

Class/Grade Level: Philosophy: Questions and Theories: Grade 12, University Preparation		Date
Unit Title:		Lesson Title: Philosophy Debate: Schools, Bullying, and Responsibility
Overall Expectation(s) Curriculum: Social Sciences and Humanities – Philosophy: Questions and Theories: Grade 12, University Preparation Strand: Social and Political Philosophy Overall Expectations: demonstrate an understanding of the main questions, concepts, and theories of social and political philosophy		Specific Expectation(s) Specific Expectations: 1) demonstrate an understanding of the main questions of social and political philosophy; use critical and logical thinking skills to develop and defend their own ideas about some of the major questions of social and political philosophy, and to anticipate counter-arguments to them
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Learn what bullying is, the impact of bullying, and ways in which school members have a social responsibility to prevent bullying and to support a positive school environment. Skills – Students will: Critical and logical thinking skills to develop arguments pertaining to responsibility and bullying in schools and to defend their views through debate.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask the class to individually write down words, phrases, or experiences that they think of when the word ‘bullying’ is said. Ask volunteers to share their responses and write down students’ responses on the board.	
10 min.	2. Utilizing students’ thoughts and ideas create a working definition of ‘bullying’. Write the definition of bullying on the board. Tell students that it is important for everyone to understand what ‘bullying’ is for this lesson’s activity. Discuss with students the issue of bullying in schools by asking the question: How might all students in school be affected by bullying? Facilitate a discussion of the impact of bullying on all school members.	
5 min.	3. Tell students that if bullying affects all school members (or even if bullying solely affects victims, bystanders, and bullies), the existence of bullying in schools has strong implications for all school members’ responsibilities in school and responsibilities to other school members.	
50 min.+	4. Divide the class into two large groups. Tell the class that they will be debating our responsibilities in school in relation to the existence of bullying in schools. One	

	<p>group will argue that teachers and administrative staff have the most responsibility in preventing bullying and supporting a safe and accepting school. The other group will argue that students have the most responsibility in preventing bullying and supporting a safe and accepting school. Give each debate group time to consider and write down main points of their argument and to decide which group members will present which points.</p> <ol style="list-style-type: none"> 5. Allow each group to present their debate points and arguments, as well as present counter-arguments to their opponents' ideas and opinions. This step may be completed over a few classes or days if necessary. 6. Facilitate a discussion of students' debate. Discuss how although students debated who is most responsible in preventing bullying and supporting a safe and accepting school, bullying and other forms of harassment can be best dealt with when all school members work to prevent it. This step may be completed over a few classes or days if necessary.
<p>Homework Activities: Students may work on their debate points and arguments at home if class time is insufficient.</p>	
<p>Assessment & Evaluation: Students' use of critical and logical thinking skills in debating the responsibility of school members in preventing bullying and supporting a positive school environment will be evaluated. Students' understanding of social responsibility will also be evaluated through discussion and debate.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	

Class/Grade Level: Drama: Grade 11, Open		Date
Unit Title:		Lesson Title: Different Forms of Bullying and Strategies to Resolve Them Through Drama
Overall Expectation(s) Curriculum: The Arts – Drama: Grade 11, Open Strand: Creating and Presenting Overall Expectations: 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 Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes		Specific Expectation(s) Specific Expectations: A1.3) use role play to explore the possibilities of different scenarios, situations, and characters; A3.2) select and use appropriate role development techniques during rehearsal and performance
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Understand what bullying is, different forms of bullying, and strategies for resolving various incidents of bullying. Skills – Students will: Utilize role development techniques during rehearsal and performance to explore different incidents of bullying.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask students: What might it feel like to be bullied? Allow volunteers to respond and write down students’ responses on the board.	
15 min.	2. Using students’ thoughts and ideas create a working definition of ‘bullying’. Write down the class definition of bullying on the board. Tell students that there are three forms of bullying: physical bullying, social bullying, and verbal bullying. Ask students: What might be some examples of each form of bullying? Record students’ answers under the appropriate heading on the board (‘Physical Bullying,’ ‘Social Bullying,’ or ‘Verbal Bullying’). Facilitate a discussion on bullying and examples of bullying utilizing students’ questions and comments.	
50 min.+	3. Divide students into small groups of 3-4 and ask each group to choose a form and an example of bullying to be acted out. Each group should have students acting out the roles of a bully, a victim, and a bystander. Give students time to determine their actions and dialogue for acting out their group’s example of bullying. Also provide	

	<p>students with time to practice their action and dialogue in order to present their dramatic pieces to the class. This step may be completed over a few classes or days if necessary.</p> <ol style="list-style-type: none">4. Ask each group to act out their dramatic performances of forms and examples of bullying for the class. After each group presents their dramatic piece, allow the students watching the performance to brainstorm possible strategies to resolve the example of bullying. This step may be completed over a few classes or days if necessary.5. Next class, ask each group to consider one strategy identified by other students as a way to resolve their form or example of bullying. Ask each group to then re-create and re-present their original dramatic pieces, this time utilizing a strategy to resolve their example of bullying that was identified by their peers.
<p>Homework Activities: Students may work on their actions, dialogue, and performances at home if class time is insufficient.</p>	
<p>Assessment & Evaluation: Students' use of role and role development techniques will be evaluated through students' dramatic performances of bullying and strategies to resolve bullying.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	

Class/Grade Level: Leadership and Peer Support: Grade 11, Open		Date
Unit Title:		Lesson Title: Bullying as a Challenge to Learning and Goal Achievement: What Can We Do About It?
Overall Expectation(s) Curriculum: Guidance and Career Education – Leadership and Peer Support: Grade 11, Open Strand: Personal Knowledge and Management Skills Overall Expectations: 1) explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles; 4) identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles		Specific Expectation(s) Specific Expectations: Strategies and Resources: identify and describe challenges to effective learning and goal achievement; explain how to recognize challenges to learning in others and how to determine their own role in helping others address these challenges; describe school and community support programs and services and explain how to access them
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Understand how bullying can be a challenge to learning and goal achievement, as well as ways in which bystanders and students can help victims address or deal with bullying. Skills – Students will: Utilize problem-solving and conflict resolution skills to determine ways in which students can support victims of bullying.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask the class: What are some challenges or conflicts that might affect students’ learning and achievement in school? Record students’ answers on the board	
15 min.	2. Tell students that one challenge that affects many students’ learning and achievement in school is bullying. Using students’ thoughts and ideas create a working definition of ‘bullying’. Write down the class definition of bullying on the board. Ask students: How might bullying be a challenge to learning and goal achievement? Discuss with students how experiences of bullying hinder victims’ learning and goal achievement.	
30 min.	3. Tell students that as members of a school community we must determine ways in which we can help other members and students address challenges to their learning and achievement in school. Ask students to individually reflect on and write down how they can help and support victims of bullying. Ask students to write down an	

20 min.	<p>answer to the following question: If you witness bullying or know that a friend or peer is being bullied, how can you help the victim of bullying address this challenge? Allow students time to think about and write down their answers. Students' written work will be handed in for evaluation.</p> <p>4. Ask each student in the class to present one way that they can be a helpful peer, friend, or mentor for victims of bullying. Debrief students' ideas through discussion of how both individual students and bystanders, and school-wide support programs, can work to help victims deal with incidents of bullying.</p>
<p>Homework Activities: N/A</p>	
<p>Assessment & Evaluation: Students' understanding of bullying as a challenge to learning and achievement and ways students can support bullying victims will be evaluated through students' discussions and written work.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	

Class/Grade Level: Challenge and Change in Society: Grade 12, University/College Preparation		Date
Unit Title:		Lesson Title: Prejudice, Discrimination, and Stereotyping of Individuals with Exceptionalities or Learning Disabilities
Overall Expectation(s) Curriculum: Social Sciences and Humanities – Challenge and Change in Society: Grade 12, University/College Preparation Strand: Social Challenges Overall Expectations: 1) appraise the differences and similarities in the approaches taken by anthropology, psychology, and sociology to the study of social challenges pertaining to health, social injustice, and global concerns; 2) demonstrate an understanding of the social forces that shape such challenges		Specific Expectation(s) Specific Expectations: Prejudice and Discrimination: explain the relationship between prejudice and discrimination, and assess the impact of both on ideas of self-worth; assess the role of stereotyping as a barrier to full participation in society
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Understand how prejudice, discrimination, and stereotyping occur in relation to individuals with exceptionalities and learning disabilities, as well as the impact of prejudice, discrimination, and stereotyping. Skills – Students will: Utilize communication skills in their discussion of prejudice, discrimination, and stereotyping in relation to individuals with exceptionalities and learning disabilities, as well as analysis skills to determine the impact of prejudice, discrimination, and stereotyping.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask students to take out a piece of paper and writing utensil to individually brainstorm stereotypes of individuals with exceptionalities and/or learning disabilities. Ask volunteers to share their responses and facilitate discussion of students' responses to clarify any confusion or misconceptions surrounding the identities and experiences of individuals with exceptionalities or learning disabilities.	
10 min.	2. Define 'exceptionality' and 'learning disability'. Write definitions on the board. Definitions of 'stereotype,' 'prejudice,' and 'discrimination' may also need to be discussed. Tell students that stereotypes of all sorts, including those of individuals with exceptionalities and learning disorders, impact and affect many people's lives.	

25 min.	3. Divide students into groups of 3-4 and ask each group to brainstorm responses to the following two questions: 1) How do stereotypes of individuals with exceptionalities or learning disabilities affect others' treatment of people with exceptionalities or learning disabilities? 2) How do stereotypes act as a barrier for individuals with exceptionalities or learning disabilities from fully participating in society?
20 min.	4. Ask volunteers to share their group's responses with the entire class. Facilitate a discussion of how stereotyping often leads to prejudice, discrimination, and other mistreatment of individuals with exceptionalities or learning disabilities. Ask students: Have you ever witnessed discrimination of individuals with exceptionalities or learning disabilities? If so, explain. Ask students: What might be the impact of prejudice and discrimination on individuals with exceptionalities or learning disorders' ideas of self-worth?
10 min.	5. End the discussion by asking the class: Why might stereotyping of and discrimination against individuals with exceptionalities or learning disorders occur? Allow volunteers to respond and identify if their answers come from an anthropological, psychological, or sociological lens.
Homework Activities: N/A	
Assessment & Evaluation: Students' understanding of prejudice, discrimination, and stereotyping in relation to individuals with exceptionalities and learning disabilities will be evaluated through students' discussions and responses. Students' understanding of the impact of prejudice, discrimination, and stereotyping will also be evaluated through discussion work.	
Resources: Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S.</i> Bullying Awareness: Reclaiming Our Schools, 1 January 2010. Web. 25 May 2012.	
Evaluation of Lesson:	

Class/Grade Level: Exercise Science: Grade 12, University Preparation	Date
Unit Title:	Lesson Title: Sports and Physical Activity Programs: Benefits for Individuals, Schools, and Communities
Overall Expectation(s) Curriculum: Health and Physical Education – Exercise Science: Grade 12, University Preparation Strand: Physical Activity and Sports in Society Overall Expectations: analyse the relationship of society and culture to sports and physical activity.	Specific Expectation(s) Specific Expectations: Society and Culture: describe the benefits of school and community physical activity and sports programs for themselves and for society
Additional Values & Expectations:	
Learning Outcomes Content – Students will: Understand how sports and physical activity programs can benefit individuals, schools, societies, and communities, as well as ways in which they can promote positive environments through teamwork, sports, and physical activity. Skills – Students will: Utilize communication and reflection skills to identify the benefits of sports and physical activity in school and in society, and ways to better promote teamwork and inclusion through participation in sports and physical activity programs.	
Timing: 10 min. 15 min. 20 min.	Steps of the Lesson: 1. Hook: Ask the class: What do you enjoy about sports and physical activity? Allow volunteers to respond and record students’ answers on the board. Tell students that there are many benefits of sports and physical activity for society, culture, and school besides personal enjoyment and fun. 2. Divide students into small groups of 3-4 and give each group large scale paper and markers. Ask each group to brainstorm answers to the following question: What are the benefits of sports and physical activity programs for society, culture, and school? 3. Ask volunteers to share their group’s responses. Facilitate discussion of the importance of sports and physical activity programs for society, culture, and school utilizing students’ responses. Tell students that one of the ways that sports and physical activity programs benefit society, culture, and school, is their promotion of inclusion and teamwork. Ask students: How might sports and physical activity programs work to promote inclusion, teamwork, and positive environments in

30 min.	<p>society, culture, and school? Discuss students' responses, thoughts, and ideas.</p> <ol style="list-style-type: none"> 4. Tell students that because sports and physical activity programs may help individuals in society and members of school communities feel included and happy to be a participant of a positive environment, we must all work to maintain the benefits and enjoyment that we associate with sports and physical activity. It is important to maintain a positive and inclusive sports culture in school and in society for all individuals to feel accepted and welcome. 5. Ask students to write a reflection on their participation in sports and physical activity in the school and in the community by answering the following questions: 1) How do I already work to promote inclusion, teamwork, and a positive environment through my participation in sports and physical activity in school? 2) How can I improve my efforts in promoting inclusion, teamwork, and a positive environment through my participation in sports and physical activity in school? 6. Ask volunteers to share their responses and facilitate discussion of students' responses, thoughts, and ideas.
<p>Homework Activities: N/A</p>	
<p>Assessment & Evaluation: Students' understandings of the value of sports and physical activity programs in building positive and inclusive environments for both society and schools will be evaluated through students' discussions and reflections.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	

Class/Grade Level: The Individual and the Economy: Grade 11, University/College Preparation		Date
Unit Title:		Lesson Title: How Government and Change Affects Individuals with Low Socio-Economic Statuses
Overall Expectation(s) Curriculum: Canadian and World Studies – The Individual and the Economy: Grade 11, University/College Preparation Strand: Economic Stakeholders Overall Expectations: 3) analyse the factors that affect the socio-economic position of people in Canada		Specific Expectation(s) Specific Expectations: Socio-economic Groups: assess how government policies affect various socio- economic groups; analyse how various socio- economic groups are affected by changes in prices, in incomes, and in their own needs at different life stages
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Understand how individuals with low socio-economic statuses are affected by government policies and changes in the economy, society, and their own personal lives. Students will also learn the impact of such challenges on students. Skills – Students will: Demonstrate their abilities to communicate their ideas to others in group work, as well as their abilities to apply government policies and economic and social changes to students' lives.		
Timing:	Steps of the Lesson:	
15 min.	1. Hook: Divide students into small groups of 3-4 and ask each group to brainstorm responses to the following question: How might individuals with lower socio-economic statuses or individuals who are lower class be affected by changes in government policies, the economy, job opportunities, or society?	
15 min.	2. Ask volunteers to share their group's responses with the entire class and facilitate a discussion of students' responses, thoughts, and ideas. Tell students that changes in prices, incomes, and individuals' own needs often result in further financial challenges for individuals with lower socio-economic statuses. Ask students to identify government policies that affect individuals with lower socio-economic statuses (personally and financially). Discuss students' responses.	
15 min.	3. Ask students to remain in their small groups from Step 1 and to now brainstorm answers to the following questions: 1) How might students who are of lower socio-economic status or who come from low-income families be affected by changes in government policies, the economy, job opportunities, or society? 2) How might these changes act as barriers or challenges in students' learning or experiences of	

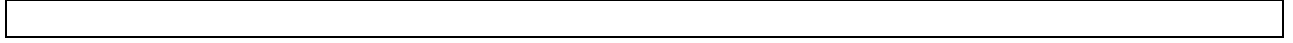
Class/Grade Level: Healthy Active Living Education: Grade 12, Open		Date
Unit Title:		Lesson Title: Healthy Sexuality, Healthy Relationships, & LGBTQ Individuals
Overall Expectation(s) Curriculum: Health and Physical Education – Healthy Active Living Education: Grade 12, Open Strand: Healthy Living Overall Expectations: 1) describe how society and culture affect individual perceptions and expressions of sexuality; 4) demonstrate an understanding of strategies that promote healthy relationships		Specific Expectation(s) Specific Expectations: Healthy Growth and Sexuality: analyse the factors that affect gender roles and sexuality; describe the characteristics of healthy, respectful, and long-lasting relationships
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Learn what constitutes healthy sexuality and healthy relationships, as well as ways in which society and culture characterize sexuality and sexual orientations. Skills – Students will: Utilize reflection and communication skills to demonstrate their understanding of healthy sexuality, healthy relationships, and ways in which society and culture characterize sexuality and sexual orientations.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask students to choose one aspect of our society or culture (provide students with examples of aspects of society or culture such as: school, the media, home, religion, politics, etc.). Ask students to brainstorm ways in which sexual orientation and sexuality are predominantly discussed or characterized within that aspect of society or culture. For example, students may state that sexuality and sexual orientation is not discussed in their home, or that sexual orientation is typically characterized as heterosexual in the media.	
10 min.	2. Ask volunteers to share their responses. Facilitate a discussion of popular and dominant characterizations of sexual orientation and sexuality utilizing students' responses.	
20 min.	3. Divide students into groups of 3-4 and give each group large scale paper and markers. Ask students to brainstorm answers to the following two questions: 1) What is 'healthy sexuality'? 2) What is a 'healthy relationship'? Ask volunteers to share their group's responses and facilitate a discussion of healthy sexualities and healthy relationships. Utilizing students' thoughts and ideas identify definitive	

Class/Grade Level: Healthy Active Living Education: Grade 12, Open		Date
Unit Title:		Lesson Title: Mental Health Issues Related to Experiences of Bullying
Overall Expectation(s) Curriculum: Health and Physical Education – Healthy Active Living Education: Grade 12, Open Strand: Healthy Living Overall Expectations: 3) demonstrate an ability to use specific strategies to enhance their own mental health and that of others		Specific Expectation(s) Specific Expectations: Mental Health: demonstrate an understanding of specific mental health issues; apply the skills necessary to manage stressful situations; identify sources of information on and services related to mental health in the community and beyond
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Learn about mental health issues that result from experiencing bullying, strategies that peers can utilize to support victims of bullying, and services in the school and the community that work to support victims of bullying and individuals with mental health issues. Skills – Students will: Utilize communication skills to discuss and brainstorm ideas about mental health and bullying as well as research and writing skills in their creation of an information pamphlet.		
Timing:	Steps of the Lesson:	
10 min.	1. Divide students into small groups of 3-4 and give each group large scale paper and markers. Ask each group to brainstorm responses to the following question: What might be the impact of bullying on victims’ mental health?	
15 min.	2. Ask volunteer’s to share their responses and facilitate a discussion of mental health issues that bullying victims may experience utilizing students’ answers. Bullying can lead victims to experience stress, anxiety, depression, self-harm, suicidal thoughts, etc. Help students to identify the indicators or symptoms of several mental health issues that victims of bullying often experience (like stress, anxiety, depression, self-harm, suicidal thoughts, etc.).	
10 min.	3. Ask students: How can the school and school community members work to support victims of bullying, and victims who experience mental health issues? Allow volunteers to respond and facilitate a discussion of ways students can work to support their peers who experience bullying and mental health issues.	
40 min.+	4. Ask students to create information pamphlets that outline mental health issues that victims of bullying often experience. Students’ information pamphlets should also outline what victims experiencing these issues can do to cope with bullying as well	

	<p>as information on services at school and in the community that work to support victims of bullying or individuals with mental health issues. Students may work in small groups to complete this task. Students will need to do research in order to write their information pamphlets, and they may utilize books and Internet in the classroom, library, and computer lab to complete their work. Allow students a few class periods to complete this activity with their group members.</p>
<p>Homework Activities: Students may work on their information pamphlets at home if class time is insufficient.</p>	
<p>Assessment & Evaluation: Students' information pamphlets will be evaluated for students' understanding of the mental health issues that bullying victims often experience and support services and strategies for those victims.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	

Class/Grade Level: English: Grade 11, University Preparation		Date
Unit Title:		Lesson Title: Stereotypes of Teens: How They Work & Why They Are Problematic
Overall Expectation(s) Curriculum: English: Grade 11, University Preparation Strand: Media Studies Overall Expectations: 1) Understanding Media Texts: demonstrate an understanding of a variety of media texts; 3) Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques		Specific Expectation(s) Specific Expectations: 1.2) Interpreting Messages: interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey; 1.5) Critical Literacy: identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power; 3.4) Producing Media Texts: produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Learn about stereotypes of teenagers in high school, what characteristics or attributes are associated with several teen stereotypes, and how stereotypes negatively affect the lives of real teenagers. Skills – Students will: Utilize critical literacy skills to interpret the messages and stereotypes embedded in teen films. Students will also utilize writing and communication skills to produce a zine in small groups.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask students: What are some stereotypes of teenagers in high school? Write down students answers on the board and facilitate a discussion of popular images and stereotypes of teenagers or high school students in the media, television, film, and magazines utilizing students’ responses.	
10 min.	2. Utilizing students’ thoughts and ideas create a working definition of ‘stereotype’. Write the definition of stereotype on the board and discuss with students how stereotypes function and how they are often constructed in popular media.	
60 min.+	3. Watch a popular teen film with the class. You may choose to watch an entire film, clips from one film, or clips from various films. Popular teen films that feature dominant stereotypes and images of teenagers in high school include: <i>The Breakfast Club</i> , <i>Mean Girls</i> , <i>Clueless</i> , <i>She’s All That</i> , <i>Never Been Kissed</i> , and <i>10 Things I Hate</i>	

20 min.	<p><i>About You</i>. This step may be completed over a few classes or days if necessary.</p> <p>4. After watching a popular teen film that features stereotypes of high school students divide students into small groups of 3-4. Ask each group to answer the following questions for discussion: 1) What stereotypes of teenagers were dominant in this film? 2) Describe characteristics or attributes of characters in the film that demonstrated the film’s use of teenager stereotypes 3) How might the stereotypes in this and other teen films affect the real lives and identities of teenagers in this school?</p>
10 min.	<p>5. Facilitate a discussion of students’ small group responses. Emphasize the negative effects of stereotypes in teen movies and other media on real teenagers, their identities, and experiences.</p>
75 min+	<p>6. Once students have an understanding of teen stereotypes and their negative impact on real teenagers, ask students to work with their group members from Step 4 to create a zine. A zine is “a noncommercial often homemade or online publication usually devoted to specialized and often unconventional subject matter” (Merriam-Webster). Zines are D.I.Y. magazines that act as alternative media that is created and published by individuals wanting to express opinions, ideas, art, or writing that challenge norms and dominant discourses in traditional media. Students’ zines should debunk the stereotypes that they viewed in the teen movie from Step 3 and challenge normalized or dominant images of teenagers in high school. In order to do this, students should dedicate one half of their zine to discussing the problems that stereotypes of teenagers create in schools and the other half to illustrating the voices and experiences of real teenagers. Allow students a few class periods or days to complete this activity with their group members.</p>
15 min.	<p>7. Once students have completed their zines facilitate a discussion of their zines and stereotypes of teenagers by asking: How do stereotypes affect how we treat one another in school? Discuss with students the real implications of stereotyping, including harassment, bullying, conflict, etc.</p>
<p>Homework Activities: Students may work on their zines at home as class time will be insufficient for students to complete this entire activity.</p>	
<p>Assessment & Evaluation: Students’ zines will be evaluated for students’ understanding of dominant stereotypes of teenagers, how stereotypes of teenagers function in media and its messages, and how stereotypes negatively affect the lives of real teenagers.</p>	
<p>Resources: Hamilton, Vanessa, and Jeff Reati. <i>Bullying Awareness R.O.S. Bullying Awareness: Reclaiming Our Schools</i>, 1 January 2010. Web. 25 May 2012. “Zine – Definition and More from the Free Merriam-Webster Dictionary.” <i>Dictionary and Thesaurus – Merriam-Webster Online</i>. Merriam-Webster, Incorporated, n.d. Web. 31 May 2012.</p>	
<p>Evaluation of Lesson:</p>	



Class/Grade Level: Healthy Active Living Education: Grade 11, Open		Date
Unit Title:		Lesson Title: Sexual Harassment & Relationship Violence: Indicators and Strategies of Support
Overall Expectation(s) Curriculum: Health and Physical Education – Healthy Active Living Education: Grade 11, Open Strand: Healthy Living Overall Expectations: 2) demonstrate, in a variety of settings, the knowledge and skills that reduce risk to personal safety		Specific Expectation(s) Specific Expectations: Personal Safety and Injury Prevention: describe different types of violence; demonstrate an understanding of the causes of relationship violence; identify and analyse the indicators of violence in interpersonal relationships, as well as appropriate intervention strategies; assess solutions and strategies for preventing and eliminating relationship violence
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Understand sexual harassment and relationship violence, indicators or examples of sexual harassment and relationship violence, and ways victims can be supported through community services. Skills – Students will: Utilize communication, research, and writing skills in discussion and in the creation of information sheets to display their understanding of sexual harassment and relationship violence.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask students to individually write down what they know about sexual harassment and/or relationship violence through speaking with friends, reading books, or viewing popular media. Allow students to reflect and write down their thoughts, and then ask volunteers to share their responses.	
15 min.	2. Utilizing students' thoughts and ideas define the terms 'sexual harassment' and 'relationship violence'. Write definitions of sexual harassment and relationship violence on the board. Facilitate a discussion of sexual harassment and relationship violence. Ask students for specific examples of what sexual harassment and relationship violence look like. Sexual harassment can be anything from sexual comments to unwanted physical contact to sexual assault. Relationship violence can exist in many ways including physical abuse, sexual abuse, verbal abuse, financial abuse, emotional abuse, etc. Write students' responses on the board.	
20 min.	3. Divide students into small groups of 3-4 and ask each group to answer and discuss the following question: What are the physical, social, and emotional impacts of various kinds of sexual harassment or relationship violence? Allow groups to choose if they would like to discuss this question in relation to sexual harassment or	

30 min+	<p>relationship violence.</p> <ol style="list-style-type: none"> 4. Allow volunteers to share their group’s discussion and thoughts, and facilitate a discussion about victims of sexual harassment and relationship violence. Tell students that victims of sexual harassment and relationship violence often feel shame and guilt, which prevents them from seeking support or help. 5. Ask students to individually create information sheets on either sexual harassment or relationship violence. Students’ information sheets should focus on one topic (either sexual harassment or relationship violence), describe indicators or examples of sexual harassment or relationship violence, and identify intervention strategies and support services in the community to help victims of sexual harassment or relationship violence. Students’ information sheets should be developed for audiences in Grade 11 and Grade 12. Students may utilize books and Internet in the classroom, library, and computer lab to complete research for their work. This step may be completed over a few classes or days if necessary. 6. Hand out students’ completed information sheets on sexual harassment or relationship violence to other senior classes.
<p>Homework Activities: Students may work on their information sheets at home as class time will be insufficient for students to complete this entire activity.</p>	
<p>Assessment & Evaluation: Students’ understanding of sexual harassment and relationship violence, indicators or examples of such violence, and strategies and services that support victims of sexual harassment and relationship violence will be evaluated through students’ information sheets.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	

Class/Grade Level: Living and Working with Children: Grade 11, College Preparation		Date
Unit Title:		Lesson Title: Communication & Conflict Management Skills: What We Learned as Children
Overall Expectation(s) Curriculum: Social Sciences and Humanities – Living and Working with Children: Grade 11, College Preparation Strand: Socialization of Children Overall Expectations: 1) demonstrate the skills and strategies needed to communicate with and about children; 3) analyse and evaluate a broad range of practices and techniques adopted by parents, caregivers, and others that shape the behaviour of children		Specific Expectation(s) Specific Expectations: Communication Skills and Strategies: compare positive conflict-management strategies and negative conflict-management strategies used by adults and by children; evaluate the effectiveness of a variety of conflict-management models in various circumstances
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Learn about effective and ineffective communication and conflict management skills as well as ways in which adults teach children related skills and strategies. Skills – Students will: Utilize writing and communication abilities to demonstrate their understanding of effective and ineffective communication and conflict management skills and ways in which these skills are taught to children. Students will also utilize critical thinking skills to determine which communication and conflict management strategies are effective and which are ineffective.		
Timing:	Steps of the Lesson:	
10 min.	1. Hook: Ask students to reflect on their childhood memories and to choose one memory of a conflict that they experienced with their parents or guardians before they were teenagers. Ask students to write a brief reflection on this conflict. Allow students time to reflect and write, and then allow volunteers to share their responses.	
10 min.	2. Facilitate a discussion of conflicts that develop between children and their parents or guardians. Ask students: Was the conflict you described resolved? If so, how was it resolved? Allow volunteers to respond and discuss with students ways in which parents or guardians attempt to resolve conflicts.	
20 min.	3. Ask students to individually create a chart with three categories: 'What My Parents	

Class/Grade Level: Advanced Learning Strategies: Skills for Success After Secondary School: Grade 12, Open		Date
Unit Title:		Lesson Title: How Bullying and Stress Negatively Impact Victims' Learning & Achievement
Overall Expectation(s) Curriculum: Guidance and Career Education – Advanced Learning Strategies: Skills for Success After Secondary School: Grade 12, Open Strand: Personal Management Overall Expectations: 2) explain the impact of personal factors on achievement and apply strategies for personal improvement		Specific Expectation(s) Specific Expectations: Impact of Personal Factors: identify and describe personal factors that can negatively affect their learning and thinking; describe the personal and social factors that contribute to positive and negative stress, and explain how stress affects them in a variety of settings; Interpersonal Skills: identify and use strategies and resources to maximize success in school and for daily living
Additional Values & Expectations:		
Learning Outcomes Content – Students will: Learn about bullying, how bullying can lead to stress and difficulties in learning, and ways in which victims of bullying who are struggling in school can seek support or cope with their stress. Skills – Students will: Utilize communication and problem-solving skills to work with their partners and to determine strategies for victims of bullying who are experiencing stress and difficulties in school.		
Timing:	Steps of the Lesson:	
15 min.	1. Hook: Ask the class: What are some personal factors or issues that might negatively affect students' learning or achievement in school? Allow volunteers to respond and record students' answers on the board. Ask students: How do these personal factors or issues negatively affect students' learning or achievement in school?	
20 min.	2. Tell students that one issue that negatively affects students' learning or achievement in school is bullying. Utilizing students' thoughts and ideas create a working definition of 'bullying'. Write the definition on the board. Tell students that bullying often causes victims of bullying to experience negative stress, which leads to difficulties in learning and disengagement from school. Ask students: What are some other ways in which bullying may negatively affect victim's learning or achievement in school? Allow volunteers to respond and facilitate a discussion utilizing students' responses.	
15 min.	3. Ask students to find a partner and assign each student of each pair a role. One student in each pair will be Student A and another student in each pair will be	

<p>15 min.</p> <p>10 min.</p>	<p>Student B. Tell students to imagine that Student A is a victim of bullying who is experiencing a lot of stress and anxiety. Because Student A is being bullied at school he/she now rarely attends and when he or she does attend class, they cannot concentrate. Student A is now failing most of their classes. Tell students to imagine that Student A has approached Student B with their bullying and school problems and that it is up to Student B to support Student A through identifying a resolution or strategy for Student A to utilize. Give all Student Bs time to think about and write down their solutions and strategies, and then ask all students to perform in-role with their partners.</p> <p>4. Ask each pair to switch roles so that all Student As play the role of the mentor and all Student Bs play the role of the bullying victim. Give all Student As time to think about write down their solutions and strategies, and then ask all students to perform in-role with their partners.</p> <p>5. Debrief students' experiences in-role through facilitated discussion of various strategies that victims of bullying who are struggling in school can employ.</p>
<p>Homework Activities: N/A</p>	
<p>Assessment & Evaluation: Students' understanding of how bullying, as a personal factor or issue, can impact victims' learning and achievement in school, as well as ways in which victims can cope with bullying and stress, will be evaluated through students' discussions.</p>	
<p>Resources: 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>Evaluation of Lesson:</p>	