

LESSON: Be Assertive. Module A, Lesson 4

GRADE LEVEL: Grade 7

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

- 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

Health

Emotional and Social Well-Being

- to engage in activities designed to enhance self esteem
- 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 develop strategies for dealing with negative feelings
- to recognize sources of stress in our lives
- to understand that stress can be healthy or harmful
- to consider positive ways of dealing with stress

Safety and Environmental Health

- 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

- to develop a plan of action that would result in specific decisions and actions to enhance health and protect the environment

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 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 understand the role of technologies in creating and responding to expressive works
- students will be expected to analyse the relationship between artistic intent and the expressive work

Physical Education

- Analyse personal responses and behaviors in cooperative groups.
- **Model socially responsive behavior within the school and community.**
- Demonstrate respect for the social, physical and natural environment.
- **Reflect critically on their decisions and actions.**
- Demonstrate self-confidence