Lesson 4: Privacy and Language (Part 2)

Cluster of Learning Outcomes

Students will…

✓ **S.5.2.A.5**   **Use appropriate language regarding private and sensitive issues** (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs…).

K.4.2.C.2   **Identify and sort causes of anxiety or stress** (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems…) **for self and others as they relate to school, home, and community.**

K.4.2.C.3   **Identify feelings and emotions associated with anxiety** (e.g., feeling anxious, scared, nervous, timid…).

K.4.2.C.4a   **Discuss ways and activities** (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles…) **to reduce personal stress.**

S.4.2.A.3   **Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences…) **in partner activities.**

S.4.2.A.5   **Explore ways to relax the mind and body** (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities…).

✓ Indicates targeted learning outcome.

Lesson Focus

As a result of the learning activities within this lesson students will be able to
- identify situations where inappropriate language is sometimes used
- describe some strategies to decrease the use of inappropriate language

Resources

Blackline Master
- BLM 2-4.1: Case Scenarios

Notes to Teacher

Students are subjected to many influences in their environments (e.g., family, peers, society, culture, movies, television), some of which are not always positive.

Instruction that is centred on questioning, exchange of ideas and dialogue, exploration of situations, and personal and group reflection fosters the development of students' moral awareness. Therefore, use a variety of learning activities, such as role-play, mime, theatre, case scenarios, simulation, debate, or round-table discussion, in addressing the targeted learning outcome(s).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences (consider others' ideas)

GLO 4—Enhance the clarity and artistry of communication (effective oral communication)

GLO 5—Celebrate and build community (cooperate with others, work in groups, use language to show respect)

Family Involvement

• Have students take home scenarios and share some of the classroom discussion with their families.

Suggestions for Instruction

1. Begin a round-table discussion by explaining that people often resort to rude or hurtful language in stressful situations.

2. Ask students:
   - "What are some stressful situations?" (e.g., in traffic, airports, crowded stores or school hallways, playground disputes)
   - "What inappropriate language have you heard or seen in these situations?" (e.g., swearing, teasing, name calling, rude gestures or signs)

3. Encourage students to debate a problem, exchange ideas on ways to remedy it, and suggest appropriate solutions (e.g., ground rules for classroom, rules for playground, deep breathing or counting to 10 to help control angry outbursts).

4. Develop and write (on the classroom board) a list of ways to express anger appropriately (e.g., "I don't like it when…" "Stop it." "Leave me alone.").

5. Arrange students in small groups and have them discuss case scenarios. When introducing the scenarios, explain that the described behaviour is inappropriate and not recommended. How could the situation have been avoided or resolved?

   Refer to BLM 2-4.1: Case Scenarios.

Suggestions for Assessment

Observation

Teacher Assessment: Anecdotal Notes

Observe students regularly and take anecdotal notes on

- use of language
- teasing
- gestures
- respect for privacy

Notes