

LESSON: Types of Bullying. Module A, Lesson 2

GRADE LEVEL: Grade 6

PAGE(S): 321-324

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

Language Arts

- **students will be expected to explore, extend, clarify, and reflect on their thoughts, feelings, and experiences**
- extend and reflect on their thoughts, ideas and questions and compare their ideas with those of peers and others
- ask and respond to questions to clarify steps, processes and concepts
- support personal ideas, opinions and beliefs, providing relevant details, where necessary (e.g., during a debate)
- listen critically to others' ideas or opinions and points of view
- **students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically**
- contribute to and respond constructively in small and whole group discussions (e.g., showing an awareness of strategies to use for involving peers; demonstrating an understanding of their roles and responsibilities as speakers and listeners)
- give, and follow detailed instructions and respond to a variety of questions and directions (e.g., develop a recipe)
- engage in, respond to and evaluate a variety of representations (e.g., role-playing, painting, charts, speeches)
- detect examples of prejudice, stereotyping, or bias in oral language, recognizing the possible negative effects on individuals and groups
- **students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies**
- answer their own questions and those of others by selecting relevant information from a variety of texts
 - use classification systems and basic reference materials to facilitate research
- **students will be expected to respond personally to a range of texts**
- develop a personal response to a range of texts by making connections among and within texts
- reflect on and support their interpretations of a variety of texts
- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- use their expanding knowledge base and experience with texts to question and analyze information presented in print and visual texts
- use the conventions and characteristics of different types of print and media texts to help them understand what they read and view

- respond critically to texts by
 - recognizing the ways language is being used to manipulate, persuade, or control them
- **students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feeling, experiences and learnings; and to use their imagination**
- use and refine a range of strategies in writing and other ways of representing to
 - record, develop, reflect on and respond to ideas, attitudes and opinions
 - compare their own thoughts and beliefs with those of others
 - describe feelings, reactions, values, and attitudes
- make deliberate language choices, appropriate to purpose, audience and form, to enhance meaning and to achieve interesting effects in imaginative writing and other ways of representing
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of purposes**
- determine, from a variety, the form, style, and content suitable to the specific audience and purpose
- **students will be expected to use a range of strategies to develop effective writing and other ways of representing to enhance their quality, precision, and effectiveness**
- use the conventions of written language in final products
 - spell most words correctly
 - demonstrate appropriate use of punctuation, capitalization and paragraphing
 - show a control of syntax
 - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, thesauri, other writers)

Health

Mental Health

- understand that everyone has basic emotional needs
- identify different kinds of feelings and understand how they influence behaviour
- demonstrate appropriate ways to express a variety of emotions
- outline the steps to follow in dealing appropriately with a personal problem
- recognize the importance of discussing fears or concerns with someone you can trust

Relationships

- describe different kinds of relationships
- identify situations involving physical, emotional and sexual abuse
- recognize that some relationships may be abusive and there is a need to develop strategies to deal with them
- demonstrate effective communication skills

Religious Education

Morals/Ethics/Values/Life Issues

- **students will be expected to examine moral and ethical issues and teachings**
- examine the implications of ones' actions on self and others
- examine why people must take responsibility for their actions

Relationships

- **students will be expected to examine the influence of religion on contemporary issues and events**
- develop a personal response to issues such as human rights and leadership

Social Studies

Global Issues

- **identify and describe examples of human rights issues around the world**
 - identify human rights issues related to rights of children
 - describe some other examples of current abuses of human rights

Physical Education

- Demonstrate basic safe practices and fair play when engaging in physical activity
- Demonstrate respect for the personal space of others
- Demonstrate concern for the safety of self and others