

LESSON: Assertive Behaviour. Module C, Lesson 1

GRADE LEVEL: Grade 5

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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

- contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- ask and respond to questions to seek clarification or explanation of ideas and concepts
- explain and support personal ideas and opinions
- listen critically to others' ideas and points of view
- contribute to and respond constructively in conversation, small group and whole group discussions, recognizing their roles and responsibilities as speakers and listeners
- use word choice, tone of voice, and facial expressions appropriate to the speaking occasion
- give and follow precise instructions and respond to questions and directions
- engage in and respond to, and evaluate oral presentations
- demonstrate awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and use language that shows respect for all people

Writing and other Ways of Representing

- use a range of strategies in writing and other ways of representing to
 - frame questions and answers to those questions
 - generate topics of personal interest and importance
 - record, develop, and reflect on ideas, attitudes, and opinions
 - compare their own thoughts and beliefs to those of others
 - describe feelings, reactions, values, and attitudes
 - record and reflect on experiences and their responses to them
 - formulate and monitor goals for learning
 - practise and extend strategies for monitoring learning
- make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative 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
- use specific features, structures, and patterns of various text forms to create written and media texts
- address the demands of a variety of purposes and audiences
 - make choices of form, style, and content for specific audiences and purposes

- reflect on their final drafts from a reader's/viewer's/listener's point of view
- use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- demonstrate an understanding of the conventions of written language in final products
 - use basic spelling rules and show an understanding of irregularities
 - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
 - use appropriate syntax in final products
 - use references while editing (e.g., dictionaries, electronic spell checkers, thesauri, other writers)

Health

Mental Health

- identify personal interests, abilities and strengths
- understand the basic concept of self-efficacy and some factors which influence it
- understand that the way we are treated impacts on self-esteem and general emotional well-being
- recognize what is realistic in terms of personal achievement

Relationships

- realize that one's behaviour may be influenced by peers
- identify some positive and negative peer influences
- identify reasons why peer pressure is effective
- describe ways to counteract negative peer pressure
- apply the decision-making process to daily activities
- examine some of the advantages and disadvantages of independent decision making
- distinguish between secrets, surprises, confidentiality, and privacy
- explain how a person can be influenced by group pressure
- identify some advantages of group participation
- outline some personal and peer problems and plan how to deal with them
- recognize that some behaviours toward children may be classified as abusive
- recognize and identify some abusive behaviours

Religious Education

Morals/Ethics/Values/Life Issues

- **students will be expected to examine moral and ethical issues and teachings**
- explore the influence of family, peers, community, religion, and media on ethical and moral decision making
- discuss the impact of ones' actions on self and others
- discuss how 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**
- investigate reasons for human injustice; i.e., poverty

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.