

**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 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