

LESSON: Tattling and Asking for Help. Module A, Lesson 1

GRADE LEVEL: Grade 1

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LEARNING OUTCOMES (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

Language Arts

- **students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences**
- express feelings and give examples of past experiences
- begin to ask and respond to questions, seeking information (who? what? why? when?)
- express opinions (I like...; I don't like...)
- listen to the ideas and opinions of others
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- participate in conversation and in small and whole group discussion
- begin to use gestures and tone to convey meaning
- respond to and give simple directions or instructions
- engage in simple oral presentations and respond to oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate that they are becoming aware of social conventions in group work and co-operative play
- develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people

Health

Environmental Health

- recognize that each of us must help to keep our school environment clean and safe

Mental Health

- recognize that each person is special and unique
- identify and talk about feelings of happiness, sadness, and loneliness
- discuss situations which may evoke uncomfortable feelings and what a person can do about them

Relationships

- learn how to show consideration and respect for others

Religious Education

Key Principles

- develop a caring attitude towards family members and others who are a part of their daily contacts

Basic Beliefs/Practices

- learn how to cooperate with others and to share their talents and interests

Personal Growth

- know and appreciate that what they think, say and do matters to other people, and see connections between actions and consequences
- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

Groups

- **demonstrate an understanding of the importance of interactions between people**
- give examples of interactions between people
- **demonstrate positive interactions between people of a diversity social and cultural groups**
- recognize that children (local, national, and global) form a group
- **demonstrate an understanding that people within groups have rights and responsibilities**
- demonstrate that most groups are bound by formal and informal rules

Physical Education

- **demonstrate an awareness that games have rules**
- demonstrate basic safe practices and fair play when engaging in physical activity
- **demonstrate the ability to cooperate and work with others**
- demonstrate concern for the safety of self and others