

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

**GRADE LEVEL:** Grade 7

**PAGE(S):** 337-340

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following 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
- experiment with a range of strategies for writing and other ways of representing to
  - extent their own and others' ideas
  - reflect on their feelings, values, and attitudes
  - consider others' perspectives
  - identify problems and consider solutions
  - describe the writing strategies that help them learn
  - express their understanding of their personal growth as language learners and language users
- use a variety of forms of note-making, selecting the from most appropriate for the specific purpose
- integrate interesting stylistic effects in imaginative writing and other forms of representing meaning
- produce a range of writing and other forms of representation
- choose writing forms and styles that match both the writing purpose (e.g., to define, report, persuade, compare) and the reader for whom the text is intended

- use specific prewriting, drafting, revising, editing/proofreading, and presentation strategies to produce a variety of texts
- use the conventions of written language in final products
- use a variety of technologies to communicate with a variety of audiences for a range of purposes
- demonstrate a commitment to crafting pieces of writing and other representations
- gather information from several sources and combine ideas in communication

## **Health**

### ***Emotional and Social Well-Being***

- to develop strategies for dealing with negative feelings

### ***Safety and Environmental Health***

- to recognize the importance of a healthy attitude towards safety
- 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 know individual capabilities and limitations with respect to safety practices and first aid
- to develop knowledge and skills necessary to participate safely in activities with potential risks
- to analyse the intent of the rules, regulations, and laws related to safety practices and protection
- 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**

- **Model socially responsive behavior within the school and community.**
- Initiate socially responsive activity programs within their school
- **Demonstrate respect for the social, physical and natural environment**
- Show concern for the comfort and safety of others in a variety of activity environments.
- **Identify and follow the rules and principles of fair play in games and activities.**
- Identify and demonstrate leadership skills
- **Identify and demonstrate cooperative skills**
- Demonstrate self-confidence
- **Demonstrate personal initiative, independence and decision making.**

