

<b>Class/Grade Level:</b> Individual and Family Living: Grade 9 or 10, Open	<b>Date</b>
<b>Unit Title:</b>	<b>Lesson Title:</b> Bullying: How Can It Be Resolved?
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Social Sciences and Humanities – Individual and Family Living: Grade 9 or 10, Open <b>Strand:</b> Personal and Social Responsibilities <b>Overall Expectations:</b> 2) demonstrate communication and conflict-resolution skills in the context of family and social relationships; 3) understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems	<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Communication and Conflict Resolution: demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships; demonstrate appropriate responses to harassing or abusive behaviour.
<b>Additional Values &amp; Expectations:</b>	
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn about bullying, different forms of bullying, and several strategies to utilize when resolving bullying incidents.  <b>Skills – Students will:</b> Utilize their researching, problem-solving, and decision-making skills to find, discuss, and present strategies to help resolve bullying incidents.	
<b>Timing:</b>  15 min.    10 min.    10 min.	<b>Steps of the Lesson:</b>  1. Hook: Ask students to remember the last conflict that they experienced with a friend or a peer. Ask students to write down in point-form that experience, as well as how that conflict was or was not resolved (What were the responses of the participants in the conflict?). Ask students to find a partner in the classroom and to share that conflict, and all involved participants’ responses to that conflict, with their partner.  2. After students discuss with a partner their conflict and responses, ask pairs to volunteer to share their most recent conflict with a friend or peer and the responses of all participants involved with the entire class.  3. Ask the class: What are some effective strategies for resolving conflict in peer or friend relationships? Record students’ answers on the board.  4. Tell the class that bullying is a form of conflict that many students experience amongst their peers in school, and that is important to identify strategies to resolve

40 min.	<p>incidents of bullying. Using students' thoughts and ideas create a working definition of 'bullying'. Write down the class definition of bullying on the board. Allow students to ask questions about bullying. Facilitate a discussion on bullying and examples of bullying utilizing students' questions and comments.</p> <p>5. Divide students into small groups of 3-4 and ask students to work with their group members to 1) research or recall a form of bullying, and 2) research strategies to resolve that form of bullying. Students may utilize books and Internet in the classroom, library, and computer lab to complete their work. In completing their work each group should be able to identify one form of bullying and five strategies to help in resolving that form of bullying.</p> <p>6. Once students have completed their research and both tasks of the activity ask each group to present the form of bullying that they researched and 5 strategies to resolve that form of bullying. Facilitate a discussion of students' research and strategies. This step may be completed the next class or day if necessary.</p>
<p><b>Homework Activities:</b> If students need extra time to complete their research, they may work on it at home.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students will be evaluated through their research and presentation of strategies to resolve incidents of bullying as well as their problem-solving abilities utilized in small and large group discussions.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> Healthy Active Living Education: Grade 9, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Forms of Bullying: What is the Impact and What Are We Doing About It?
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Health and Physical Education - Healthy Active Living Education: Grade 9, Open <b>Strand:</b> Healthy Living <b>Overall Expectations:</b> 1) identify the factors that contribute to positive relationships with others; 4) identify strategies to minimize potentially dangerous situations		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Personal Safety and Injury Prevention: describe specific types of physical and non-physical abuse; assess the impact of non-physical abuse on victims; describe solutions and strategies to address violence in the lives of young people; explain how the school, the local community, and other community agencies are involved in developing strategies to prevent or end the violence in young people's lives
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn about bullying, different forms of bullying, the impact of different forms of bullying, and strategies schools and local programs are employing to prevent bullying and to support victims.  <b>Skills – Students will:</b> Utilize research and communication skills to illustrate their understanding of bullying, the impact of bullying, and strategies to prevent bullying and support victims.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
5 min.	1. Hook: Ask the class to brainstorm different types of physical and non-physical abuse or harassment. Write students' answers and ideas on the board.	
10 min.	2. Tell students that one form of violence that can be both physical and non-physical is bullying. Using students' thoughts and ideas create a working definition of 'bullying'. Write down the class definition of bullying on the board. Allow students to ask questions about bullying. Facilitate a discussion on bullying and examples of bullying utilizing students' questions and comments.	
5 min.	3. Tell students about the three forms of bullying that can occur. Describe to students each form of bullying and write down each form of bullying on the board. Forms of bullying can include: physical bullying, social bullying, and verbal bullying.	
5 min.	4. Place three markers or bases throughout the classroom and designate each marker/base as one of the forms of bullying: one marker is physical bullying, one is social bullying, and another is verbal bullying. Ask students to reflect on which form of bullying they think is most pervasive or problematic in schools. Ask students to	

50 min.	<p>individually walk to the marker that represents the form of bullying that they believe is most problematic in schools.</p> <p>5. Tell students that they are now in groups based on their ideas about the prevalence of each form of bullying. Tell students that in their groups at each marker/base they are to divide their group up to complete the following three tasks through research: 1) Regarding the form of bullying that they chose in Step 4, what are some examples? 2) Regarding the form of bullying that they chose in Step 4, what is the impact or effect of such bullying on its victims? 3) Regarding the form of bullying that they chose in Step 4, identify strategies that the school and local programs are utilizing to support victims and prevent such bullying from occurring amongst youth. Students may utilize books and Internet in the classroom, library, and computer lab to complete their work. Students may need more than one class period to complete this activity.</p> <p>6. Ask each group to present their research findings and answers to the three focus questions. This step may also be completed the next class or day if necessary.</p>
<p><b>Homework Activities:</b> Students may need to complete extra research and work at home for this activity.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students' understanding of bullying, the impact of bullying, and strategies to prevent bullying and to support victims will be evaluated through students' research and presentations.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> Learning Strategies 1: Skills for Success in Secondary School: Grade 9, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Utilizing Communication & Teamwork Skills Within & Outside of the Classroom
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Guidance and Career Education – Learning Strategies 1: Skills for Success in Secondary School: Grade 9, Open <b>Strand:</b> Interpersonal Knowledge and Skills <b>Overall Expectations:</b> 1) identify and describe the knowledge and skills necessary for successful interpersonal relations and teamwork; 3) demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Understanding Interpersonal Knowledge and Skills: identify and describe a variety of verbal and non-verbal communication skills necessary for successful interpersonal relations in a variety of settings; identify and describe positive teamwork skills used in different learning environments
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn how communication and teamwork skills can be utilized in both learning environments and social settings as students interact with peers and friends.  <b>Skills – Students will:</b> Utilize interpersonal, teamwork, and communication skills to discuss their thoughts and ideas with their peers and to complete the activities of this lesson.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Ask students to list off ways in which they communicate with their friends, their parents or guardians, and their peers. Write students' answers on the board underneath appropriate headings: 'Friends,' 'Parents/Guardians,' and 'Peers'.	
10 min.	2. Tell students that both verbal and non-verbal communication skills are important in developing relationships with others and interacting with peers in social settings like school. Tell students that teamwork skills play an important role in our relationships with one another in the classroom and in the hallways. Ask students why teamwork and communication skills are necessary for life in social settings like school. Tell students that utilizing teamwork and communication skills we can build a positive and safe school community for all students within and outside of the classroom.	
25 min.	3. Divide students into groups of 3-4 and ask each group to create a T-chart with the following two categories: 1) Communication skills necessary for relationships in school, 2) Teamwork skills necessary for work in school. Ask each group to	

10 min.	<p>brainstorm communication skills and teamwork skills under the appropriate heading of their T-chart.</p> <p>4. Ask each group to briefly present their T-chart brainstorms to the class.</p>
20 min.	<p>5. Tell students that communication skills and teamwork skills can be applied not only to classroom settings, but also social scenarios and issues. We can utilize communication and teamwork skills to help our friends and peers during conflict or difficult times. Ask students to individually read a part of the article “Bullying: stories from the front line”. For this activity students should read the section of the article entitled “Naomi Gibson, 16, was bullied at secondary school.”</p> <p>6. Ask students to return to their small groups and discuss the section of the article by answering the following question: If you witnessed Naomi being bullied at school, what sorts of communication skills could you utilize to support Naomi and to work with Naomi to resolve this conflict? Debrief students’ small group discussions with the entire class. This step may be completed the next class or day if necessary.</p>
<p><b>Homework Activities:</b> If students need extra time reading the article they may bring it home to read.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students will be evaluated on their understanding of the value and use of communication and teamwork skills within and outside of the classroom and their application of such skills through group work.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S. Bullying Awareness: Reclaiming Our Schools</i>, 1 January 2010. Web. 25 May 2012. Kyriacou, Eleni. “Bullying: stories from the front line.” <i>Mail Online</i>. Associated Newspapers Ltd, 27 October 2006. Web. 30 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> English: Grade 9, Academic		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Creating a Public Service Announcement: Exceptionalities, Learning Disabilities, and Bullying
<b>Overall Expectation(s)</b> <b>Curriculum:</b> English – Grade 9: Academic <b>Strand:</b> Media Studies <b>Overall Expectations:</b> 3) Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> 3.4) Producing Media Texts: produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn what exceptionalities and learning disabilities are and how individuals with exceptionalities and learning disabilities are often stereotyped or bullied. <b>Skills – Students will:</b> Utilize their awareness of media forms, conventions, and techniques to write, direct, and film a public service announcement.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Ask students if they know anyone with a type of exceptionality or learning disability and ask students to name types of exceptionalities and learning disabilities that they are aware of. Record students' answers on the board. Add to the list of exceptionalities and learning disabilities on the board if appropriate and necessary.	
15 min.	2. Describe to students what 'exceptionality' and 'learning disability' mean. Tell students that individuals with exceptionalities or learning disabilities are often victims of bullying because they are typically stereotyped as less intelligent or normal than others. Ask students to define 'bullying' and create a working definition of 'bullying' with students. Write down the definition of bullying on the board. Allow students to ask questions about bullying and individuals with exceptionalities. Facilitate a discussion on bullying and individuals with exceptionalities utilizing students' questions and comments. Tell students that exceptionalities and learning disabilities do not make individuals less intelligent or normal and remind students that we all have strengths and weaknesses in our abilities and learning.	
5 min.	3. Show students the following YouTube clip, a public service announcement from the Learning Disabilities Association of America: <a href="http://www.youtube.com/watch?v=zb_fvtw__w">http://www.youtube.com/watch?v=zb_fvtw__w</a>	
	4. Ask students: How did this public service announcement illustrate the lives and	

45 min.+	<p>experiences of individuals with learning disabilities? Allow volunteers to respond.</p> <ol style="list-style-type: none"> <li>5. Divide students into groups and ask each group to write, direct, and film their own public service announcement about students with exceptionalities or learning disabilities and their experiences of bullying. The public service announcement should be filmed in school utilizing the school's technologies, and it should be thirty seconds to one minute in length. Students will need more than one class to complete this assignment.</li> <li>6. Show each group's public service announcement to the class. This step may be completed over a few classes or days if necessary.</li> </ol>
<p><b>Homework Activities:</b> Students may work on their writing, directing, and filming of their public service announcement at home if they have the tools and technologies available.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students' use of media forms, conventions, and techniques in the production of a filmed public service announcement will be evaluated.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012. Learning Disabilities Association of America. "learning disabilities association psa." <i>YouTube</i>. YouTube, 23 June 2007. Web.30 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	



<b>Class/Grade Level:</b> Healthy Active Living Education: Grade 10, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Images of Athletes in the Media and Personal Healthy Living
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Health and Physical Education – Healthy Active Living Education: Grade 10, Open <b>Strand:</b> Healthy Living <b>Overall Expectations:</b> 1) explain strategies to promote positive lifestyle choices and relationships with others; 4) explain how healthy eating fits into a healthy lifestyle.		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Healthy Eating: explain how healthy eating is beneficial to various physical activities; explain the risks of dieting and other unhealthy eating behaviours for controlling weight; analyse the relationships among healthy eating, physical activity, and body image; explain strategies and ideas for focusing on a healthy lifestyle rather than on body weight
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn about the implications of popular images of sports and athletes in the media, the importance of healthy active living and eating, and the risks involved in dieting, supplement use, and over-exercising.  <b>Skills – Students will:</b> Demonstrate their understanding of healthy active living and eating through communication and brainstorming skills.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Play the following Nike Football commercial for students: <a href="http://www.youtube.com/watch?v=55BZ2gSsSmY">http://www.youtube.com/watch?v=55BZ2gSsSmY</a> and ask students to brainstorm popular images of sports and athletes that are illustrated in media, television, advertising, etc. Ask students: In popular media, what does an athlete or fit person look like?	
20 min.	2. Divide students into groups of 3-4 and give each group large scale paper and markers. Ask students to divide their paper into two sections: one entitled 'Images of Male Athletes,' and the other entitled 'Images of Female Athletes'. Ask students to brainstorm what popular images of male athletes look like and what popular images of female athletes look like. Ask volunteers to share their group's responses.	
15 min.	3. Discuss with students the implications of such images. Ask students: What are some strategies that men use to look strong and athletic? What are some strategies that women use to look fit and athletic? Discuss with students the use of supplements and dieting that many individuals use to look athletic, fit, strong, or toned. Ask students: How might individuals who do not meet the athletic standard or embody the athletic look feel? Ask students: What risks might be associated with the use of	

30 min.	<p>supplements and dieting? Record students' answers on the board.</p> <p>4. Ask students to return to their small groups. Ask each group to discuss and compare 'healthy active living and eating' with 'exercising and dieting to embody a particular athletic look'. Ask groups to share their discussion with the entire class to facilitate a discussion on the importance of health active living and eating, and the risks involved in dieting, supplemental use, and over-exercising.</p>
<p><b>Homework Activities:</b> N/A</p>	
<p><b>Assessment &amp; Evaluation:</b> Students' small group and large class discussions will be evaluated for students' understanding of the importance of healthy active living and eating and the risks involved in dieting, supplement use, and over-exercising.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S. Bullying Awareness: Reclaiming Our Schools</i>, 1 January 2010. Web. 25 May 2012. Mann, Michael. "Nike Football Leave Nothing." <i>YouTube</i>. YouTube, 8 September 2007. Web. 28 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> Drama: Grade 9, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Voices In-Role: The Experiences of Lower-Class Youth
<b>Overall Expectation(s)</b> <b>Curriculum:</b> The Arts – Drama: Grade 9, Open <b>Strand:</b> Creating and Presenting <b>Overall Expectations:</b> A1) The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works; A3) Presentation Techniques and Tools: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> A1.3) use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works; A3.2) use a variety of expressive voice and movement techniques to support the depiction of character
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn about the experiences of students living in poverty through discussion and writing in-role. Students will also learn about how socio-economic status sometimes relates to acts of bullying.  <b>Skills – Students will:</b> Utilize their abilities to write and perform in-role. Students will also use expressive voice techniques to depict a fictional character.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
20 min.	1. Hook: Ask students to take out paper and a writing utensil and to individually write in-role as a young person living in poverty. Ask students to imagine that they are a teenager who has recently been in and out of low-income housing and shelters with their family because both of his or her parents lost their jobs. This teenager is often alienated and taunted in school because of their living situation and appearance.	
10 min.	2. Ask volunteers to share their in-role written pieces.	
15 min.	3. Ask students: How are people living in poverty or people who are lower-class often treated in school and in society? Facilitate a discussion about youth and poverty utilizing students' responses and comments. Tell students that often students who are living in poverty, low-income housing, or shelters, or who come from a lower-class family, are often bullied, put down, and mistreated because of their class. Ask students: Why might students living in poverty be mistreated or bullied in school? How might it feel to be bullied because of your lower-class background or poor	



<b>Class/Grade Level:</b> Media Arts: Grade 10, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Images of Relationships: Homophobia & Heterosexism in the Media
<b>Overall Expectation(s)</b> <b>Curriculum:</b> The Arts – Media Arts: Grade 10, Open <b>Strand:</b> Creating and Presenting <b>Overall Expectations:</b> A2) The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages.		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> A2.1) use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience; A2.2) apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn about how homophobia and heterosexism often influence images of relationships in popular media as well as the impact of heterosexism and homophobia on LGBTQ individuals.  <b>Skills – Students will:</b> Utilize images, composition, and elements of design to create collages that communicate ideas about homophobia, heterosexism, and relationships.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Bring several different kinds of magazines to class and ask students to browse the magazines for images of couples and intimate relationships. After students have had sufficient time to browse a few different magazines, ask students to describe what the couples and intimate relationships looked like in the magazines that they flipped through.	
20 min.	2. Tell students that often the kinds of couples and intimate relationships that are characterized in popular media, like magazines, are heterosexual because much of the popular media we are exposed to is homophobic or heterosexist. Define 'homophobia' and 'heterosexism' for students. Write the definitions of homophobia and heterosexism on the board. Facilitate a discussion of homophobia, heterosexism, and popular media images of couples and relationships utilizing students' comments and questions.  3. Define the term 'LGBTQ' for students. Ask students: How might it feel to live in a homophobic or heterosexist culture if you an individual who identifies as LGBTQ? Record students' answers on the board.	

45 min.	<p>4. Tell students that often individuals who are LGBTQ are left out of popular media as it typically only focuses on heterosexual love and relationships. It is important that we become aware of all different kinds of relationships and sexual orientations, and recognize the fact that all relationships are normal (as long as they are characterized by love and mutual respect).</p> <p>5. Ask students to utilize the magazines that they browsed in Step 1 plus images from search engines on the Internet to create a collage that represents all kinds of relationships and sexual orientations. Tell students that they may want to search gay pride sites, gay-straight alliance groups, or magazine and news sites for LGBTQ individuals in order to illustrate all sexual orientations and relationships outside of heterosexuality. Students' collages should have a strong balance of heterosexual and LGBTQ relationships and identities. Students may also choose to create a collage that represents the current struggle for the rights, freedoms, and respect of LGBTQ individuals. This activity may take a few lessons or classes for students to complete.</p>
<p><b>Homework Activities:</b> Students may take home their collages to work on or complete.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students' collages will be evaluated on their use of images and elements of design to communicate ideas or a point of view regarding homophobia, heterosexism, and LGBTQ identities.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> Discovering the Workplace: Grade 10, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Bullying in Schools & Workplace Harassment: Policies and Procedures
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Guidance and Career Education – Discovering the Workplace: Grade 10, Open <b>Strand:</b> Exploration of Opportunities <b>Overall Expectations:</b> 3) demonstrate an understanding of the nature of work and of workplace expectations and issues; 4) identify, explain, and follow health and safety policies and procedures in school and in workplace settings		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Understanding the Workplace: identify the attitudes, behaviours, work habits, and skills, including the workplace essential skills, required to obtain and keep a job; identify various workplace issues and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment; explain workers’ rights and responsibilities, and identify federal and provincial legislation in which they are described
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn how schools and workplaces prevent and deal with bullying and harassment through policies and procedures. Students will also discuss attitudes and behaviours required to maintain a job and a positive work environment.  <b>Skills – Students will:</b> Utilize communication, research, and presentation skills to demonstrate their understanding of the content.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Ask students to find a partner and brainstorm what attitudes and behaviours they believe are required to obtain and keep a job. Ask volunteers to share their responses.	
20 min.	2. Tell students that certain attitudes and behaviours are expected of everyone in the workplace in order for all employees to feel safe and respected at work. Workers’ rights and responsibilities must be recognized by all employers and employees. Harassment, bullying, and other demeaning or negative behaviours in the workplace not only affect victims, but also create an unhealthy work environment. Bullying in school is very similar to various kinds of harassment in the workplace, and just as school administration must create policies and procedures to prevent and deal with bullying, employers must utilize effective policies and procedures to prevent and deal with harassment in the workplace. Facilitate a discussion of the relationship between bullying in school and harassment in the workplace with students, as well as what harassment in the workplace may look like.	

45 min.+	<ol style="list-style-type: none"> <li>3. Divide students into four groups and assign each group a workplace: factory, office, school, or hospital. Ask each group to research the policies and procedures of the workplace that they were assigned. Each group should research and determine how their assigned workplace prevents and deals with harassment through policies and procedures. Students may utilize books and Internet in the classroom, library, and computer lab to complete their group work. Students may need more than one class period to complete this activity.</li> <li>4. Ask each group to present their research and the policies and procedures of their assigned workplace regarding workplace harassment. After all groups present ask the class: How are policies and procedures that deal with harassment in workplaces different from or similar to the policies and procedures in schools that deal with bullying? Allow volunteers to respond.</li> </ol>
<p><b>Homework Activities:</b> Students may work on their research at home in order to complete this activity.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students' understanding of appropriate attitudes and behaviours required to maintain a job, as well as workplace harassment and the policies and procedures regarding workplace harassment, will be evaluated through students' discussions, research, and presentations.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	



<b>Class/Grade Level:</b> Information and Communication Technology in Business: Grade 9 or 10, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Cyber-Bullying: What Is the Impact & How Do We Prevent It?
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Business Studies – Information and Communication Technology in Business: Grade 9 or 10, Open <b>Strand:</b> Ethics and Issues in Information and Communication Technology <b>Overall Expectations:</b> 1) demonstrate an understanding of legal, social, and ethical issues relating to information and communication technology; 3) assess the impact of information and communication technology on personal health and the environment		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Legal, Social, and Ethical Issues: analyse ethical issues related to information and communication technology; describe the impact of access and equity issues relating to information and communication technology; Privacy and Security Issues: describe privacy and security issues related to information and communication technology; explain the importance of keeping information secure and confidential
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn how cyber-bullying is a social and ethical issue in information and communication technology, the impact of cyber-bullying, and strategies for preventing cyber-bullying.  <b>Skills – Students will:</b> Utilize communication and analysis skills to demonstrate their understanding of cyber-bullying as a social and ethical issue in information and communication technology and to analyze the impact of cyber-bullying.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Play the following YouTube videos for students: <a href="http://www.youtube.com/watch?v=C7sdUDU0&amp;feature=related">http://www.youtube.com/watch?v=C7sdUDU0&amp;feature=related</a> ; <a href="http://www.youtube.com/watch?v=D3KsGTIeO7A&amp;feature=related">http://www.youtube.com/watch?v=D3KsGTIeO7A&amp;feature=related</a> and ask students: What some other examples of cyber-bullying? Record students' answers on the board.	
15 min.	2. Tell students that ethical and social issues regarding information and communication technology have real implications for both youth and adults. Facilitate a discussion of forms and examples of cyber-bullying that students have experienced or witnessed. Ask students: How does cyber-bullying exist on Internet sites, networks, or programs like e-mail, FaceBook, YouTube, or MSN Messenger? Ask students: How does cyber-bullying exist through cell phones and Blackberries?	

25 min.	3. Divide students into small groups of 3-4 and give each group large scale paper and markers. Ask each group to answer the following three questions: 1) Why might cyber-bullying exist in the lives of students and teenagers? 2) What might the impact of cyber-bullying be on victims? 3) How can we prevent cyber-bullying from occurring?
10 min.	4. Ask volunteers to share their group's responses with the entire class. Facilitate a discussion on the prevalence and impact of cyber-bullying, as well as ways cyber-bullying can be prevented, through students' responses, comments, and questions.
5 min.	5. Facilitate a discussion on the ethical importance of privacy in information and communication technology by asking students: How can we protect ourselves from some forms of cyber-bullying through the correct use of passwords and privacy? Allow volunteers to respond.
<b>Homework Activities:</b> N/A	
<b>Assessment &amp; Evaluation:</b> Students' small and large group discussions will be evaluated for students' understanding of cyber-bullying as an ethical issue of information communication technology, the impact of cyber-bullying, and strategies to prevent cyber-bullying.	
<b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012. "MTV Anti-Bullying." <i>YouTube</i> . YouTube, 11 March 2011. Web. 30 May 2012. Ou, Andrea. "PSA – STOP BULLYING." <i>YouTube</i> . YouTube, 6 March 2011. Web. 30 May 2012.	
<b>Evaluation of Lesson:</b>	

<b>Class/Grade Level:</b> Learning Strategies 1: Skills for Success in Secondary School: Grade 9, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> The Value of Communication, Interpersonal, and Teamwork Skills & Strategies
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Guidance and Career Education – Learning Strategies 1: Skills for Success in Secondary School: Grade 9, Open <b>Strand:</b> Interpersonal Knowledge and Skills <b>Overall Expectations:</b> 2) assess their interpersonal and teamwork skills and strategies, and explain how those skills requiring further development affect their learning; 3) demonstrate the ability to apply appropriate interpersonal and teamwork skills in a variety of learning environments.		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Assessing Interpersonal Knowledge, Skills, and Strategies: describe how interpersonal and teamwork challenges affect their learning; identify interpersonal and teamwork strategies that will help them overcome the challenges they experience when working with others
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Learn how communication, interpersonal, and teamwork skills and strategies can be employed in school and social situations, as well as how to resolve challenges and conflicts when working with others.  <b>Skills – Students will:</b> Utilize communication, interpersonal, and teamwork skills and strategies to solve Einstein’s Puzzle with a partner. Students will also reflect on their own communication, interpersonal, and teamwork skills.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
30 min.	1. Hook: Ask students to find a partner and to work together to solve Einstein’s Puzzle. Einstein’s Puzzle can be found on many websites, including <a href="http://www.brain-fun.com/Brain-Teasers/EinsteinsRiddle.php">http://www.brain-fun.com/Brain-Teasers/EinsteinsRiddle.php</a> . See resource citation for more information. Some pairs of students may not be able to solve this puzzle so only allow students time to simply <i>try</i> to solve the puzzle with their partner.	
25 min.	2. Facilitate a class discussion of communication, interpersonal, and teamwork skills that students utilized to work with their partner to solve the puzzle. Also discuss interpersonal or teamwork challenges and conflicts that affected students’ abilities to solve the puzzle, and how those challenges or conflicts were resolved. Ask students: What are some important communication, interpersonal, and teamwork skills or strategies that would help you and your partner solve this puzzle?	
	3. Ask students to return to their partners in Step 1 to discuss communication,	

20 min.	<p>interpersonal, and teamwork skills or strategies that they employed to help solve the puzzle. Ask students to also discuss with their partners the conflicts or challenges that developed as they tried to solve the puzzle, and how those conflicts or challenges could have been resolved.</p> <p>4. Ask students to individually write a reflection about their experience of solving Einstein’s Puzzle with a partner. Ask students to reflect on and write about: 1) their own use of communication, interpersonal, and teamwork skills or strategies that they utilized to help solve the puzzle with their partner and 2) how they could have better resolved challenges or conflicts that developed from attempting to solve the puzzle through effective communication and teamwork with their partners.</p>
<p><b>Homework Activities:</b> If students do not complete their reflections they may work on them at home.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students’ understanding of the importance of communication, interpersonal, and teamwork skills, as well as ways to resolve challenges and conflicts, will be evaluated through students’ discussions and reflections.</p>	
<p><b>Resources:</b> “Einstein’s Logic Puzzle.” <i>Brain Teasers, Logic Puzzles, Math Games and More</i>. Brain-Fun.com, n.d. Web. 30 May 2012. Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S. Bullying Awareness: Reclaiming Our Schools</i>, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> Individual and Family Living: Grade 9 or 10, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Effective Relationships & Abusive Relationships
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Social Sciences and Humanities – Individual and Family Living: Grade 9 or 10, Open <b>Strand:</b> Self and Others <b>Overall Expectations:</b> 2) analyse strategies to develop and maintain effective relationships		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> Relationships: explain the nature and role of relationships and the importance of reciprocity in meeting the social and emotional needs of individuals, families, and groups; distinguish between effective relationships and ones that are emotionally, psychologically, or physically abusive, and identify resources and strategies for dealing with abusive relationships.
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Understand what makes relationships effective and abusive, different kinds of abusive relationships, and resources and strategies for dealing with abusive relationships.  <b>Skills – Students will:</b> Utilize communication, research, and writing skills to display their understanding of effective and abusive relationships, and resources and strategies for dealing with abusive relationships.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
25 min.	<ol style="list-style-type: none"> <li>1. Hook: Set up two stations in the class with large scale paper and markers. The large scale paper at station one should read 'Effective Relationships,' and the large scale paper at station two should read 'Abusive Relationships'. Divide the class into two large groups. Ask one group of students to go to station one and brainstorm characteristics of effective relationships, and ask the other group to go to station two and brainstorm characteristics of abusive relationships. Allow both groups to switch stations in order to record characteristics on the large scale paper at the alternate station. Both groups should have time brainstorming characteristics of effective relationships and abusive relationships.</li> <li>2. Facilitate a discussion of effective and abusive relationships by taking up students' responses and brainstorms on both pieces of large scale paper. Utilizing students' thoughts and ideas create working definitions of 'effective relationship' and 'abusive relationship'.</li> </ol>	
10 min.	<ol style="list-style-type: none"> <li>3. Discuss abusive intimate relationships and women's roles in relationships with the entire class. Tell the class that although men can sometimes be abused in intimate relationships, abusive intimate relationships often involve female victims. Ask</li> </ol>	

40 min.	<p>students: What are some ways in which men abuse women in intimate relationships? Discuss with students various forms of abuse that exist in abusive relationships (i.e. physical, sexual, verbal, social, emotional, psychological, financial, etc.).</p> <p>4. Ask students to individually research resources and strategies for dealing with abusive relationships. Students may utilize books and Internet in the classroom, library, and computer lab to complete their work. Ask students to individually write a brief report on their research findings, including three strategies for dealing with abusive relationships, and three resources for individuals in abusive relationships. Students may need more than one class period to complete this activity.</p>
<p><b>Homework Activities:</b> Students may work on both their research and report at home if class time is insufficient.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students' discussions, research, and reports will be evaluated for students' understanding of effective relationships, abusive relationships, and resources and strategies for dealing with abusive relationships.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	

<b>Class/Grade Level:</b> Civics: Grade 10, Open		<b>Date</b>
<b>Unit Title:</b>		<b>Lesson Title:</b> Canadian Government & Citizenship: Prevention of Violence, Harassment, and Bullying
<b>Overall Expectation(s)</b> <b>Curriculum:</b> Canadian and World Studies - Civics: Grade 10, Open <b>Strand:</b> Active Citizenship <b>Overall Expectations:</b> 1) apply appropriate inquiry skills to the research of questions and issues of civic importance; 2) demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes		<b>Specific Expectation(s)</b> <b>Specific Expectations:</b> The Resolution of Public Issues and Citizenship Participation: compare the impact of various types of non-violent citizen participation in resolving public issues in Canada
<b>Additional Values &amp; Expectations:</b>		
<b>Learning Outcomes</b> <b>Content – Students will:</b> Understand how the government works to prevent and deal with violence, harassment, and bullying in its schools, as well as ways in which citizens participate in the resolution of violence, harassment, and bullying.  <b>Skills – Students will:</b> Utilize communication, analysis, and research skills to demonstrate their understanding of how the Canadian government and Canadian citizens work to prevent and deal with violence, harassment, and bullying. Students will utilize these skills in discussions, research, and report writing.		
<b>Timing:</b>	<b>Steps of the Lesson:</b>	
10 min.	1. Hook: Ask the class: How does the Canadian government, its decisions and its laws, affect you as students? Allow volunteers to respond and record students' responses on the board.	
20 min.	2. Tell students that the Canadian government also affects students' lives as it builds initiatives to prevent and deal with violence, harassment, and bullying in schools. Ask students: How might the government attempt to prevent and deal with violence, harassment, and bullying in schools? Allow volunteers to respond. Utilizing students' responses facilitate a discussion on the Canadian government's involvement in the prevention of violence, harassment, and bullying in schools.	
	3. Ask students: How have students and other citizens of Canada worked to prevent or	

45 min.	<p>deal with violence, harassment, and bullying in schools? Allow volunteers to respond. Utilizing students' responses facilitate a discussion of citizens' involvement in the prevention of violence, harassment, and bullying in schools.</p> <p>4. Divide students into groups of 3-4 and ask students to research initiatives of the Canadian government that work to prevent and deal with violence, harassment, and bullying in schools. Students may utilize books and Internet in the classroom, library, and computer lab to complete their work. Once students have completed their research they must answer the following question: How can we, as citizens of Canada, prevent and deal with violence, harassment, and bullying in schools? Students' research must be written up in a brief report and be handed in for evaluation.</p>
<p><b>Homework Activities:</b> Students may work on their research and written report at home if class time is insufficient.</p>	
<p><b>Assessment &amp; Evaluation:</b> Students will be evaluated on their understanding of how violence, harassment, and bullying in schools are prevented and dealt with through government initiatives and citizens' participation or work.</p>	
<p><b>Resources:</b> Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.</p>	
<p><b>Evaluation of Lesson:</b></p>	