

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):	
<p>Language Arts</p> <ul style="list-style-type: none"> • 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 are 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 <ul style="list-style-type: none"> • 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.

