the word *you* for *I* on the chart paper provided.





## CORNER #2 - I messages

**You** are mean!

**I** felt sad when you said that because  
it was not true.

**You** never let me play!

**I** feel left out when I see you playing with  
everyone else because I want to join in, too.

**You** made me late!

**I** am frustrated that we left the house late  
this morning because I like being on time.

**You** always send me gross snacks.

**I** am disappointed when you send me  
\_\_\_\_\_ because I don't like it/them.

**You** are so annoying!

**I** feel annoyed when you act like that or say  
things like that because I have asked you to  
stop.

**You** don't care!

**I** feel sad when you mentioned that  
because I had asked you to not share that  
information with everyone.

Can you create 5  
I-messages of your own?  
Practice them in the  
mirror.

I feel

\_\_\_\_\_ (name the emotion)

when

\_\_\_\_\_ (what happened)

because

\_\_\_\_\_ (explain why)



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## **CORNER #3**

# **Non-Verbal CHARADES**

**Taking turns with your group, perform the action on the card without WORDS!**



# CORNER #3 – Charades

## Print & Cut out

Tell your friends... To give you a high five!	Tell your friends... To wait a minute!	Tell your friends... To do a thumb war!
Tell your friends... To be quiet!	Tell your friends... To open a window!	Tell your friends... To get a drink from their water bottle!
Tell your friends... To switch seats with you!	Tell your friends... To let you borrow a pencil!	Tell your friends... To check their teeth for food stuck in there!
Tell your friends... To get a snack!	Tell your friends... To dance with you!	Tell your friends... To practice their baseball swing!
Tell your friends... To stand up!	Tell your friends... To pull their ear!	Tell your friends... To rub their belly!
Tell your friends... To get out a piece of paper!	Tell your friends... To turn around in a circle	Tell your friends... To look at the clouds!
Tell your friends... To fist pump a friend nearby!	Tell your friends... To put their hair up in an elastic!	Tell your friends... To do jumping jacks!
Tell your friends... To march in a line!	Tell your friends... To grab a book to read!	Tell your friends... To do a group hug!



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**CORNER #4**

**I Wish You Knew...**

**Communicating  
When It Is Difficult**



# I Wish You Knew...

Think of a person in your life that you are having difficulty communicating with in some way – someone with different opinions, someone who doesn't seem to listen to you, someone you wish you knew better, or someone who speaks another language.

With this person in mind, draw, sketch, and write about what you wish they knew about you:

What is 1 simple step of action that I can take to help the communication with this person be less difficult?

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