

**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

## **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