

LESSON: Types of Bullying. Module A, Lesson 2

GRADE LEVEL: Grade 7

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

- recognize that contributions from many participants are needed to generate and sustain discussions
- know how and when to ask questions that call for elaboration and clarification, and give appropriate responses to questions
- state a personal point of view, and be able to support that position
- listen to and identify main elements of a message, consider supporting details
- participate in small-group and whole-class discussion by recognizing that there a range of strategies that contribute to effective talk
- recognize that different purposes and audiences require different choices of vocabulary, sentence structure, rate of speech, and tone
- follow instructions and respond to questions and directions
- identify the verbal and non-verbal language used by speakers (e.g., repetition, volume, and eye-contact) and recognize those that are effective
- demonstrate such speaking and listening skills as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points
- demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others
- recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- recognize that different situations require different speaking and listening conventions appropriate to the situation
- use cueing systems and a variety of strategies to construct meaning in reading and viewing a variety of print and media texts
- explain the reading and viewing processes and strategies that help them construct meaning
- provide personal responses to texts by explaining initial reactions to those texts
- express personal points of view about texts, giving reasons for their interpretations

Health

Emotional and Social Well-Being

- to understand the meaning of self-concept and the factors that influence its formation
- to develop an understanding of the uniqueness of each individual
- to understand the nature of feelings and the ways in which they are expressed
- to be aware of the appropriate ways of expressing feelings
- to recognize sources of stress in our lives
- to understand that stress can be healthy or harmful

Relationships

- to identify different types of social groups to which individuals belong
- to recognize the influence of peer groups

Safety and Environmental Health

- to be aware of unsafe practices that endanger the lives of young people and understand why these practices occur
- to become involved in the promotion of safety at home, in school, and in the larger community
- to be aware of individual responsibility with regard to safety and accident prevention
- to identify practices and activities that pose a threat to the environment and the health of people
- to consider the kinds of changes that are necessary to protect the environment and the health of individuals
- to consider ways of initiating and participating in social actions that may lead to protection of the environment and the promotion of health
- to examine some of our own actions and identify some changes that can be made on an individual basis in relation to personal and environmental health

Social Studies

Introduction

- **explore the general concept of empowerment**
 - define power and authority and explain how each influences their own lives
 - identify and categorize sources of power and authority
 - identify groups that are empowered and dis-empowered in our society (local, national, and global)

Economic Empowerment

- **investigate the various ways that economics empowers or dis-empowers people**
- explain that people have basic needs that must be met

Physical Education

- Analyse personal responses and behaviours in cooperative groups.
- **Reflect critically on their decisions and actions.**