



Friendship and Taking a Stand

Lesson Summary

Students will examine the consequences that can occur when they have trouble with friends. They will explore what constitutes bullying behaviour and strategies for responding to bullying. Students will have the opportunity to consider the purpose, audience, and point of view of messages in the world around them, then create a message that demonstrates how to be the kind of friend who includes others and stands up for those who are being excluded or bullied.

Teacher Message

Friendship can involve both including and excluding others. Students sometimes have trouble with friends and can experience bullying as the “bully”, the “bullied”, or a “witness.” In this lesson, students will use scenario cards to learn how to deal with problems with friends, and participate in a discussion about standing up to bullies. Using the strategies they learn, they will create a message that supports standing up for others and stopping bullying in their peer groups and everyday situations. Students’ messages may take the form of print ads, posters, CD covers, zines, poems, chants, raps, or video clips.

Materials

Chart paper
Markers

Online Resources

Stand Up (anti-bullying) Pledge (also on Learning Organizer 4-6)
<https://bullybust.org/students/pledge>

Media Clips

Anti-Bullying ad (available at
<http://www.youtube.com/watch?v=nWJut7KQhI4>)
Concerned Children’s Advertisers. *Words Hurt* and *Walk Away*.

Learning Organizers

Learning Organizer 4-1 The Girl with Two Faces Scenario I
(copied and cut up into cards – 1 page for every 4 students)
Learning Organizer 4-2 The Bickering Buddies Scenario II
(copied and cut up into cards – 1 page for every 4 students)
Learning Organizer 4-3 Bullies: Innocent Bystanders: A Report
from PBS Kids (copied for one half of the class)

Learning Organizer 4-4 Bullies: Online Bullying
(copied for one half of the class)

Learning Organizer 4-5 Bullying PSAs (Images
from Harrisonburg City Schools, VA, www.pinkshirtday.ca,
<http://www.squidoo.com/bullyingatprimaryschool>, and
<http://www.childline.org.uk/pages/home.aspx>)

Learning Organizer 4-6 Stand Up Pledge (copied for each student)

Assessment Tools

Assessment Tool Lesson 4 Message Assessment Rubric

Supporting Curriculum Outcomes

[Alberta](#)

[Atlantic Provinces](#)

[British Columbia](#)

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Lesson Outline

Inspiration: How will I engage the students?

1. **Introduce the concept that at some point in our lives, we will have trouble with our friends.** Describe an appropriate personal example, such as a friend who is always late when you meet for coffee. Students may share examples related to the body talk examples discussed in Lesson 1. It is important to listen to the examples shared and ensure that situations that negatively impact self-esteem are identified so that you can include them in discussions later in the lesson.
2. **Ask students to brainstorm kinds of trouble that can occur with friends.** List their ideas on chart paper.
3. **Have students work in groups of four to roleplay scenarios about friendship.** Distribute **Learning Organizer 4-1 The Girl with Two Faces Scenario I** and **Learning Organizer 4-2 Bullying Buddies Scenario II**, and have each group roleplay one of the scenarios. Encourage discussion of the roles that were involved in each scenario. Highlight what attentive listening looks like and sounds like. Ask groups to be prepared, after each person has shared their card, to share something with the whole class about what they learned about getting along with friends.

Debrief the scenarios by giving each group an opportunity to discuss their experiences in the roleplay.

4. **Explain to students how fighting with friends – even if the fights aren’t physical – can sometimes lead to bullying situations,** but that disagreements can also lead to personal growth (e.g., assertiveness.) Post a definition of bullying that students can understand (e.g., “Bullying is a conscious, deliberate, hostile, and repeated behaviour by one or more people that is intended to harm others.”)
5. **Encourage students to identify other ways that children bully one another.** Calling names and teasing, deserting someone, making someone feel unwanted, and trying to get control over someone are all examples of bullying. Explain that bullying is sometimes called harassment and it is an offense to harass someone else. When person makes repeated comments about someone else’s body, it is called body-based harassment.

Facilitation: How will students learn the concepts?

6. **Show students the short video clips:** Anti-Bullying ad (available at <http://www.youtube.com/watch?v=nWJut7KQhI4>) and Concerned Children’s Advertisers’ *Words Hurt* and *Walk Away*.
Show the clips a second time and ask students to identify the purpose, audience, and point of view used in the message.
7. **Ask students to consider what they consider to be worse:** physical bullying (e.g., hitting or shoving) or psychological bullying (e.g., teasing, being mean). Help them to understand that both are serious.
8. **Ask students to brainstorm ways they can deal with bullies.** They might suggest ignoring the bully, counting to ten and getting control of their emotions, walking away, telling someone about it, asking an adult to confront the bully, or standing up to the bully and explaining that he or she is being unfair and cruel. Acknowledge that sometimes standing up to the bully can be difficult. Record student responses on a piece of chart paper titled *Dealing with Bullies*.

Application: How will students demonstrate their learning?

9. **Have students explore different aspects of bullying.** Divide the class into two parts. One half of the students will read **Learning Organizer 4-3 Bullies: Innocent Bystanders: A Report from PBS Kids** and the other half will read **Learning Organizer 4-4 Bullies: Online Bullying**. Post this question, and ask students to read with it in mind: *What did you learn about dealing with bullies that could be added to the list we started earlier called Dealing with Bullies?*

Provide time for students to work in small groups to read, discuss answers to the question, and generate new ideas for the chart.

10. **Add students' ideas to the *Dealing with Bullies* list.** Have the students select the best ideas for the blog post. Discuss with the class whether they want to include one or two charts in the blog post: one could be called *Dealing with Bullies Face to Face* and the other called *Dealing with Bullies Online*.
11. Ask students to identify disadvantages, then advantages, to standing up to a bully.
12. **Help students understand that they have more power than they may think.** They can choose to ignore comments, as the boy with the red hair in the first video clip did. They can choose to let an adult know. They can also choose to stand up for someone who is being bullied. They can move from being a "witness" or "bystander" to being an "upstander" (someone who stands up to bullying) even in cases of cyber bullying.
13. **Post and discuss this quote: "There is no such thing as an innocent bystander."** Ask students to create a persuasive message to convince their audience to take a stand against bullying and become an upstander. Encourage students to reflect on the strategies discussed in earlier lessons, including ways to change conversations away from body talk. Use **Learning Organizer 4-5 Bullying PSAs**, **Learning Organizer 4-6 Stand Up Pledge** (from BullyBust), and a variety of print ads as models. Student messages could take the form of print ads, posters, CD covers, zine ads, poems, chants, raps, pledges, video clips, etc.

Have students use a simple web or other graphic organizer to plan their message and help them determine how they will present it. Encourage them to think about audience, purpose, and point of view. Share the assessment criteria on **Assessment Tool Lesson 4 Message Assessment Rubric** with students.
14. **Lead the class in reading the Stand Up Pledge on Learning Organizer 4-6 aloud as a group. Encourage students to sign the pledge.** It can also be viewed at <https://bullybust.org/students/pledge>.
15. **Post the students' messages on the class blog and/or throughout the school.**

Reflection: How will students reflect on their learning?

Have students respond to the questions below.

- What personal connections can you make to the messages students created, including your own?
- What skills do you use, before, during, and after your work to create a media text?

Assessment

Observation, anecdotal comments, checklists, and **Assessment Tool Lesson 4 Message Assessment Rubric** can be used to assess oral and written communication skills, interpersonal skills, and group skills.

Related Resources to Extend Learning

Best Bets for Teachers:

Coloroso, B. 2003. *The Bully, The Bullied, and The Bystander*. Collins Canada.

Exposes the deadliest combination going: bullies who get what they want from their target, bullied kids who are afraid to tell bystanders who watch, participate, or look away, and adults who see bullying as teasing and a normal part of childhood.

<http://prevnet.ca>

A national network of Canadian researchers, non-governmental organizations (NGOs), and governments committed to stop bullying. Resources for teachers and students.

<http://www.stopbullying.gov>

Resources about bullying awareness, prevention, and intervention. Podcasts, video workshops for teachers, and ideas to promote *Stop Bullying Now* in schools.

<https://mediasmarts.ca/>

Equips adults with information and tools to help young people understand how the media work, how the media can affect their lifestyle choices, and the extent to which they – as consumers and citizens – are being well informed.

Best Bets for Students:

Blume, J. 1987. *Just As Long As We're Together*. Orchard Books.

Rachel and Stephanie are best friends until a new girl, Alison, moves into the neighbourhood and changes things.

Tackles big questions such as: How can I make friends? and How can I help a friend in need? Filled with expert advice, comments from teens and tweens, polls, quizzes, and journal pages, etc.

Ludwig, T., illustrated by Gustavson, A. 2006. *Just Kidding*. Tricycle Press.

The story is realistic and poignant and explores the distinction between *tattling* and *reporting*. When D.J. is teased unmercifully by Vince, D.J.'s life becomes miserable and he begins to feel like a loser. Fortunately, he finds support from both his family and his teacher, and they help him develop coping skills.

O'Neill, A. Illustrated by Huliska-Beith, L. 2002. *The Recess Queen*. Scholastic Press.

A self-proclaimed recess queen leads the rest of the kids through sheer bullying. A new kid arrives and fearlessly changes the dynamic of the playground through her likeable personality.

Passen, L. 1991. *Fat, Fat Rose Marie*. Henry Holt & Co.

A good discussion-starter about peer pressure, taking a stand, and accepting differences.

Scribner, V., illustrated by Wilson, J. 1995. *Gopher Takes Heart*. Puffin USA.

Discusses various bullying situations and strategies of befriending the bully.

<http://www.stopbullying.gov>

Games and cartoon webisodes that help students take a stand and lend a hand.

NetSmartz: www.netsmartz.org

Further information and advice about bullying and cyberbullying.

The Girl with Two Faces: Scenario I

Distribute the Reader, Analyzer, Problem-Solving Questioner, and Summarizer cards to the group.

1. Background card for Reader – Sets the scene

Tara and Beth met in dance class and became close friends very quickly. Soon Beth felt comfortable talking to Tara about her most private thoughts and feelings, and Tara always seemed willing to lend a sympathetic ear. One day after school, Beth heard some other girls talking, and they were saying things about her that only she and Tara knew. Later, Beth found out that Tara was talking behind her back, and even spreading gossip and rumours about her. Beth didn't understand how Tara could be so nice when she was with her, and be a totally different person when they were apart. She made up her mind to get even, and the next day at school, Beth started spreading terrible lies about Tara. The next time they saw each other, all they could do was say mean things.

2. What's Going on? card for Analyzer – Shares insight

It's clear that Tara was not being a very good friend to Beth when she spread gossip and rumours about her. Why did Tara start doing this? Is she just a mean person? Probably not. There might be something else going on here. Beth eventually found out that Tara acted out of jealousy. Tara was envious of Beth's nice clothes and expensive things, and began to feel like Beth was always showing off her stuff. Tara also hated the fact that Beth often treated her like a therapist rather than a friend, always laying her problems on her and acting like Tara's own problems weren't as important. Tara's insecurity led her to start spreading gossip about her friend, and doing this gave her a feeling of power that almost made up for the feelings of guilt she got from talking about Beth behind her back.

3. Problem-Solving card for Questioner – Asks the group: What could Tara and Beth do?

For example, Tara could

- *Apologize to Beth for being a two-faced friend and for spreading gossip about her.*
- *Explain that she felt jealous towards Beth and was upset that Beth treated her like a therapist.*
- *Admit that she was wrong to break Beth's trust.*
- *Promise not to act like this again.*

For example, Beth could

- *Admit she was wrong to dump all her problems on Tara without allowing her to do the same.*
- *Let Tara know that she can always come to her and talk things out rather than take out her anger by being mean.*
- *Apologize for taking revenge and admit that this was the wrong way to handle her feelings.*

4. Summary card for Summarizer – Asks: What keys could help avoid a fight like this

- Ask: What could the friends learn from this scenario that will help them avoid this problem in the future? Lead a group discussion.

For example,

- **Honesty.** If Tara had been honest with Beth about her feelings of jealousy, the friends might have been able to talk things out. But Tara held her resentment in and let it build up until it came out in a very hurtful way.
- **Trust.** Beth trusted Tara with her thoughts and feelings, and Tara broke that trust by gossiping with other girls. Trust is a key ingredient in strong friendships, and a friend shouldn't break another friend's trust unless she feels that her friend is in danger and needs the help of an adult.
- **Sensitivity.** Beth could have been more sensitive to Tara's needs for friendship. She might have seen that she was using Tara as a person to complain to, and they were not doing enough fun stuff together.

The Bickering Buddies: Scenario II

Distribute the Reader, Analyzer, Problem-Solving Questioner, and Summarizer cards to the group.

1. Background card for Reader – Sets the scene

Bill and Adam have been best buds for as long as anyone can remember, but lately it seems that they argue about almost everything. They fight about which TV shows to watch, what kind of pizza tastes best, and whether *Star Wars: Episode II* is cooler than *Lord of the Rings*. They even stopped talking to each other for two days after arguing about who would win in a wrestling match: The Incredible Hulk or the Terminator.

2. What's Going on? card for Analyzer – Shares insight

Bill and Adam are such good friends that they are actually more like brothers than buddies. They know each other as well as two friends can, and because they're sure that their friendship can survive any argument, they get into silly fights that turn red-hot. They also spend so much time together that they've started to take each other for granted. Just like brothers sometimes do, they fight about everything because they don't feel the need to act nice and respectful around somebody that they know so well.

3. Problem-Solving card for Questioner – Asks the group: What could Bill and Adam do?

Bill and Adam could:

- *Apologize for getting upset about things that aren't very important.*
- *Promise not to take their friendship for granted.*
- *Promise to respect each other's opinions in the future.*
- *Try to back off and let the other guy win an argument or have his way once in a while.*

4. Summary card for Summarizer – Asks the group: What did the friends learn from this scenario that will help them avoid this problem in the future?

- **Respect.** Respect is a key ingredient in any friendship. How can you like someone if you don't respect him? By bickering and arguing over simple differences of opinion, Bill and Adam aren't showing very much respect for each other. If their friendship is going to last, they have to stop acting like this. One part of respecting someone is realizing that his opinions and viewpoints are just as important as your own.
- **Tolerance.** Bill and Adam need to tolerate the little things that make them individuals and – instead of fighting about them – understand that these things can strengthen friendships. After all, if two people were exactly the same and agreed on everything, their friendship would be totally boring!
- **Flexibility.** Bill and Adam are clearly both stubborn, and they both have trouble admitting that they might be wrong. If they were more flexible and willing to see things from the other guy's point of view, they wouldn't bicker so much. Friends should let each other have their way once in a while. Stubbornness and inflexibility lead to too much conflict, and conflict hurts friends.

Bullies: Innocent Bystanders: A Report from PBS Kids

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In a bullying situation, there are usually bystanders, but they aren't exactly *innocent*. Bullying usually happens with other kids around, right? Having an audience is very important to a bully. She wants people to see what she's doing, and that she has power over the person she's bullying, because a bully wants a reputation for being tough or strong, or because she thinks it'll make her more popular.

So what about the people watching the bullying? Why are they letting it happen? Here are some possible reasons:

- The bully is someone other people look up to and want to hang out with.
- They want to "side" with the bully because doing that makes them feel strong. Siding with the bully's victim, on the other hand, would make them feel weak.
- They're entertained by the bullying. They don't think speaking up will help.
- They're afraid that if they say something, the bully will turn on them.
- Watching the bullying is a way to bully "vicariously." This means that people watching feel like they're getting their frustrations out by hurting someone even though they're not doing the hurting, just watching the hurting.

Did you know that if one person watching a bullying situation says "Stop it!", half the time the bullying will stop? This can be hard to do, but it's important to try. When you stand by and do nothing, you're really saying that bullying is okay with you. It makes you no better than the bully himself.

Here are some things you can do if you see someone getting bullied:

- Tell the bully to stop. For example, say: "Cut it out!", "That's not funny!", or "How'd you like it if someone did that to you?" Let the bully know that what he or she is doing is stupid and mean.
- If you feel like you can't speak up, walk away from the situation and tell the nearest adult. Get them to come help. This is not tattling!
- If you see someone being bullied over and over again – whether that person is a friend, sibling, or classmate – you can make a big difference in helping to stop it:

If your school has a bullying reporting program, like a hotline or "bully box", use it.

Make sure the kid who's being bullied tells his parents or a teacher. Offer to go with him if it will help. If he doesn't want to talk to anybody, offer to talk to someone on his behalf.

Involve as many people as possible, including other friends or classmates, parents, teachers, school counsellors, and even the principal.

Do NOT use violence against bullies or try to get revenge on your own. It's possible that by speaking up or helping someone, you've made the bully want to come after you. Be prepared for this, and hold your ground. You already have adult support on your side.

Remember:

Treat others the way you would like to be treated. Stand up for someone when he or she needs it, and when you need it, someone will stand up for you.

Bullies: Online Bullying

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A big, mean kid knocks a smaller one down in the schoolyard. A snobby girl laughs at what someone is wearing. A group of boys trashes a kid's locker. These are obvious and classic images of bullying. But as you probably know by now, they aren't the only way to be a bully.

Technology has brought a lot of really cool things to our lives: We use email, instant messaging, message boards, and blogs to stay in touch with our friends, keep up with what's happening in the world, and just have fun. But being connected all the time leaves us open to a special kind of bully: the online bully.

Online bullying, often called online harassment, is a serious issue, and it's getting more common. Let's take a look:

What is it?

Online bullying can take many forms:

- sending threatening, taunting, or teasing emails to someone
- using a computer or any other technology to spread gossip or rumours, to make someone's private information public, to pretend to be another person online so you can post or email things that will embarrass or get that person in trouble, or to pretend to be a friend online so you can later hurt or humiliate someone
- ganging up on someone in a chat room or on a message board
- "griefing" someone in an online video game by constantly picking on a new or inexperienced player
- texting hurtful or rude comments to someone's phone
- using chat, instant messaging, or a blog to exclude people, pick on people, or divide the "populars" from the "unpopulars"

Why do people do it?

It seems anonymous. The Web lets you hide behind a fake user name or alias, and many bullies feel protected by this false identity. Because they feel hidden and shielded, bullies might do and say things they would never dream of doing to someone face to face.

They want revenge. People who are bullied in school might decide to fight back online. You don't have to be a typical bully to be mean with instant messaging or email. Some tweens who are good with technology see online cruelty as a way of getting even with people who push them around in the real world.

They think everybody's doing it. Being mean online may seem like something that kids just do... simply a part of life these days. People may see their friends do it, and think it's okay.

They get caught up in it. Sometimes online bullies start out small, with a funny comment or a joke. Then things slowly get out of hand. They start posting meaner and meaner things, and before they know it, they're really hurting people with the things they write.

They don't understand how much it hurts. When you're cruel to people online, you can't see them cry, so you might not understand just how bad you're making them feel.

Bullies: Online Bullying *(continued)*

What can you do?

If you feel like you're being bullied online, try these strategies:

- Don't retaliate. If someone is mean to you online, don't hit back. It might seem natural to give her a taste of her own cruelty, but this will just keep the war going.
- Ignore it. Face to face, it can be very hard to walk away from an insult. Online, it's actually much easier. Turn off your computer and walk away. Do not go back to Web sites or chat rooms where you've been bullied.
- Tell an adult. Let a parent or guardian know that someone is bullying you online.

Block the bully. If someone bullies you through email, block that person's email address or ISP address. If you don't know how to do this, ask an adult to help.

More tips:

Don't go to Web sites that you know are unsafe or are favourite hangouts for bullies. Never share private or personal information with someone you don't know or don't trust.

Never post your email address on a public message board or in a chat room. Use email only for people you absolutely trust. Don't be a victim, but don't be a bully either. Never post a comment or send an email when you're angry.

For more info and advice about online bullying, check out the websites of these organizations:

NetSmartz: www.netsmartz.org

Remember:

Always tell a parent or other trusted adult if you feel threatened or victimized online, or if someone sends you any inappropriate violent or sexual content.

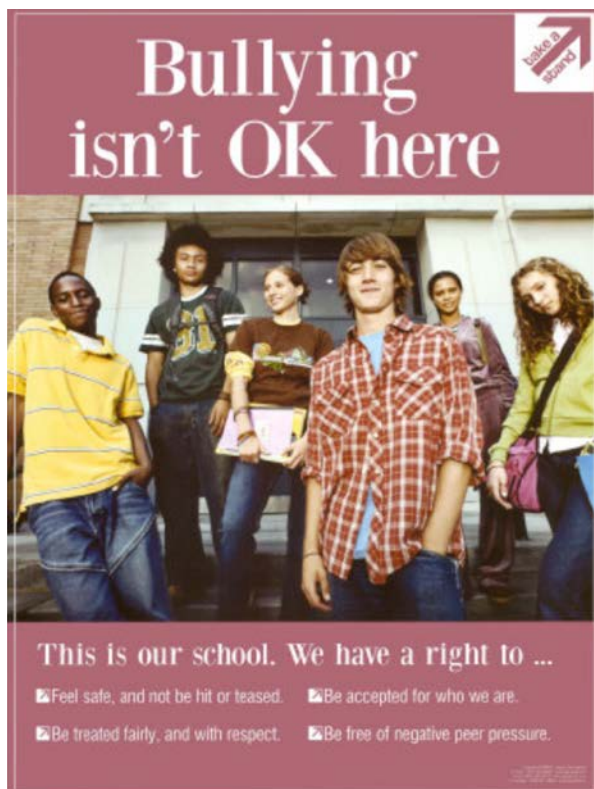
Images of Bullying



Year 6's Ways To Beat Bullying, 2008!



February 25th 2009
BULLYING STOPS HERE!
www.pinkshirtday.ca



Stand Up Pledge

Stand up by signing this pledge against bullying.

I will:

Support those around me who are being bullied or victimized,

Tell a friend, teacher or parent when I see someone being bullied,

Ask myself, "How would I want to be treated?,"

Note where and when bullying occurs (bathroom, playground, online), and

Do something when I see someone being bullied – be an UPSTANDER.

I will also try to:

Understand why bullies bully, and

Practise being a good role model for my fellow students and share "STAND UP to bullies" strategies.

Signed: _____

Date: _____

Source: *Bullybust*

Message Assessment Rubric

Name: _____ Date: _____

My Product: _____

	Level One	Level Two	Level Three	Level Four
CONTENT				
Purpose and Audience of Message	<ul style="list-style-type: none"> Purpose is not clear Message is not appropriate for intended audience 	<ul style="list-style-type: none"> Purpose can be determined Message is somewhat appropriate for intended audience 	<ul style="list-style-type: none"> Purpose is identified Message is mostly appropriate for intended audience 	<ul style="list-style-type: none"> Purpose is clearly identified Message is appropriate for intended audience
Techniques and Conventions	<ul style="list-style-type: none"> Few techniques and conventions of writing are used 	<ul style="list-style-type: none"> Some techniques and conventions of writing are used; they may not positively affect the meaning of the message 	<ul style="list-style-type: none"> Some techniques and conventions of writing used to affect the meaning of the message 	<ul style="list-style-type: none"> Several techniques and conventions of writing used effectively to affect the meaning and tone of the message
Evaluating the Messages	<ul style="list-style-type: none"> Main message is absent or must be inferred; little or no connection is made to the audience 	<ul style="list-style-type: none"> Main message is discernible, but vague or unclear; it may or may not include a connection to the audience 	<ul style="list-style-type: none"> Main message is clear and thoughtful and makes a connection that may affect the audience 	<ul style="list-style-type: none"> Message is perceptive, insightful, and makes a connection that affects the audience with a high degree of effectiveness
Promoting Standing Up to the Bully Message	<ul style="list-style-type: none"> Does not include and/or makes a weak suggestion of how to stand up to a bully 	<ul style="list-style-type: none"> Suggests unclear or partial message that may promote standing up to a bully 	<ul style="list-style-type: none"> Suggests an alternative message of how to stand up to a bully 	<ul style="list-style-type: none"> Clearly outlines an alternative message that may promote the audience to stand up to the bully

Message Assessment Rubric *(continued)*

	Level One	Level Two	Level Three	Level Four
PLANNING WEB				
Organization and Communication Relationships	<ul style="list-style-type: none"> Information is not clear, and does not promote understanding Web/organizer does not demonstrate relationships among ideas, themes, and the framework. 	<ul style="list-style-type: none"> Information is presented and some understanding can be gained Web/organizer makes some connections among ideas, themes, and the framework 	<ul style="list-style-type: none"> Information is presented clearly and allows for a good level of understanding Web/organizer makes connections among ideas, themes, and the framework 	<ul style="list-style-type: none"> Information is presented clearly and allows for a high level of understanding Web/organizer effectively makes connections and shows relationships among ideas, themes, and the framework

Supporting Curriculum Outcomes

Alberta

Language Arts

Share personal responses to explore and develop understanding of oral, print and other media.

Use talk, notes, personal writing and representing to record and reflect on ideas information and experiences.

Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.

Focus topics appropriately for particular audiences.

Take responsibility for collaborating with others to achieve group goals.

Health

Describe and demonstrate passive, aggressive and assertive behaviours.

Recognize that individuals can have a positive and negative influence on the feelings of others.

Identify changes that may occur in friendships, and explore strategies to deal with changes.

Describe and accept roles and responsibilities within a group.

Atlantic Provinces

Language Arts

Explore and discuss their thoughts, ideas, and experiences and consider those of their peers.

Explain personal opinions and respond to the questions and opinions of others.

Listen critically to others' ideas or opinions expressed.

Contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen.

Show basic courtesies of conversation in group interactions.

Use strategies in writing and other ways of representing.

British Columbia

Language Arts

Use speaking and listening to improve and extend thinking.

View and demonstrate comprehension of visual texts.

Create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic.

Health

Demonstrate appropriate strategies for responding to bullying behaviour.

Manitoba

Language Arts

Choose from a variety of favourite forms and experiment with modeled forms for various audiences and purposes.

Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.

Take roles and share responsibilities as a group member.

Health

Identify appropriate social behaviours toward others in small-group situations.

Recognize that people have different reactions to stressors.

Newfoundland and Labrador

Health

Understand the behaviours associated with jealousy and explore ways to modify them.

Identify some of the factors which affect our feelings.

Identify and demonstrate communication skills during group activities.

Nova Scotia

Health

Demonstrate an understanding that relationships entail both rights and responsibilities.

Ontario

Language Arts

Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Identify the purpose and audience for a variety of media texts.

Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view was used.

Describe in detail the topic, purpose, and audience for media texts they plan to create.

Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create.

Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Health

Describe various types of bullying and abuse, including bullying using technology, and identify appropriate ways of responding.

Prince Edward Island

Health

Describe and demonstrate passive, aggressive and assertive behaviours.

Recognize that individuals can have a positive and negative influence on the feelings of others.

Identify changes that may occur in friendships, and explore strategies to deal with changes.

Describe and accept roles and responsibilities within a group.

Québec

Language Arts

Make personal choices about purpose, topic, and text type during writing process.

Saskatchewan

Language Arts

Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.

Use a writing process to produce descriptive, narrative, and expository composition that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.

Health

Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

Examine how identity is influenced by relationships that are formed with others.