

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

GRADE LEVEL: Grade 2

PAGE(S): 185-188

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- identify behaviours which promote friendship
- understand how to contribute to the happiness of others

- understand when to use a firm “no”
- describe feelings related to confusing types of touching
- discuss feelings related to uncomfortable situations related to touch

Religious Education

Key Principles

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

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- 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**
- 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
- **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 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 environment as a basis for visual expression
- **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
- recognize and investigate how art is a human activity that can emerge from personal experiences
- **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**
- apply simple criteria to identify main ideas in original art work of others

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

LESSON: What is Bullying? Module A, Lesson 2

GRADE LEVEL: Grade 2

PAGE(S): 189-193

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- **students will be expected to respond personally to a range of texts**
- make personal connections to text and share their responses in a variety of ways
- express and begin to support opinions about texts and the work of authors and illustrators
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes

- realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning
 - interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes
 - create a new product
 - share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify people in the school who can assist with personal problems

Relationships

- understand the need for being responsible
- understand when to use a firm “no”

Religious Education

Key Principles

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

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

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: Bullying Survey. Module A, Lesson 3

GRADE LEVEL: Grade 2

PAGE(S): 195-200

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to develop, with assistance, some ways to make their own notes (e.g., webs, story maps, point-form notes)
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**

- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning
 - interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes
 - create a new product
 - share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- identify behaviours which promote friendship
- understand how to contribute to the happiness of others

Religious Education

Key Principles

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

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

People

- **demonstrate an understanding of how individuals and groups have contributed to change**
- identify ways individuals and groups contribute to change (past, present and future)
- recognize the importance of team work in bringing about change

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**
- 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
- **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 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 environment as a basis for visual expression
- **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
- recognize and investigate how art is a human activity that can emerge from personal experiences
- **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**
- apply simple criteria to identify main ideas in original art work of others

Mathematics

- **students will solve problems involving the collection, display, and analysis of data**
- conduct simple surveys and record data

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**
- demonstrate an understanding of the effectiveness of group cooperation

LESSON: Be Assertive. Module A, Lesson 4

GRADE LEVEL: Grade 2

PAGE(S): 201-206

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)
- **students will be expected to respond personally to a range of texts**
- make personal connections to text and share their responses in a variety of ways
- express and begin to support opinions about texts and the work of authors and illustrators
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing

- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning

- interact with resources (print, non-print, or human) to answer their own questions or learning needs
- with assistance, develop strategies for making and organizing notes
- create a new product
- share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- understand when to use a firm “no”

Religious Education

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- 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**
- 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

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 environment as a basis for visual expression
- **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
- recognize and investigate how art is a human activity that can emerge from personal experiences

- **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**
- apply simple criteria to identify main ideas in original art work of others

Music

Creating, Making and Presenting

- **students will ne expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts**
- explore a range of sound sources, texts, strategies, and materials to express their thoughts, experiences, and feelings through music and movement
- use standard or other notations, to record their musical ideas and the musical ideas of others
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- improvise and compose, using the voice, instruments, and movement
- perform a varied repertoire of music that reflects diverse images, thoughts, and feelings

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.

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- recognize that volume of voice needs to be adjusted according to the situation (e.g., playground, classroom)
- **students will be expected to respond personally to a range of texts**
- make personal connections to text and share their responses in a variety of ways
- express and begin to support opinions about texts and the work of authors and illustrators
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing

- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning

- interact with resources (print, non-print, or human) to answer their own questions or learning needs
- with assistance, develop strategies for making and organizing notes
- create a new product
- share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- understand when to use a firm “no”

Religious Education

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

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

LESSON: Imagine a School Without Bullying. Module B, Lesson 1

GRADE LEVEL: Grade 2

PAGE(S): 215-218

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal oral presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)

- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning
 - interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes

- create a new product
- share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- understand when to use a firm “no”

Religious Education

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

People

- **demonstrate an understanding of how individuals and groups have contributed to change**
- identify ways individuals and groups contribute to change (past, present and future)
- recognize the importance of team work in bringing about change
- **explain how decisions made by individuals and diverse groups in the school, community, and province result in change**

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**
- 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
- **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 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 environment as a basis for visual expression
- **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
- recognize and investigate how art is a human activity that can emerge from personal experiences
- **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**
- apply simple criteria to identify main ideas in original art work of others

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 concern for the safety of self and others**
- Demonstrate an understanding of the effectiveness of group cooperation

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

GRADE LEVEL: Grade 2

PAGE(S): 219-222

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal oral presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)

- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning
 - interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes

- create a new product
- share their information in a variety of simple ways

Health

Mental Health

- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- identify behaviours that promote friendship
- understand how to contribute to the happiness of others

Religious Education

Key Principles

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

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

Peoples

- **demonstrate an understanding of how individuals and groups have contributed to change**
- identify ways individuals and groups contribute to change (past, present and future)
- recognize the importance of team work in bringing about change
- **explain how decisions made by individuals and diverse groups in the school, community, and province result in change**

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**
- 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
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**

- create art for a variety of reasons and recognize that there are many kinds of visual arts
- choose, display, and describe work from their own portfolios

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 environment as a basis for visual expression
- **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
- recognize and investigate how art is a human activity that can emerge from personal experiences
- **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**
- apply simple criteria to identify main ideas in original art work of others

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**

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

GRADE LEVEL: Grade 2

PAGE(S): 223-226

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- use intonation, facial expressions, and gestures to communicate ideas and feelings
- engage in informal oral presentations and respond to a variety of oral presentations and other texts
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- **students will be expected to respond personally to a variety of texts**
- make personal connections to text and share their responses in a variety of ways
- express and begin to support opinions about texts and the work of authors and illustrators
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**

- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning
 - interact with resources (print, non-print, or human) to answer their own questions or learning needs

- with assistance, develop strategies for making and organizing notes
- create a new product
- share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Relationships

- identify behaviours that promote friendship
- understand how to contribute to the happiness of others

Religious Education

Key Principles

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

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

People

- **demonstrate an understanding of how individuals and groups have contributed to change**
- identify ways individuals and groups contribute to change (past, present and future)
- recognize the importance of team work in bringing about change
- **explain how decisions made by individuals and diverse groups in the school, community, and province result in change**

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**

LESSON: Find Another Place to Play. Module C, Lesson 1

GRADE LEVEL: Grade 2

PAGE(S): 227-230

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 thoughts and feelings and describe experiences
- ask and respond to questions to clarify information or gather further information
- express opinions and give simple explanations for some of their opinions (I like...because)
- listen to others' ideas and opinions
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- sustain one-to-one conversation and contribute to small and large group interactions
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate a growing awareness of social conventions such as turn-taking and politeness in conversation and co-operative play
- recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- **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**
- use writing and other forms of representing for a variety of functions
 - to ask questions
 - to generate and organize ideas
 - to express feelings, opinions, and imaginative ideas
 - to inform/communicate information
 - to record experiences
 - to explore learning
- begin to experiment with language choices in imaginative writing and other ways of representing
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)
- demonstrate some awareness of audience and purpose
 - choose particular forms for specific audiences and purposes
 - realize that work to be shared with an audience needs editing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**

- develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing
 - use prewriting strategies, such as drawing, talking, and reflecting
 - use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
 - use simple revision strategies to create a meaningful message (e.g., adding on, crossing out, starting to insert information)
 - use simple editing strategies (e.g., making some simple corrections in spelling and punctuation, capitals, periods; circling and correcting a few misspelled words; using beginning dictionaries or class-made word lists as resources for spelling)
- use a variety of techniques for publishing/presenting (sharing writing/representing with the class or another class, publishing on-line, submitting work to school/district anthology or magazine)
- use some conventions of written language
 - use conventional spacing between words
 - use an increasing number of letters to represent sounds (most vowel and consonant sounds represented)
 - use an increasing number of words spelled conventionally
 - use simple sentence structures
 - attempt to use punctuation (periods, question marks, exclamation marks)
 - use capital letters for proper names, pronoun “I”, and sentence beginnings
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing and representing activities every day
 - sustain engagement in writing and other forms of representation (e.g., drawing, role-playing, plasticine art, collage)
 - choose to write independently during free choice time
 - share writing and other representations with others and seek response
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
- select, organize, and combine, with assistance, relevant information to construct and communicate meaning
 - interact with resources (print, non-print, or human) to answer their own questions or learning needs
 - with assistance, develop strategies for making and organizing notes
 - create a new product
 - share their information in a variety of simple ways

Health

Mental Health

- identify situations in which fear and anxiety may be experienced
- identify some age-appropriate coping skills
- identify people in the school who can assist with personal problems
- understand the need for being responsible

Religious Education

Appreciate and Value Diversity in People

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

Personal Awareness and Development

- acknowledge and come to terms with their own fears, anxieties, and frustrations and express them in satisfying and acceptable ways

Social Studies

Peoples

- **explain how decisions made by individuals and diverse groups in the school, community, and province result in change**

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**
- 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
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- create art for a variety of reasons and recognize that there are many kinds of visual arts
- 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 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 environment as a basis for visual expression
- **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

- recognize and investigate how art is a human activity that can emerge from personal experiences
- **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**
- apply simple criteria to identify main ideas in original art work of others

Physical Education

- 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