

**LESSON:** What is Bullying? Module A, Lesson 2

**GRADE LEVEL:** Grade 3

**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 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**
- 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)
- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**

- share and discuss their personal response to events, characters, ideas and feelings through a variety of means (e.g., murals, photographs, timelines, poetry, role-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 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)
- experiment in imaginative writing and other ways of representing (e.g., dramatization, role play/skits, video script, song)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written media texts using a variety of forms
  - messages, riddles, letters, lists, advertisements, announcements
  - rules/procedures
  - stories, poems, recounts/retellings, mathematics journals
  - response logs
  - book jackets
  - records of observations
  - directions, games, role plays
  - Reader Theatre
  - Science Fairs/experiments
  - charts, graphs, diagrams
- write for different purposes (e.g., to inform, persuade, entertain, record, reflect, invite, to problem solve)
- send feedback from teachers and peers about their writing
- **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 some conventions of written language
  - ***(a) punctuation and capitalization***
  - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
  - use periods at the end of sentences and for abbreviations
  - use commas in a series, and in dates
  - use apostrophes for possessives and contractions
  - use question marks, exclamation marks and quotation marks
  - ***(b) language structures***
  - make subjects and verbs agree

- use a variety of simple and more complex sentence structures
- use pronouns appropriately
- **( c ) spelling**
- use meaningful and syntax patterns as well as sound cues
- spell many words conventionally
- identify misspelled words, trying them another way, and using another way, and using another resource to check them out
- use knowledge of letter patterns, rhyming words, roots, prefixes and suffixes to assist them in correcting misspellings
- use personal and primary dictionaries to assist in independent writing
- **(d) penmanship**
- use a variety of writing aids (pictionaries, dictionaries, thesaurus, writing webs, computer, personal word lists)
- use manuscript and/or cursive writing in a legible manner
- demonstrate engagement with the creation of pieces of writing and other representations
- engage in writing/representing activities for sustained periods of time daily
- work with others to revise and edit
- choose to write independently
- contribute during shared writing activities
- contribute observations/information to classroom records of field trips, science experiments, etc.
- publish/share with a sense of authorship (e.g., author chair)

## **Health**

### ***Mental Health***

- understand the importance of respect for self and others
- understand how to cope with anger and frustration
- recognize that some problems can be solved more easily in a group

### ***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

## **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**