

**LESSON:** Be Assertive. Module A, Lesson 4

**GRADE LEVEL:** Grade 4

**PAGE(S):** 265-271

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

**Language Arts**

***Speaking and Listening***

- explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)
- explain personal opinions and respond to the questions and opinions of others
- listen critically to others' ideas and opinions
- contribute to conversations and small group and whole group discussion, show an awareness of when to speak and when to listen
- use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
- give and follow instructions and respond to questions and directions
- engage in and respond to oral presentations (e.g., retell a story, sing a song)
- show basic courtesies of conversation in group interactions
- show an awareness of the kinds of language appropriate to different situations and audiences

***Reading and Viewing***

- answer, with assistance, their own and others' questions by seeking information from a variety of texts
  - determine their own and community (class) needs for information
  - reflect on the process of generating and responding to their own and others' questions
- describe, share, and discuss their personal reactions to texts
- respond critically to texts by
  - identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them
  - identify instances of prejudice and stereotyping

***Writing and other Ways of Representing***

- use strategies in writing and other ways of representing to
  - generate topics of personal interest and importance
  - discover and express personal attitudes, feelings, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
- experiment with language appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing

- demonstrate an awareness of purpose and audience
- select, organize, and combine relevant information from two or more sources to construct and communicate meaning

## **Health**

### ***Mental Health***

- understand that achieving our personal best enhances self-esteem
- recognize the relationship between emotional/social adjustment and physical well-being
- understand the behaviours associated with jealousy and explore ways to modify them
- identify some of the factors which affect our feelings
- identify and demonstrate communication skills during group activities
- evaluate communication techniques used by self and peers

### ***Relationships***

- realize that one's decisions may affect other people
- understand that every right has a corresponding responsibility
- understand the nature of physical abuse
- identify some advantages of similarities and differences in people
- identify examples of positive role models and explain their importance
- know how to express concern for others in the class

## **Religious Education**

### ***Tenets of Faith***

- **students will be expected to develop an understanding of beliefs, principles, and practices of Christianity and other living belief systems**
- demonstrate an understanding that principles such as sharing, caring, acceptance, respect and justice are present in Jewish and Christian texts
- recognize that principles such as sharing, caring, acceptance, respect and justice are present and exemplified in the life and teachings of Moses and Jesus

### ***Relations and Renewal, Commitment/Communication***

- **students will be expected to demonstrate an appreciation for personal search, commitment and meaning to life**
- recognize in Judaism and Christianity the importance of caring, sharing, acceptance, respect and justice in response to religious beliefs
- explore the importance of caring, sharing, acceptance, respect and justice in response to religious beliefs

### ***Morals/Ethics/Values/Life Issues***

- **students will be expected to examine moral and ethical issues and teachings**
- identify Jewish and Christian teachings concerning honesty, cheating, stealing and bullying
- recognize there are consequences to actions for self and others
- recognize that people make appropriate and inappropriate choices and are responsible for these choices

### ***Relationships***

- **students will be expected to examine the influence of religion on contemporary issues and events**
- recognize different forms of discrimination
- explore Christian and Jewish teachings regarding discrimination and prejudice

### **Visual Arts**

#### ***Creating, Making and Presenting: Visual Arts***

- **students will be expected to explore, challenge, develop, and express ideas, using the skills, techniques, and processes of the arts**
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**

#### ***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**
- **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**
- **students will be expected to examine the relationship among the arts, societies, and environments**

#### ***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**
- **students will be expected to analyse the relationship between artistic intent and the expressive work**

### **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.

