

**LESSON:** What is Bullying. Module A, Lesson 3

**GRADE LEVEL:** Kindergarten

**PAGE(S):** 103-106

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

**Language Arts**

***Listening and Speaking***

- engage in oral communication
- know the importance of looking at the speaker
- know the importance of looking at the listener
- listen to the experiences and feelings shared by others
- ask for repetition, restatement, or general explanation when meaning is unclear
- listen attentively for short periods of time
- listen for general detail
- demonstrate an increasing awareness of facts, details, feelings and values
- increase vocabulary as interests and activities begin to expand
- become more thoughtful in choice of words
- focus on whole (content) rather than on part (detail) when retelling a story
- tell a simple story in proper sequence
- talk about personal experiences
- communicate feelings through talk
- express opinions
- speak in turn and stay on topic
- make relevant verbal contributions in small or large groups
- initiate dialogue
- listen and speak to: reason, direct, predict, imagine, greet, and request
- ask and respond to questions, seeking information (who, what, when, where, why)

***Reading and Viewing (Early Emergent):***

- model reading behaviours
- enjoy being read to
- know that books contain stories and can be a source of information
- know the front and back of a book

***Emergent***

- participate in shared reading
- ask to be read to
- enjoy being read to
- value reading and viewing as sources of information and pleasure
- understand that the text as well as the pictures carry the story

***Early***

- enjoy being read to
- respond personally, critically and creatively to text through written, oral and other representations

- use personal knowledge to ask questions of text (books, videos, drama, role play, poster, advertisement)

### **Health**

- understand that each person is special
- know some community helpers (e.g., teachers, parents, police, school patrols)
- identify and apply safety rules in a variety of everyday situations (e.g., telephone for help, follow traffic signals, follow safety rules for Halloween)
- understand that each person experiences a variety of feelings (e.g., happiness, sadness, fear)
- understand that some touches make us feel upset and confused (e.g., hitting, rough wrestling, too much tickling)
- understand that friends share and play together

### **Religious Education**

- be aware of their feelings and appropriate ways to express them
- be aware of appropriate ways to express their likes and dislikes

### **Social Studies**

- demonstrate personal growth in self confidence and motivation
  - apply previous knowledge to new situations
  - express own point of view
  - respond positively to encouragement
  - set personal goals (e.g., read 5 books, draw 3 pictures)
- show awareness of need for compassion, empathy, honesty, and respect in dealing with others
- demonstrate respect for personal and societal rights and responsibilities
  - show an awareness of the need for rules
  - show respect for members of a diverse cultural group
- accept responsibility for his/her behaviour
- demonstrate responsible behaviour in caring for the classroom and the school environment
- demonstrate the ability to persevere and solve problems
  - recognize when a problem exists
  - ask for help when necessary
  - identify alternate solutions
  - recognize the consequences of each alternate
  - make a decision by selecting the best alternative
- practice effective communication skills
  - express thoughts, feelings, and opinions in appropriate ways
  - listen attentively to other points of view
  - respond appropriately in a variety of social situations

- participate cooperatively in social groups
- develop temporal awareness by working on the concept of last week, last month, next month, next year
- demonstrate an awareness that irresponsible, abusive and exploitive behaviours are intolerable
- understand that family roles and societal expectations influence behaviours
  - become aware of school and social rules

### **Social Studies Sept. 2003**

#### ***Social***

- **demonstrate an understanding of themselves as unique and special**
- **identify needs and wants that are common to all children**
- **identify and describe groups to which they belong**
- **demonstrate an understanding that the need for cooperation is an important part of being a member of a formal and informal group**

#### **Mathematics**

##### ***Measurement***

- sequence events according to time
- identify past, present and future (yesterday, today, tomorrow)

##### ***Other***

- demonstrate confidence in ability to reason and justify thinking
- clarify problems by asking questions

#### **Science**

- observe characteristics, similarities, differences, and changes
- draw inferences from prior knowledge and experiences and make predictions (e.g., give explanations based on direct observation and concrete experience)