Objective: Students will be able to:
• Describe the short and long-term consequences of violence on perpetrators, victims and bystanders.
• Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, hazing, or violence.
• Demonstrate the ability to identify a trusted adult to whom school or community violence should be reported.
• Analyze what cyber-bullying means, the impact it has on others, and how to be an upstander when they see cyber-bullying.

Kindness Definition: Kindness is an intrinsic quality of the heart expressed through an act of benevolence reflecting care and good will for self and others.

Kindness Concepts: Assertiveness, Compassion, Respect

LESSON ACTIVITIES

What is Bullying? Visual Clip and Discussion, p. 3
(20 minutes)

Becoming an Upstander Means Taking Risks Discussion, p. 4
(25 to 30 minutes)

Consequences of Violence and Bullying, pp. 5-6
(20 minutes, longer for research extension activity)

Drama Activity: Cyber-bullying Role-plays, pp. 7-8 (25 minutes)

Language Arts: Book Report, pp. 9-10 (time varies)

Home Extension Activity, pp. 11-12 (time varies)

LES S O N M A T E R I A L S

• RAK Journals
• Kids Health video on Bullying: http://kidshealth.org/parent/videos/kids-talk-bullying.html

• RAK Journals
• Consequences of Violence sheet, one for each group of three students

• Cyber-bullying Role-Plays, cut apart before class
• RAK Journals

• List of books about bullying

• Take home activity, one sheet for each student
LESSON NOTES

• The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.

• Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.

• The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Educator Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviours.

• Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.

• RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Educator Guide for more information about incorporating those strategies into the lesson.

• Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.

• The home extension activity may be sent home at any point during the unit.

• The British Columbia Integrated Resource Package: Prescribed Learning Outcomes met are listed after the activity title. Key is provided on pages 13-20. In addition, these lesson activities address the Communication, Creative Thinking and Positive Personal and Cultural Identity Core Competencies proposed for British Columbia.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: “For the next few days we are going to talk about bullying, what it means to be a bystander and how to become an upstander. Can anyone tell me what an upstander is? A bystander?” Allow time for students to respond and discuss, either as a class or in small groups. This is a sensitive topic; be mindful of the dynamics of the class during this unit and of those who have been bullied or are bullying others. You can also use this time to introduce the Kindness Concepts (assertiveness, compassion, respect) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for assertiveness, compassion and respect as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Assertiveness: Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

Compassion: Feeling deep sympathy for and/or a desire to help someone.

Respect: Treating yourself and others the way you want to be treated; Honouring the rights of others.
WHAT IS BULLYING? VISUAL CLIP AND DISCUSSION (20 minutes)

LESSON MATERIALS
- RAK Journals
- Kindness Concept Posters: Assertiveness, Compassion, Respect

LEARNING OUTCOMES MET
English Language Arts: A1, A2, A3, A4, A5, A6, A8, A9, B4
Health and Career Education: C6, C7, C8, C9, C10

DESCRIPTION
1. Teacher says: “Let’s start by watching a short clip about bullying.”
2. Show the clip about bullying.
3. After watching the clip, discuss the following questions:
   1) According to the students interviewed, what is bullying? (Excluding people because they are different, teasing, treating them rudely, calling people harsh names, hurting someone physically for their own pleasure, taking out anger on someone else.)
   2) Do you agree with what the students said about bullying? Are there other ways to describe bullying that weren’t mentioned?
   3) One of the girls says that bullies start because they were rejected and then take it out on someone else. Do you agree or disagree with this statement? Why?
   4) It is important to realize that bullying isn’t something that happens only one time; it is repeated behaviour that happens again and again. What can you do in a bullying situation? (Ignore the bully, make a snappy comeback, walk away and don’t pay attention, tell others, confront the person, get support from friends who are your allies, talk to a trusted adult, etc.)
   5) Do you think anyone could be a bully? Could you be a bully?
   6) Does apologizing to another person in a bullying situation make it better?

EVALUATION
Have students write in their RAK journals a response to the following questions: “Think about a time when you or someone you know was bullied. How did you respond then? Would you respond differently now?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Being aware of the impact this discussion can have on the dynamics of the class.
2. Discussing in small groups. Consider dividing into six groups and assigning each group a question (or having them pull a question written on piece of paper out of a hat or container) and then reporting to the class. Then have other students add any other comments to the discussion.
3. Having a copy of the questions during the video. Encourage students to take notes while they are watching the clip so they can reference during the discussion.
BECOMING AN UPSTANDER MEANS TAKING RISKS

LESSON MATERIALS
- RAK Journals
- Kindness Concept Posters: Assertiveness, Compassion, Respect

LEARNING OUTCOMES MET
English Language Arts: A1, A2, A3, A4, A5, A6, A8, A9, B4
Health and Career Education: C6, C7, C8, C9, C10

RESOURCES
Adapted from Dr. Bill Porter and Sally Stoker, MSW, of Bully Proofing Your School, Denver

DESCRIPTION
1. Teacher says: “Standing up to a bully can feel risky, but there is strength in numbers. Most people are not bullies or victims but are what we call bystanders, who don’t do anything. This large group of people can make a difference!”

2. Write: “Becoming an Upstander Means Taking Risks” on the board and then say: “Showing courage by standing up to a bully can be risky! In fact, our fear of taking a risk can stop us from doing anything when we see people being bullied. Let’s talk about the levels of risk involved in taking a stand against bullying.” Write each level of risk on the board, and give examples of each as you explain the risk levels.
   “No Risk/Doing Nothing”: Join the bully by laughing or agreeing.
   “Low Risk”: Look away, don’t join the bully.
   “Medium Risk”: Change the subject, walk away, and encourage others to walk away too.
   “High Risk”: Stand up, speak out, and get help if needed.

3. Then ask the following questions:
   1) When you see bullying do you typically respond in a no risk, low risk, medium risk or high risk way?
   2) Which way is easiest for you? Which way is hardest?
   3) Does it depend on the situation? How?

4. Divide students into groups of three or four. Have each student in the group share a bullying situation they have either experienced or seen and discuss whether they showed low risk, medium or high risk responses to the situation and why.

EVALUATION
Discuss (or have students write responses in their RAK journals): “After today’s discussion, do you feel that you can respond in a kinder and more effective way to bullying that you see or experience yourself?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Being offered different options for sharing out in the group, such as:
   1) Sketching a cartoon bullying situation with four possible responses (No Risk/Doing Nothing, Low Risk, Medium Risk, High Risk) and the consequences of each response.
   2) Creating a chart with possible responses to each risk level.
CONSEQUENCES OF VIOLENCE AND BULLYING (20 minutes)

LESSON MATERIALS

- RAK Journals
- Consequences of Violence sheet, one for each group of three students, (p. 6)
- Kindness Concept Posters: Assertiveness, Compassion, Respect

RESOURCES

Information from www.stopbullying.gov

DESCRIPTION

1. Teacher says: “Today we are going to talk about the consequences of short and long-term violence and bullying. What do you think can happen if we ignore bullying and physical violence? How do you think that impacts the bully and the victim? What are some of the consequences?” Allow students to respond.

2. Divide students into groups of three or four. In their small groups, have the students take turns reading the facts from the Consequences of Violence and Bullying sheet and discuss the questions together.

3. Then discuss the questions as a class.

RESEARCH EXTENSION ACTIVITY

To extend this activity or discussion, have students research question 1, 2, or 3 from the worksheet. Students could prepare a written report or an oral presentation on their research.

EVALUATION

Discuss (or have students write responses in their RAK journals): “What piece of information or statistic from the information on the sheet surprised you the most? Does it prompt you to want to make a difference? Why or why not?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Discussing responses in pairs, particularly with someone they feel comfortable sharing.

2. Using the Consequences of Violence and Bullying worksheet as a resource for their journal writing.

3. Being aware of the dynamics within the classroom; this can bring up difficult feelings and students may need to discuss with an adult.
CONSEQUENCES OF VIOLENCE AND BULLYING (from stopbullying.gov)

1. Bullying can affect everyone — those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide.

2. Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:
   • Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
   • Health complaints.
   • Decreased academic achievement—GPA and test scores—and school participation. They are more likely to miss, skip, or drop out of school.
   • A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

3. Kids who bully others can also engage in violent and other risky behaviours into adulthood. Kids who bully are more likely to:
   • Abuse alcohol and other drugs in adolescence and as adults.
   • Get into fights, vandalize property, and drop out of school.
   • Engage in early sexual activity.
   • Have criminal convictions and traffic citations as adults.
   • Be abusive toward their romantic partners, spouses, or children as adults.

4. Kids who witness bullying are more likely to:
   • Have increased use of tobacco, alcohol, or other drugs.
   • Have increased mental health problems, including depression and anxiety.
   • Miss or skip school.

Discussion questions:

1. What are the short-term and long-term consequences of bullying for the bully? Why?
2. What are the short-term and long-term consequences of bullying for the person being bullied? Why?
3. What are the short-term and long-term consequences of bullying for the bystander? Why?
4. What are some practical things you can do at your school to become an upstander?
DRAMA ACTIVITY: CYBER-BULLYING ROLE-PLAYS (25 minutes)

LESSON MATERIALS
- Cyber-bullying Role-Plays, cut apart before class, (p. 8)
- RAK Journals
- Kindness Concept Posters: Assertiveness, Compassion, Respect

LEARNING OUTCOMES MET
- English Language Arts: A1, A2, A3, A4, A5, A6, A8, A9, A11, B4, C11
- Health and Career Education: C6, C7, C8, C9, C10
- Arts Education-Drama: A1, A3, A4, B1, D1

DESCRIPTION
1. Teacher says: “Cyber-bullying is becoming more and more common among teenagers. Can anyone explain what cyber-bullying is? Has it ever happened to you or someone you know? Can you give examples of what it looks like or feels like? What problems can it cause?” Allow students to respond. If necessary explain that “Cyber-bullying is the use of cell phones, computers, as well as social media sites like Facebook, Twitter, Instagram, to repeatedly bully someone. This could be intentionally mean text messages or emails, rumours sent by email or posted on social networking sites, embarrassing photos or videos, or fake profiles.”

2. Divide students into groups. Give each group a role-play scenario and allow time for students to develop a role-play to perform for the rest of the class.

3. After each role play, ask the following questions:
   1) How do you think the upstanders’ responses in the role-play could affect the outcome of the situation?
   2) Do you think that the bully will change their behaviour based on the upstander’s actions? Why or why not?

EVALUATION
After all the role-plays are performed, discuss the following (or have students write their responses in their RAK journals):
- What do you think are some kind and effective ways that you can prevent or stop cyber-bullying?
- How can you respond when you see cyber-bullying?

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Being reminded of the different roles they can play in bullying situations. Have them use a highlighter to highlight their role in the scene.
2. Reviewing the levels of response introduced during the Levels of Risk Discussion activity while they are creating their role-plays.
3. Having the opportunity to write anonymous questions about cyber-bullying that a school resource officer can answer via email or privately.
CYBER-BULLYING ROLE-PLAYS

SCENARIO #1
Carlos is a new kid at school and doesn’t have a lot of friends. David, a Grade 8 student who often bullies new kids, has been repeatedly sending unkind texts to his friends about Carlos. The one he sent today is mean and untrue.

Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Carlos.

SCENARIO #2
Lakisha makes the soccer team and can’t wait to post this news on Facebook. When she gets home, she discovers that some of the girls who didn’t make the team are posting nasty rumours about her, suggesting that she flirted with the coach to make the team and that she told lies about them so they wouldn’t make the team. This isn’t the first time they have posted comments like this.

Create a role-play that shows how you and your friends can be a kind upstander rather than a bystander to Lakisha.

SCENARIO #3
Mr. Villagomez is known as a really challenging math teacher. One day Marcus is chatting online and posts the following: “I hate Mr. V. I’m going to get even with him.”

Create a role-play that shows how you and your friends might respond to Marcus to help him address his frustration in a positive way when you see this post.

SCENARIO #4
Marissa takes a picture of herself wearing jeans and a revealing top. She posts the picture on Facebook, but quickly realizes she made a mistake. She deletes the posting, but not before a fellow student downloads the photo and copies it. The next day when Marissa arrives at school, she discovers the photo has been stuffed in students’ lockers.

Create a role-play that shows what you and your friends can do to demonstrate caring when you see the photo and be an upstander rather than a bystander to Marissa.

SCENARIO #5
José is a very talented jazz saxophone player. Daniel also plays saxophone and is jealous of José. He has posted nasty comments about him online before. This time, he secretly records José playing, alters the recording so the piece sounds really bad, and then posts it anonymously on YouTube.

Create a role-play that shows what you and your friends do when you see and hear the recording and how you can be a kind upstander rather than a bystander to José.
LANGUAGE ARTS: BOOK REPORT (time varies)

LEARNING OUTCOMES MET

English Language Arts: A2, A11, B1, B2, B5, B6, B7, B8, B9, B11, C2, C5, C6, C8
Health and Career Education: C6, C7, C8, C10

LEONARD MATERIALS

- Prepare a list of books about bullying. Here are some websites:
  http://bit.ly/188i5No
  http://bit.ly/19PkVgU
- Book Report Guide, either the one on p. 10 or create your own.
- Kindness Concept Posters: Assertiveness, Compassion, Respect

DESCRIPTION

1. Have students choose a fiction book about bullying from the list of books you have prepared.
2. If desired, you can have the students use a Book Report Guide, either the one provided or one you create.
3. After they complete their book, have students write a report or give an oral presentation to the class using the rubric you have developed for your class.

EVALUATION

Project serves as an evaluation for this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:
1. Having the project scaffolded for them, so they are able to determine a realistic time frame for reading the book, answering the questions, and writing a report.
2. Working with a partner on the book report if they are an emergent reader or need support in the project. For example, they could read the book a chapter at a time and then discuss the Book Report Guide questions (or ones that you create) together.
BOOK REPORT GUIDE

1. Keep track of the major events as you read the book.

2. Describe each character. What is the person like? How do the characters feel about each other?

3. Who is the person or the people being bullied? How do they handle the situations they are facing? Do they stand up to the bully? In what way?

4. Describe the bully. What motivates the bully? Why does he or she act the way they do? Does the bully change their behaviour?

5. How would you have responded to the situations in the book?
HOME EXTENSION ACTIVITY  
(time varies)

MATERIALS

Take home activity (p. 12), one sheet for each student

DESCRIPTION

1. The attached take home activity can be done at any point during the unit, when you feel the concepts would benefit from reinforcement at home. Write the return date on the sheet before you distribute the sheet.

2. Hand out the Home Extension Activity and say: “We have been discussing how to resolve conflicts in the classroom and I want you to talk about these ideas with your parents, a guardian or a trusted adult. Please put this in your folder and return by ____________.”

3. When the students bring back their sheet, discuss the following questions:
   1) With whom did you discuss bullying and what did you talk about?
   2) What are some practical things you can do when you see bullying?
   3) What ways can the people you live with support you?
BECOMING AN UPSTANDER: HOME EXTENSION ACTIVITY

Name: ____________________________

BACKGROUND

As part of the Random Acts of Kindness program, we have been talking about bullying and dis- cussed no risk, low risk, medium risk and high risk ways to respond in a bullying situation.

VOCABULARY WORDS

**Assertiveness:** Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

**Compassion:** Feeling deep sympathy for and/or a desire to help someone.

**Respect:** Treating yourself and others the way you want to be treated; Honouring the rights of others.

AT HOME ACTIVITY

Please review the vocabulary words above. Ask your student what he or she has been learning about these levels of risk. Then discuss the following questions and write or have your student write responses below or on the back and return to school by the date above:

- What does no risk, low risk, medium risk and high risk mean to you?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

- How do you normally respond in a bullying situation? What are some practical things you can do when you see bullying?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

- How can we support you? Do you know who to talk to at school when you see bullying?

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

________________________________________________________________________________________________

Name: ____________________________

Please return by: ___________
1. Language Arts

- A1: Use speaking and listening to interact with others for the purposes of contributing to group success, discussing and analysing ideas and opinions (e.g., debating), improving and deepening comprehension, discussing concerns and resolving problems, negotiating consensus or agreeing to differ, completing a variety of tasks

  Achievement Indicators:
  - share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, literature circles, book clubs)
  - speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of an historical figure, take turns in a structured debate)
  - share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts
  - ask questions to sustain and extend interactions
  - listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing
  - offer ideas and experiences that build on the ideas of others
  - speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression)
  - synthesize viewpoints of others, identify similarities and differences between viewpoints, and discuss ways differences can be resolved or minimized

- A2: Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by using prior knowledge and/or other sources of evidence, staying on topic in focussed discussions, presenting in a clear, focussed, organized, and effective manner, explaining and effectively supporting a viewpoint

  Achievement Indicators:
  - present/discuss in their own words information that is accurate, states a topic, follows an organizational structure, and includes specific and relevant examples and details (e.g., results of a scientific experiment, recreation of an historical event)
  - explain their own viewpoints and give reasons, and if applicable, support judgments through references to a text and prior knowledge, or other sources of evidence
  - emphasize key points with detailed evidence and media or visual aids, if applicable
• A3: Listen purposefully to understand and analyse ideas and information, by summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions, interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives, analysing, ignoring distractions
Achievement Indicators:
  o summarize and synthesize facts and supporting details, and differentiate between main ideas and supporting details
  o ask questions to clarify or provide further understanding on the topic
  o demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions)
  o attend to speaker without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak, record questions to ask at an appropriate time)
• A4: Select and use strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning
Achievement Indicators:
  o refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task
  o connect and relate prior experiences, insights, and ideas to those of a speaker
  o make connections to personal and shared ideas and experiences by talking in pairs or small groups
  o ask thoughtful questions and respond to questions with appropriate elaboration
  o balance role of self as speaker and listener and follow the rules of conversation
  o explain and show understanding of other viewpoints
• A5: Select and use strategies when expressing and presenting ideas, information, and feelings, including setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practising delivery, self-monitoring and self-correcting in response to feedback
Achievement Indicators:
  o ask and/or answer questions to focus the topic, paraphrase ideas, clarify understanding, or identify the need for further information
• A6: Select and use strategies when listening to make and clarify meaning, including accessing prior knowledge, making predictions about content before listening, focusing on the speaker, listening for specifics, generating questions, recalling, summarizing, and synthesizing, drawing inferences and conclusions, distinguishing between fact and opinion, visualizing, monitoring comprehension
Achievement Indicators:
  o ask questions to clarify when information is not making sense
  o identify and summarize main ideas and supporting details
• **A8: Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts**
  Achievement Indicators:
  
  o understand and respond to literary and creative works (e.g., agree with interesting propositions, provide alternative viewpoints, become intrigued by unsolved mystery, suggest solution to conflict)
  o express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others
  o build on others’ ideas (e.g., expand on and acknowledge the ideas of others during brainstorming)

• **A9: Use speaking and listening to improve and extend thinking, by questioning and speculating, acquiring new ideas, analysing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, problem solving**
  Achievement Indicators:
  
  o identify a personal viewpoint on the information and ideas presented, and articulate an alternative viewpoint
  o make reasoned decisions based on valid evidence
  o with support, develop and apply criteria for assessing the value of ideas and information (e.g., logical soundness, source of ideas and information, congruence with prior knowledge)
  o question and speculate on possibilities regarding the ideas and information presented

• **A11: Recognize and apply the features of oral language to convey and derive meaning, including context (e.g., audience, purpose, situation), text structure, a variety of sentence lengths, structures, and types, smooth transitions and connecting words, syntax (i.e., grammar and usage), diction, nonverbal communication, receptive listening posture**
  Achievement Indicators:
  
  o appropriate register (e.g., formal, informal)
  o establish and sustain a sense of beginning, middle, and end (e.g., stay on topic, sequence ideas in meaningful ways, conclude purposefully)
  o express ideas using a variety of sentence types and lengths to enhance audience engagement (e.g., use simple, compound, complex, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts)
  o use a variety of connecting words and transitions to link ideas in speech (e.g., in addition, as a result)
  o recognize awkward phrasing in speaking (e.g., self-correct by restating in one or more ways)
  o use noun-pronoun agreement and subject-verb agreement
  o use appropriate volume, tone, intonation, pace, expression, and gesture
  o maintain an appropriate listening posture, including focussing on the speaker

• **B1: Read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including stories from Aboriginal and other cultures, literature from Canada and other countries, short stories and novels exposing students to unfamiliar contexts, short plays that are straightforward in form and content, poetry in a variety of forms**
  Achievement Indicators:
  
  o generate and respond thoughtfully to comprehension activities (orally and in writing), providing
details and support from the text for their reactions and opinions
  o make and justify logical predictions, inferences, and interpretations about the text and about
events “beyond the story”
  o question the author’s viewpoint, position, or purpose (i.e., critical literacy)

• **B2: Read fluently and demonstrate comprehension of grade-appropriate information texts,**
  with some specialized language, including non-fiction books, textbooks and other instructional
  materials, visual or graphic materials, reports and articles from magazines and journals, reference
  material, appropriate web sites, instructions and procedures, advertising and promotional
  materials
  **Achievement Indicators:**
  o use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, websites)
  o identify main topics addressed in a selection, and distinguish between main ideas and related
details
  o make inferences or interpretations based on evidence from the text
  o extract accurate and important information from text and ‘text features’, including specific
details from graphics

• **B4: Demonstrate comprehension of visual texts with specialized features (e.g., visual components**
  of media such as magazines, newspapers, web sites, comic books, broadcast media, videos,
advertising, and promotional materials)
  **Achievement Indicators:**
  o suggest possible purposes of visual texts and offer reasonable interpretations (e.g., to inform,
entertain, persuade)
  o make inferences (e.g., about what happened before/after a picture, about feelings of people in
photographs, about material that is “unseen” or implicit)

• **B5: Select and use strategies before reading and viewing to develop understanding of text,**
  including setting a purpose and considering personal reading goals, accessing prior knowledge
to make connections, making predictions, asking questions, previewing texts
  **Achievement Indicators:**
  o use a variety of alternative sources to locate information and build background
knowledge about the topic (e.g., encyclopedias, Internet, trade books, newspaper articles)

• **B6: Select and use strategies during reading and viewing to construct, monitor, and confirm**
  meaning, including predicting, making connections, visualizing, asking and answering questions,
making inferences and drawing conclusions, using ‘text features’, self-monitoring and self-
correcting, figuring out unknown words, reading selectively, determining the importance of ideas/
events, summarizing and synthesizing
  **Achievement Indicators:**
  o make connections during the reading (text-to-self, text-to-text, text-to-world), comparing and
contrasting characters, ideas, and events

• **B7: Select and use strategies after reading and viewing to confirm and extend meaning,**
  including self-monitoring and self-correcting, generating and responding to questions, making inferences
and drawing conclusions, reflecting and responding, visualizing, using ‘text features’ to locate
information, using graphic organizers to record information, summarizing and synthesizing
  **Achievement Indicators:**
  o make inferences and draw conclusions (e.g., make connections between cause and effect in
• B8: Respond to selections they read or view, by expressing opinions and making judgments supported by explanations and evidence, explaining connections (text-to-self, text-to-text, text-to-world), identifying personally meaningful selections, passages, and images

Achievement Indicators:
• offer responses and opinions with supporting explanations
• make and support connections to other reading or viewing selections (e.g., compare characters, plots, resolutions, themes, and authors’ craft with direct quotes from source)

• B9: Read and view to improve and extend thinking, by analysing texts and developing explanations, comparing various viewpoints, summarizing and synthesizing to create new ideas

Achievement Indicators:
• make reasoned decisions based on valid evidence
• draw a generalization from particular information presented in text

• B11: Explain how structures and features of text work to develop meaning, including form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive), ‘text features’ (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, hyperlinks pull-quotes), literary elements, (e.g., characterization, mood, viewpoint, foreshadowing, conflict, protagonist, antagonist, theme), non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea), literary devices (e.g., imagery, onomatopoeia, simile, metaphor), idiomatic expressions

Achievement Indicators:
• discuss author’s techniques (e.g., how character is revealed in text; explain the techniques by which the text conveys mood and setting)

• C2: Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring clearly developed ideas by using focussed and useful supporting details, analysis, and explanations, sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style, effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs, a voice demonstrating an appreciation and interest in the topic, an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details. *Note: Performance Standards for Informational Writing are available for viewing under Suggested Achievement Indicators for this Prescribed Learning Outcome

Achievement Indicators:
• create a variety of informational writing (e.g., expository writing such as reports, procedures, various multimedia formats, and may include impromptu writing)

• C5: Select and use strategies before writing and representing, including setting a purpose, identifying an audience, genre, and form, analysing examples of successful writing and representing in different forms and genres to identify key criteria, developing class generated criteria, generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research

Achievement Indicators:
• set a purpose and identify an audience for their own writing or representing (e.g., to persuade,
entertain, inform, “paint” a word picture)
- generate and develop ideas in a variety of ways (e.g., brainstorm, discuss, recall, interview, take notes, use graphic organizers, sketch)
- categorize and organize ideas and information using simple headings, and graphic organizers (e.g., mind maps, fishbone, storyboards)

- **C6:** Select and use strategies during writing and representing to express and refine thoughts, including referring to class-generated criteria, analysing models of literature, accessing multiple sources of information, consulting reference materials, considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency, ongoing revising and editing

**Achievement Indicators:**
- continue to expand ideas from prewriting when writing (e.g., add detail to webs, generate quick writes, list additional ideas, ask for and incorporate feedback from others
- enhance word choice by making lists of sensory words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus, and referring to and selecting from lists of connecting words
- create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths and types, sentences that display patterns and phrasing, sentences that begin in different ways)
- adjust writing to ensure that the form and tone are suitable for the audience (e.g., a report vs. a funny anecdote)
- use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and grammar check)
- use electronic and print resources for research

- **C8:** Use writing and representing to express personal responses and relevant opinions about experiences and texts

**Achievement Indicators:**
- use writing and representing to establish insightful connections between texts and personal experience or knowledge

- **C11:** Use the features and conventions of language to express meaning in their writing and representing, including complete simple, compound, and complex sentences, subordinate (i.e., dependent) clauses, comparative and superlative forms of adjectives, past, present, and future tenses, effective paragraphing, effective use of punctuation and quotation marks, conventional Canadian spelling for familiar and frequently used words, spelling unfamiliar words by applying strategies (e.g., phonic knowledge), use of common spelling patterns, dictionaries, thesaurus), legible writing appropriate to context and purpose

*Note: Performance Standards Writing Features and Conventions are available for viewing under Suggested Achievement Indicators for this Prescribed Learning Outcome*

2. **Health and Career Education**

- **C6:** Demonstrate an understanding of the harmful effects of stereotyping and discrimination

**Achievement Indicators:**
- describe the negative consequences of stereotyping and discrimination (e.g., limits choices; makes unfair assumptions about people’s abilities, needs, and behaviours; emotional consequences such as feelings of shame, depression, or suicide; retaliatory behaviour)
• **C7:** Identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
  
  **Achievement Indicators:**
  - describe available school and district policies and strategies for responding to discrimination, stereotyping, and bullying (e.g., school code of conduct, culture of respect for diversity, reporting policies, supervision practices, designated play areas)
  - identify local, provincial, national, and international policies and strategies for preventing and responding to discrimination, bullying, and harassment (e.g., workplace sexual harassment policies, criminal code, B.C. Human Rights Code, Canadian Charter of Rights and Freedoms, UN Universal Declaration of Human Rights)

• **C8:** Apply appropriate strategies for responding to discrimination, stereotyping, and bullying
  
  **Achievement Indicators:**
  - describe appropriate individual strategies for responding to discrimination, stereotyping, and bullying (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help, appropriate use of humour, recognizing own attitudes and behaviours, making a commitment to not engage in discrimination and stereotyping)
  - practise applying appropriate strategies for responding to discrimination, stereotyping, and bullying

• **C9:** Identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
  
  **Achievement Indicators:**
  - identify school and community resources that can help and support people in abusive or exploitative situations (e.g., school counsellor, trusted adult, trusted family member, elder, community health services, children's/youth help hotline, police)

• **C10:** Identify personal safety strategies to avoid abusive or exploitative situations on the Internet
  
  **Achievement Indicators:**
  - identify personal safety strategies to avoid abusive or exploitative situations on the Internet (e.g., never give out personal identifying information such as full name, address, telephone number, school name or location, password, email address; do not respond to e-mails or web sites that are trying to sell you something or give you gifts; do not open e-mails from unknown sources; break off contact with anyone who asks you not to tell your parents about them; do not have a face-to-face meeting with anyone you meet on the Internet or via e-mail without having a parent or trusted adult with you; tell a trusted adult if you receive any e-mails or photographs that make you feel uncomfortable or frightened)

3. **Social Studies**

• **A3:** Evaluate the credibility and reliability of selected sources
  
  **Achievement Indicators:**
  - with peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship)
  - apply criteria to evaluate selected sources for credibility and reliability
4. Arts Education-Drama

- **A1: Use the creative process to explore a range of issues and responses**
  
  **Achievement Indicators:**
  - explore a variety of issues through drama (e.g., relationship, status, power dynamics, and social issues with implications within and beyond their own community)
  - select and combine ideas and approaches to convey meaning in drama
  - make connections between drama work and the experiences of self and others
  - demonstrate empathy in drama explorations, in and out of role (e.g., through journals, writing in role, small and large group discussion, reflection)

- **A3: Use a variety of drama strategies and forms to make meaning through drama**
  
  **Achievement Indicators:**
  - demonstrate willingness to explore ideas (e.g., control, peace, non-verbal communication) through a range of drama strategies and activities

- **A4: Demonstrate collaborative skills during drama**
  
  **Achievement Indicators:**
  - consistently demonstrate respect for their peers’ ideas and contributions
  - consistently offer encouragement to their peers
  - contribute to a trusting atmosphere conducive to taking risks (e.g., use voice in a different way, present for a large group, share personal insights and opinions as part of small and large group reflective activities)
  - demonstrate an ability to provide leadership within a group (e.g., modelling support and collaboration, leading warmup activities)

- **B1: Use voice and movement to communicate meaning**
  
  **Achievement Indicators:**
  - select and combine vocal elements and movement elements to convey specific ideas or meaning
  - assess how voice and movement can represent what a character person is thinking and feeling

- **D1: Participate in drama performances**
  
  **Achievement Indicators:**
  - demonstrate commitment to a variety of roles
  - use body and voice effectively to convey meaning
  - explore attitudes and beliefs of characters for application in drama work
  - demonstrate willingness to take appropriate risks (e.g., take on unfamiliar roles, expanding their boundaries)
  - demonstrate collaboration skills in drama performance

**OTHER STANDARDS MET**

   - **Learning and Innovation Skills**
     - Critical Thinking – Reason effectively, make judgments and decisions, solve problems
     - Communicate clearly and collaborate with others
     - Creativity and Innovation – Think creatively and work creatively with others
• **Life and Career Skills**
  a. Initiative and Self Direction – Manage goals and time, work independently, be self-directed learners
  b. Social and Cross-Cultural Skills – Interact effectively with others
  c. Productivity and Accountability – Manage projects and produce results
  d. Responsibility – Be responsible to others

• **Information, Media and Technology Skills**
  a. Information Literacy – Access and Evaluate Information

2. **Social and Emotional Standards** ([www.casel.org](http://www.casel.org))
   - Self-awareness
   - Social Awareness
   - Relationship Skills