

**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**