

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 personal experiences**
- describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge
- ask and respond to questions to probe and clarify information and to explore possibilities or solutions to problems (e.g., interview, brainstorm)
- express and explain opinions and respond to the questions and reactions of others with increasing confidence and fluency (e.g., interview, classroom discussion)
- listen critically to opinions and orally-presented texts and respond in a variety of ways (e.g., drama, art, webs)
- show increasing confidence in expressing and describing thoughts, feelings, and experiences (e.g., oral presentations, role playing, concerts, public speaking)
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- Participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen
- engage in and respond to a variety of oral presentations and other texts (e.g., feedback forms, readers theatre, book talks, retellings, rap singing)
- show increasing awareness of the needs of the audience (e.g., adapt projection, eye contact, gestures, intonation, and clarity to enhance communication)
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- use basic courtesies and conventions of conversation in group work and cooperative play (e.g., turn-taking, listening attentively, maintaining eye contact, listening without ridicule, using constructive criticism)
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- regard reading and viewing as part of daily living (e.g., print and non-print messages)
- recognize different emotions and empathize with characters
- **students will be expected to respond personally to a range of texts**
- make personal connections to texts and describe, share, and discuss their reactions and emotions (e.g., identify favourite book, favourite event in a story or book supported with details and inferences from story, recall similar events, characters and relationships and make connections, or comparisons with personal experiences)
- respond to text through a variety of oral, written, and other representations (e.g., through journals, drawing, letters to the author, poems, readers theatre, dramatization, reading conferences, literature circles)

- **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 representation to
 - formulate questions to guide, report and reflect inquiry
 - generate and organize language and ideas
 - discover and express personal attitudes and opinions
 - express feelings and imaginative ideas
 - record experiences and reflect through shared journals, diaries, learning logs, art, song, video
 - explore how and what they learn (e.g., diagrams, story maps, charts, graphics, book advertisements)

Health

Mental Health

- understand the importance of respect for self and others
- understand how to cope with anger and frustration
- understand that decisions have consequences

Relationships

- understand the need for protection programs such as Neighbourhood Watch Program, Block Parent or similar protection plans
- identify trusted adults who can provide assistance in abusive situations
- make connections between feelings related to touches and skills for personal safety
- understand the reasons why to tell, who to tell, and how to tell

Religious Education

Friendship

- recognize moral and ethical principals in the lives of key individuals and consider how these principles relate to students' daily lives

Decision Making

- recognize how key individuals have responded to the needs of others

Social Studies

Peoples

- **identify and take actions to promote positive interactions among people**
- recognize the importance of positive interactions among people
- examine how stereotyping leads to negative interactions among people
- generate ideas and take age-appropriate actions to promote positive interactions among people

Citizenship

- **take age-appropriate action to practice responsible citizenship**
- recognize that making decisions is an integral part of life
- explore methods of decision making
- give examples of how decisions often result in change and can cause conflict
- recognize how individuals and groups can influence elected representatives and their decisions
- plan and carry out an action that demonstrates responsible citizenship

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 environments 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 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**

