

**LESSON:** Make a Plan for Dealing with Bullying. Module C, Lesson 4

**GRADE LEVEL:** Grade 4

**PAGE(S):** 305-307

**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
- engage in and respond to oral presentations (e.g., retell a story, sing a song)
- show basic courtesies of conversation in group interactions
- identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- show an awareness of the kinds of language appropriate to different situations and audiences

***Reading and Viewing***

- use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, margin notes) to locate topics and obtain or verify their understanding of information
- answer, with assistance, their own and others' questions by seeking information from a variety of texts
  - reflect on the process of generating and responding to their own and other's questions
- describe, share, and discuss their personal reactions to texts
- give reasons for their opinions about texts and types of texts, and the work of authors and illustrators
- use their background knowledge to question information present in print and visual 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
  - formulate questions and organize ideas
  - 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
  - record experiences
- experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)
- experiment with language appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing
- create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
- recognize that particular forms require the use of specific features, structures, and patterns
- demonstrate an awareness of purpose and audience
- invite responses to early drafts of their writing and media productions
- use audience reaction to help shape subsequent drafts
- develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate an understanding of many conventions of written language in final products
  - correctly spell many familiar and commonly used words
  - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
  - demonstrate an awareness of appropriate syntax
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers)
- use technology with increasing proficiency in writing and other ways of representing
- demonstrate a commitment to shaping pieces of writing and other representations through stages of development
- 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
- 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 adults are responsible for the physical needs of young people
- 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

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

- **students will be expected to demonstrate an appreciation for personal search, commitment and meaning to life**
- recognize that principles such as sharing, caring, acceptance, respect and justice are present and exemplified in the life and teachings of Moses and Jesus
- 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 the influence of family, peers, community, religion, and media on ethical and moral decision making
- 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 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
- **Demonstrate respect for individual differences**