

LESSON: More Strategies for Responding to Bullying. Module C, Lesson 3

GRADE LEVEL: Grade 7

PAGE(S): 353-356

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
- select texts that address their learning needs and range of special interests
- read widely and experience a variety of literary genre from different provinces and countries
- recognize how and why authors use pictorial, typographical, and organizational devices (e.g., headings, tables, graphs, and bold print) to construct and enhance meaning
- 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
- recognize that texts can be biased in their content, organization, and structure
- recognize that texts are constructed for particular purposes and that particular audiences influence choice of language, form, and genre

- respond critically to texts of increasing complexity
 - identify and describe the form, structure, and content of texts and how they might contribute to meaning
 - recognize that personal knowledge, ideas, values, perceptions, and points of view are influenced by what they read and view
 - recognize how and when personal background influences both the creation of texts and the reader's/viewer's interpretation and response
 - explore how various cultures and realities are portrayed in texts
 - recognize that there are values inherent in a text
- experiment with a range of strategies for writing and other ways of representing to
 - extend 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 form 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 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 appropriate ways of expressing feelings
- to recognize sources of stress in our lives
- to consider positive ways of dealing with stress

Safety and Environmental Health

- 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 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

Physical Education

- 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.**