

LESSON: Selecting Responses to Bullying. Module C, Lesson 4

GRADE LEVEL: Grade 7

PAGE(S): 357-359

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
- provide personal responses to texts by explaining initial reactions to those texts
- express personal points of view about texts, giving reasons for their interpretations
- 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
- 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

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

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 self-confidence
- **Demonstrate personal initiative, independence and decision making.**
- Identify and demonstrate cooperative skills.

