

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

**GRADE LEVEL:** Grade 6

**PAGE(S):** 331-335

**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
- 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)
- use word choice, emphasis and expression to produce desired affects (e.g., tone, intonation and expression in story telling)
- engage in, respond to and evaluate a variety of representations (e.g., role-playing, painting, charts, speeches)
- **students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose**
- demonstrate sensitivity to the particular speaking and listening situation (e.g., informal versus formal speaking situations)
- detect examples of prejudice, stereotyping, or bias in oral language, recognizing the possible negative effects on individuals and groups
- use oral language which displays respect and appreciation of audience, purpose and situation
- **students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre**
- respond critically to texts by
  - recognizing the ways language is being used to manipulate, persuade, or control them
  - identifying and discussing instances of prejudice, bias, stereotyping, and propaganda
- **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
  - 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
- demonstrate some appropriate techniques in response to stressful situations

### ***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***

- **take age-appropriate actions to demonstrate their responsibilities as global citizens**
  - plan and take age appropriate actions to address local/national/international human rights problems or issues

**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.