

**LESSON:** Deflecting a Put-Down. Module C, Lesson 3

**GRADE LEVEL:** Grade 4

**PAGE(S):** 299-303

**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)
- 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
- 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 other's questions
- describe, share, and discuss their personal reactions to texts
- respond critically to texts by
  - asking questions and formulating understandings
  - discussing from the perspective of their own experiences
  - 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
  - compare their own thoughts and beliefs to those of others
  - formulate goals for learning
  - practice strategies for monitoring their own learning
- experiment with language appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing
- recognize that particular forms require the use of specific features, structures, and patterns
- demonstrate an awareness of purpose and audience

## **Health**

### ***Mental Health***

- recognize the relationship between emotional/social adjustment and physical well-being
- understand that achieving our personal best enhances self-esteem
- understand the behaviours associated with jealousy and explore ways to modify them
- identify some of the factors which affect our feelings
- 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

## **Religious Education**

### ***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

## **Physical Education**

- Demonstrate the ability to cooperate and work with others