

**LESSON:** What is Bullying? Module A, Lesson 2

**GRADE LEVEL:** Grade 1

**PAGE(S):** 145-148

**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
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- regard reading/viewing as sources of interests, enjoyment, and information
- understand basic concepts of print including directionality, word, space, letter, and sound
- engage in reading or reading-like behaviour as they experience a variety of literature
- use, with support, the various cueing systems and a variety of strategies to construct meaning from text
  - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
  - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)
  - begin to match one-to-one spoken to printed word
  - begin to recognize some high frequency sight words
- **students will be expected to respond personally to a range of texts**
- respond personally to texts in a variety of ways
- express opinions about texts and the work of authors and illustrators

## **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 evoke comfortable, reassuring feelings
- 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**
- recognize reasons why interactions are an important part of our daily life
- **demonstrate positive interactions between people of a diversity of social and cultural groups**
- demonstrate an understanding that within each group there are certain characteristics which bring people (local, national, global) together
- **demonstrate an understanding that people within groups have rights and responsibilities**

## **Physical Education**

- **demonstrate respect for individual differences**
- 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
- **demonstrate respect for the personal space of others**

**LESSON:** Collecting Bullying Information. Module A, Lesson 3

**GRADE LEVEL:** Grade 1

**PAGE(S):** 149-151

**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 feeling and give examples of past experiences
- begin to ask and respond to questions, seeking information (who? what? where? when?)
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- participate 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 cooperative play
- develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- understand basic concepts of print including directionality, word, space, letter, and sound
- engage in reading or reading-like behaviour as they experience a variety of literature
- use, with support, the various cueing systems and a variety of strategies to construct meaning from text
  - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
  - use knowledge of oral language patterns (syntax) to predict, confirm/self-correct
  - begin to use knowledge of sound-symbol relationships as one reading cue(e.g., initial and final consonants)
  - begin to match one-to-one spoken to printed word
  - begin to recognize some high frequency sight words
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, recording experiences, expressing feeling and imaginative ideas, exploring learning)

- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawing, puppetry)
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking as ways to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
  - use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to right; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)
  - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
  - understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
  - use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound; beginning, middle, and ending sound)
  - begin to spell some words conventionally
- demonstrate engagement with writing and other forms of representation
  - choose to write when given a choice of activities
  - take risks to express self in writing

## **Health**

### ***Environmental Health***

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

### ***Mental Health***

- identify and talk about feelings of happiness, sadness, and loneliness
- discuss situations which evoke comfortable, reassuring feelings
- 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**

#### ***Personal Growth***

- know and appreciate that what they think, say and do, matters to other people, and see the 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

### **Visual Arts**

#### ***Creating, Making and Presenting: Visual Arts***

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- explore colour, shape, line, and texture and the principles of patterns and repetition in the visual environment
- create images based on sensory experiences and imagination that express a mood, feeling, or emotional response and carry personal meaning

#### ***Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts***

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- draw upon experiences from their personal, social, and physical environments as a basis for visual expression

#### ***Perceiving and Responding: Visual Arts***

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- explain how they made decisions during the art-making process
- recognize that people can respond emotionally to what they see
- **students will be expected to analyse the relationship between artistic intent and the expressive work**
- describe how people's experiences influence their art

### **Physical Education**

- 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
- **demonstrate respect for the personal space of others**

**LESSON:** Assertive Behaviour. Module A, Lesson 4

**GRADE LEVEL:** Grade 1

**PAGE(S):** 153-158

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following 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
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- regard reading/viewing as sources of interests, enjoyment, and information
- understand basic concepts of print including directionality, word, space, letter, and sound
- engage in reading or reading-like behaviour as they experience a variety of literature
- use, with support, the various cueing systems and a variety of strategies to construct meaning from text
  - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
  - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)
  - begin to match one-to-one spoken to printed word
  - begin to recognize some high frequency sight words
- **students will be expected to respond personally to a range of texts**
- respond personally to texts in a variety of ways
- express opinions about texts and the work of authors and illustrators
- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- begin to ask questions of text

- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, experiences, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking as ways to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
  - use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to right; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)
  - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
  - understand that letters can be written in upper and lower case form (but often tend to use them indiscriminately)
  - use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
  - begin to spell some words conventionally
- demonstrate engagement with writing and other forms of representation
  - choose to write when given choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)

- write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
- engage in writing and representing activities every day
- share writing and other representations willingly with others
- with assistance, begin to use technology in writing and other forms of representing
  - use a tape recorder to tape a completed piece of writing, oral retelling, or a dramatization
  - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption
- with assistance engage in the research process to construct and communicate meaning
  - interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
  - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
  - share information with others in a variety of ways

## **Health**

### ***Environmental Health***

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

### ***Mental Health***

- discuss situations which may evoke uncomfortable feelings and what a person can do about them

## **Religious Education**

### ***Key Principles***

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

### ***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

## **Visual Arts**

### ***Creating, Making and Presenting: Visual Arts***

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- explore colour, shape, line, and texture and the principals of pattern and repetition in the visual environment
- visually communicate stories, ideas, and experiences, using a variety of materials
- explore basic art skills, techniques, and vocabulary
- explore a range of materials, tools, equipment, and processes



- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- develop skills in interaction, co-operation, and collaboration through working with others in making visual images

***Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts***

- **students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression**
- demonstrate an understanding that visual art is a universal means of expression among people
- demonstrate respect for the work of self and others
- **students will be expected to examine the relationship among the arts, societies, and environments**
- demonstrate sensitivity to and respect for others and the work they create

***Perceiving and Responding: Visual Arts***

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- use descriptive language to talk about their own work and that of their peers
- explain how they make decisions during the art-making process
- recognize that people can respond emotionally to what they see
- **students will be expected to analyse the relationship between artistic intent and the expressive work**
- discuss their own visual images to share their interactions
- describe how people's experiences influence their art
- view and discuss the works of others and consider the intentions of those who made them

**Physical Education**

- demonstrate the ability to cooperate and work with others
- **demonstrate basic safe practices and fair play when engaging in physical activity**
- demonstrate respect for the personal space of others.

**LESSON:** Imagine a School Without Bullying. Module B, Lesson1

**GRADE LEVEL:** Grade 1

**PAGE(S):** 159-162

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following 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
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- understand basic concepts of print including directionality, word, space, letter, and sound
- **students will be expected to respond personally to a range of texts**
- respond personally to texts in a variety of ways
- express opinions about texts and the work of authors and illustrators
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- demonstrate a beginning awareness of audience and purpose

- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
  - use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to write; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)
  - experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
  - understand that letters can be written in upper and lower case form (but often tend to use them indiscriminately)
  - use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
  - begin to spell some words conventionally
- demonstrate engagement with writing and other forms of representation
  - choose to write when given choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)
  - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
  - engage in writing and representing activities every day
  - share writing and other representations willingly with others
- with assistance, begin to use technology in writing and other forms of representing
  - use a tape recorder to tape a completed piece of writing, oral retelling, or a dramatization
  - use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw a picture and write a caption
- with assistance engage in the research process to construct and communicate meaning
  - interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources

- record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
- share information with others in a variety of ways

## **Health**

### ***Environmental Health***

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

### ***Mental Health***

- discuss situations which evoke comfortable, reassuring feelings

### ***Relationships***

- learn how to show consideration and respect for others

## **Religious Education**

### ***Key Principles***

- appreciate the diversity of people's interests, abilities, beliefs and practices, and learn to value the contribution each person can make
- develop a caring attitude towards family members and others who are a part of their daily contacts

### ***Basic Beliefs/Practices***

- learn 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 the connections between actions and consequences
- appreciate what it is to be valued and respected in relation to one's own potential and needs

## **Physical Education**

- **demonstrate respect for individual differences**
- demonstrate an understanding of the effectiveness of group cooperation
- **demonstrate concern for the safety of self and others**

**LESSON: What is the School Plan for Dealing With Bullying? Module B, Lesson 2**

**GRADE LEVEL: Grade 1**

**PAGE(S): 163-166**

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

**Language Arts**

- students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
- begin to ask and respond to questions, seeking information (who? what? where? when?)
- 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
- 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
- students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts
- understand basic concepts of print including directionality, word, space, letter, and sound
- students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work
  
- students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness

- **begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,**
  - **use drawing and talking to rehearse for writing**
  - **take risks with temporary spelling as a strategy for getting ideas on paper (drafting)**
  - **confer with others, respond orally to comments, and begin to add on (simple revision strategies)**
  - **use simple editing strategies such as adding more letters to one or two words, or putting in periods**
  - **share writing and other representations with others in a variety of ways**
  - **use some conventions of written language**
  - **use drawings, letters, and approximations to record meaning**
  - **develop the concept of directionality (left to write; top to bottom)**
  - **establish one-to-one correspondence between spoken and written words**
  - **begin to use spacing between words**
  - **write complete sentences (although they are not always punctuated correctly with periods)**
  - **experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)**
  - **understand that letters can be written in upper and lower case form (but often tend to use them indiscriminately)**
  - **use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)**
  - **begin to spell some words conventionally**
- **demonstrate engagement with writing and other forms of representation**
  - **choose to write when given choice of activities**
  - **take risks to express self in writing**
  - **sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)**
  - **write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)**
  - **engage in writing and representing activities every day**
  - **share writing and other representations willingly with others**
- **with assistance engage in the research process to construct and communicate meaning**
  - **interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources**
  - **record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)**
  - **share information with others in a variety of ways**

## **Health**

### ***Environmental Health***

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

### ***Mental Health***

- discuss situations which evoke comfortable, reassuring feelings

### ***Relationships***

- learn how to show consideration and respect for others

## **Religious Education**

### ***Key Principles***

- appreciate the diversity of people's interests, abilities, beliefs and practices, and learn to value the contribution each person can make
- develop a caring attitude towards family members and others who are a part of their daily contacts

### ***Personal Growth***

- learn to cooperate with others and to share their talents and interests
- know and appreciate that what they think, say and do matters to other people, and see the connections between actions and consequences
- appreciate what it is to be valued and respected in relation to one's own potential and needs

## **Visual Arts**

### ***Creating, Making and Presenting: Visual Arts***

- students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts
- explore colour, shape, line, and texture and the principals of pattern and repetition in the visual environment
- create images based on sensory experiences and imagination that express a mood, feeling, or emotional response and convey personal meaning
- visually communicate stories, ideas, and experiences, using a variety of materials
- explore basic art skills, techniques, and vocabulary
- explore a range of materials, tools, equipment, and processes

### ***Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts***

- students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture
- demonstrate an awareness of visual images and their daily effects on people
- identify visual communication in daily life
- draw upon experiences from their personal, social and physical environments as a basis for visual expression
- describe ways they use the visual arts in school and at home
- students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression

- **demonstrate respect for the work of self and others**
- **demonstrate an understanding that visual art is a universal means of expression among people**
- **students will be expected to examine the relationship among the arts, societies, and environments**
- **demonstrate sensitivity to and respect for others and the works they create**

***Perceiving and Responding: Visual Arts***

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- **recognize that the elements of design can be organized according to the principal of design**
- **recognize that people can respond emotionally to what they see**
- **students will be expected to analyse the relationship between artistic intent and the expressive work**
- **discuss their own visual images to share their intentions**
- **describe how people's experiences can influence their art**
- **view and discuss the works of others and consider the intentions of those who made them**

**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**
- **demonstrate respect for individual differences**



**LESSON:** Students Can Help Stop Bullying Behaviour. Module B, Lesson 3

**GRADE LEVEL:** Grade 1

**PAGE(S):** 167-169

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

**Language Arts**

- **students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences**
- begin to ask and respond to questions, seeking information (who? what? where? 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
- respond to and give simple directions or instructions
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- regard reading/viewing as sources of interest, enjoyment, and information
- engage in reading or reading-like behaviour as they experience a variety of literature
- **students will be expected to respond personally to a range of texts**
- respond personally to texts in a variety of ways
- express opinions about texts and the work of authors and illustrators
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)

- confer with others, respond orally to comments, and begin to add on (simple revision strategies)
- use simple editing strategies such as adding more letters to one or two words, or putting in periods
- share writing and other representations with others in a variety of ways
- use some conventions of written language
- use drawings, letters, and approximations to record meaning
- develop the concept of directionality (left to write; top to bottom)
- establish one-to-one correspondence between spoken and written words
- begin to use spacing between words
- write complete sentences (although they are not always punctuated correctly with periods)
- experiment with punctuation (sometimes overgeneralize use of periods - e.g., periods after every word)
- understand that letters can be written in upper and lower case form (but often tend to use them indiscriminately)
- use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
- begin to spell some words conventionally
- demonstrate engagement with writing and other forms of representation
  - choose to write when given choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)
  - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
  - engage in writing and representing activities every day
  - share writing and other representations willingly with others

## **Health**

### ***Environmental Health***

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

### ***Mental Health***

- 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**

### ***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

**Physical Education**

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

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

**Language Arts**

- **students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences**
- begin to ask and respond to questions, seeking information (who? what? where? 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
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work

**Health**

***Environmental Health***

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

***Mental Health***

- identify and talk about feelings of happiness, sadness, and loneliness
- discuss situations which evoke comfortable, reassuring feelings
- 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 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 the 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

**Physical Education**

- Develop an awareness that games have rules
- Demonstrate basic safe practices and fair play when engaging in physical activity
- Demonstrate respect for the personal space of others
- Demonstrate the ability to cooperate and work with others
- Demonstrate concern for the safety of self and others
- Demonstrate an understanding of the effectiveness of group cooperation
- Demonstrate respect for individual differences

**LESSON:** Find a New Place to Play. Module C, Lesson 2

**GRADE LEVEL:** Grade 1

**PAGE(S):** 175-177

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

**Language Arts**

- **students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences**
- begin to ask and respond to questions, seeking information (who? what? where? when?)
- 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
- respond to and give simple directions or instructions
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- understand basic concepts of print including directionality, word, space, letter, and sound
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message
- use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking as ways to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
  - use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to right; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)

- experiment with punctuations (sometimes overgeneralize use of periods - e.g., periods after every word)
- understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
- use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
- begin to spell some words conventionally
- demonstrate engagement with writing and other forms of representation
  - choose to write when given choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)
  - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
  - engage in writing and representing activities every day
  - share writing and other representations willingly with others
- with assistance engage in the research process to construct and communicate meaning
  - interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
  - record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
  - share information with others in a variety of ways

## **Health**

### ***Environmental Health***

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

### ***Injury Prevention and Safety***

- know safe areas to play around school

### ***Mental Health***

- discuss situations which evoke comfortable, reassuring feelings
- discuss situations which may evoke uncomfortable feelings and what a person can do about them

## **Religious Education**

### ***Personal Growth***

- 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 an understanding that people within groups have rights and responsibilities**
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- solve conflicts by using peaceful means

***Environmental***

- **recognize that environments have features**
- identify and describe examples of constructed environment in their area, province, Canada and the world
- **describe how people depend upon and interact with different natural environments**
- recognize that our way of life and our environment are affected by the presence and the use of natural resources

**Visual Arts**

***Creating, Making and Presenting: Visual Arts***

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- explore colour, shape, line, and texture and the principals of pattern and repetition in the visual environment

***Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts***

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- make images that reflect their culture and community
- draw upon experiences from their personal, social and physical environments as a basis for visual expression

**Physical Education**

- develop an awareness that games have rules
- Demonstrate basic safe practices and fair play when engaging in physical activity
- **demonstrate respect for the personal space of others**
- demonstrate concern for the safety of self and others



## LESSON: A Plan for Dealing with Bullying. Module C, Lesson 3

GRADE LEVEL: Grade 1

PAGE(S): 179-182

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following 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
- **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
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- use, with support, the various cueing systems and a variety of strategies to construct meaning from text
  - use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct
  - begin to use knowledge of sound-symbol relationships as one reading cue (e.g., initial and final consonants)
  - begin to match one-to-one spoken to printed word
  - begin to recognize some high frequency sight words
- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- recognize some basic components of texts such as author, illustrator, and title
- **students will be expected to use writing and other forms of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination**
- understand that print carries a message

- use writing and other forms of representing to convey meaning (communicating messages, experiences, recounting experiences, expressing feelings and imaginative ideas, exploring learning)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written and media texts using some familiar forms (e.g., lists, letters, personal narratives, retellings, messages, finger plays, drawings, puppetry)
- demonstrate a beginning awareness of audience and purpose
- begin to consider readers'/listeners'/viewers' questions/comments about their work
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g.,
  - use drawing and talking as ways to rehearse for writing
  - take risks with temporary spelling as a strategy for getting ideas on paper (drafting)
  - confer with others, respond orally to comments, and begin to add on (simple revision strategies)
  - use simple editing strategies such as adding more letters to one or two words, or putting in periods
  - share writing and other representations with others in a variety of ways
  - use some conventions of written language
  - use drawings, letters, and approximations to record meaning
  - develop the concept of directionality (left to right; top to bottom)
  - establish one-to-one correspondence between spoken and written words
  - begin to use spacing between words
  - write complete sentences (although they are not always punctuated correctly with periods)
  - experiment with punctuations (sometimes overgeneralize use of periods - e.g., periods after every word)
  - understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately)
  - use letters to represent the predominant sounds in words (e.g., beginning sound; beginning and final sound)
  - begin to spell some words conventionally
- demonstrate engagement with writing and other forms of representation
  - choose to write when given choice of activities
  - take risks to express self in writing
  - sustain engagement in writing and other forms of representation (e.g., creating with blocks or paint, role playing, telling a story through drawing or writing)
  - write in *play* situations (e.g., making grocery lists, making signs, playing school, preparing menus)
  - engage in writing and representing activities every day

- share writing and other representations willingly with others
- with assistance engage in the research process to construct and communicate meaning
- interact with a variety of simple texts (e.g., pictures, computer software, videotapes, easy fiction and non-fiction), as well as human and community resources
- record information in simple ways (e.g., drawings, labels, predesigned booklets, short pieces of writing)
- share information with others in a variety of ways

## **Health**

### ***Environmental Health***

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

### ***Injury Prevention and Safety***

- know safe areas to play around school

### ***Mental Health***

- identify and talk about feelings of happiness, sadness, and loneliness
- discuss situations which evoke comfortable, reassuring feelings
- 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***

- appreciate the diversity of people's interests, abilities, beliefs and practices, and learn to value the contribution each person can make
- develop a caring attitude towards family members and others who are a part of their daily contacts

### ***Basic Beliefs/Practices***

- learn 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 the connections between actions and consequences
- appreciate what it is to be valued and respected in relation to one's own potential and needs

## **Social Studies**

### ***Groups***

- **demonstrate an understanding of the importance of interactions between people**
- give examples of interactions between people
- **demonstrate an understanding that people within groups have rights and responsibilities**

- identify basic rights and responsibilities
- give examples of responsibilities that are common to children
- demonstrate concern for the safety of self and others
- demonstrate an understanding that most groups are bound by formal and informal rules
- demonstrate an understanding that conflict may arise from the different expectations, desires and capabilities of members of a group
- solve conflicts by using peaceful means
- take age-appropriate actions to demonstrate their responsibilities as citizens (local, national and global)

### Visual Arts

#### *Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts*

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- demonstrate an awareness of visual images and their daily effects on people
- identify visual communication in daily life
- make images that reflect their culture and community
- **students will be expected to examine the relationship among the arts, societies, and environments**
- demonstrate sensitivity to and respect for others and the works they create

#### *Perceiving and Responding: Visual Arts*

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- explain how they make decisions during the art-making process
- recognize that people can respond emotionally to what they see
- **students will be expected to analyse the relationship between artistic intent and the expressive work**
- discuss their own visual images to share their interactions
- describe how people's experiences influence their art
- view and discuss the works of others and consider the intentions of those who made them

### Physical Education

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