

LESSON: Imagine a School without Bullying. Module B, Lesson 1

GRADE LEVEL: Grade 6

PAGE(S): 337-340

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)
- 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)
- use oral language which displays respect and appreciation of audience, purpose and situation
- **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
 - develop a repertoire of topics of personal interest and community interest
 - 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**
- create texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms

- apply specific features, structures, and patterns of a wide variety of forms to create texts
- use audience reaction to help shape subsequent drafts
- reflect on and evaluate their drafts from a readers's/viewer's/listener's point of view
- **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**
- select from the range of processes and presentation strategies those that best help them to develop effective texts
- 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

- identify the various resources available for personal support
- 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

- recognize that some relationships may be abusive and there is a need to develop strategies to deal with them
- identify responsibilities of family members
- identify ways of developing positive relationships with peers
- identify instances which represent a breakdown in communication
- 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 influence of family, peers, community, religion, and media on ethical and moral decision making
- 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**
 - support a position on a local/national/international human rights issue after considering various perspectives
 - plan and take age appropriate actions to address local/national/international human rights problems or issues

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