GRADE 3

Objective: Students will be able to identify and acknowledge the value of their own and other people’s talents and strengths, and discover how to compliment others on their strengths.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Respect, Self-Care

LESSON ACTIVITIES

Who Am I? Activity, pp. 3-4
(10 to 15 minutes, longer for optional writing activity)

Who Are You? Bingo Game, pp. 5-6
(15 minutes)

Compliment Activity, p. 7
(15 to 20 minutes)

Compliment Cards, p. 8
(20 to 25 minutes)

Reading and Writing Extension Activities: Valuing Others, p. 9
(15 to 20 minutes)

Home Extension Activity, pp. 10-11

LESSON MATERIALS

- Who Am I? worksheet, one for each student

- Who Are You? Bingo, one for each student (Note: Copy the Who Am I? and Who Are You? Bingo sheets back to back)

- (Optional) Prizes for Bingo

- Completed bingo game sheet

- (Optional) Chart paper

- Pencils, markers or pencil crayons

- Card stock

- Old magazines for students to cut up for card making activity

- Scissors


- Paper and pencils

- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org
LESSON NOTES

- The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.
- Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.
- The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Educator Guide for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviours.
- Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.
- The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Educator Guide for how to create and use this tool kit.
- RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the RAK Educator Guide for more information about incorporating those strategies into the lesson.
- Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.
- This lesson includes a home extension activity, which may be sent home at any time during the unit.
- The British Columbia Integrated Resource Package: Prescribed Learning Outcomes met are listed after the activity title. Key is provided on pp. 12-15. In addition, these lesson activities address the Communication, Creative Thinking and Positive Personal & Cultural Identity Core Competencies proposed for British Columbia.

SUGGESTED INTRODUCTION TO UNIT

Teacher says “For the next few days (or weeks), we are going to learn about our own and other people’s talents and abilities, and how to compliment each other on those abilities.” Allow time for students to respond and discuss, either as a class or in small groups. You can also use this time to introduce the Kindness Concepts (respect, self-care) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for respect and self-care as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Self-Care: Learning how to take care of yourself. Using nice words when you think or talk about yourself.

Respect: Treating others as you would like to be treated.
WHO AM I? ACTIVITY (10 to 15 minutes, longer for optional writing activity)

LESSON MATERIALS

- Who Am I? sheet (p. 4), one for each student
- (Note: copy Who Am I? and Who Are You? Bingo sheets back to back)
- Kindness Concept Posters for Respect, Self-Care

LEARNING OUTCOMES MET

- English Language Arts: A2, A5, A11, B1, B9, C2, C3, C10
- Health and Career Education: B1, C4

RESOURCES

Adapted from What Do You Stand For? For Kids a Guide to Building Character by Barbara A. Lewis (Minneapolis, MN Free Spirit Publishing, 1998)

DESCRIPTION

1. Hand out a copy of the Who Am I? sheet to each student. Say: “We are going to spend some time learning about our talents and strengths. Complete this worksheet and remember there are no right answers! This is a chance to figure out what makes you, you!”

2. Have each student complete independently.

3. If they are having a difficult time identifying their abilities, they can look at the bingo game on the back for ideas or encourage them with suggestions.

4. If you are going to do the Bingo Game another day, you can either have the students put their papers in their desks or collect them. Otherwise, you can continue to the Bingo Game.

OPTIONAL WRITING ACTIVITY

Have students use their responses to write a Who Am I? essay or descriptive poem. Record students reading their essays and poems and then play the recordings back so students can understand the value of their written work.

EVALUATION

Discuss (or have students write responses in their RAK journal): “Did you find this activity a useful way to think about your interests and abilities? Why or why not?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Folding the graphic organizer on p. 4 accordion style so that they can focus on one question at a time on the page. Have them unfold the page to reveal the next part of the assignment.

2. Being able to dictate their responses to a partner or the teacher.
WHAT YOU ARE ON THE OUTSIDE AND WHO YOU ARE ON THE INSIDE COMBINE TO MAKE UP THE REAL YOU. ANSWER THE QUESTIONS BELOW TO GET A FULL PICTURE OF YOU. THINK OF IT AS A SNAPSHOT OF YOU TODAY.

1. Some things I like about myself are:
   __________________________________________________________
   __________________________________________________________

2. My best qualities are:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. I am good at:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. I would like to get better at:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. A talent I want to develop is:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. My secret dream is to:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Given who I am today, when I grow up, I want to be:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
WHO ARE YOU? BINGO GAME (15 minutes)

LESSON MATERIALS

- Who Are You? Bingo (p. 6), one for each student
- (Optional) Prizes for Bingo
- Kindness Concept Poster for Respect

LEARNING OUTCOMES MET

English Language Arts: A1, A2, A3, A4, A5, A6, A11
Health and Career Education: B1, C4

DESCRIPTION

1. Have students turn over their Who Am I? sheet or return the sheets if students are doing this activity another day. Teacher says: “Now that you have figured out some things you are good at, we are going to play a game to learn about others talents or abilities. Turn to the Who Are You? Bingo sheet. Notice that there are several different types of talents or abilities on the sheet.” You will need to find someone in the class who has that talent or ability and write their name in the box. Each box should have a different name. Whoever gets five in a row first wins a bingo! Whoever completes the sheet first also wins a bingo!”

2. Allow time for students to play the game, and award prizes if desired.

EVALUATION

Discuss in small groups or as a class: “Did you learn something new about someone else today?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Working with a partner who writes down responses on the Bingo Sheet for them.

2. Having two copies of the Bingo Sheet, one that is blank to play the game and one marked with everything they are good at to help them answer other people’s questions.

3. Playing the game in a more controlled environment, particularly if they have a hard time regulating their bodies. One option would be to assign kids who have a difficult time with self control to stand by their desks and other students to move around the room and come to them. Then, switch the groups half way through the game.
**WHO ARE YOU? BINGO GAME**

**Directions:** Try to find someone who has the talent or ability written below. The first person to get five in a row wins a Bingo! The first person to finish the card also gets a Bingo.

<table>
<thead>
<tr>
<th>Talent/Abilities</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talented soccer player</td>
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<tr>
<td>Likes playing the piano</td>
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<tr>
<td>Enjoys being with animals</td>
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<tr>
<td>Loves to play basketball</td>
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<tr>
<td>Good at math</td>
<td></td>
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<tr>
<td>Listens well to others</td>
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<tr>
<td>Likes to play with younger kids</td>
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<tr>
<td>Good at building things</td>
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<tr>
<td>Good at violin</td>
<td></td>
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<td></td>
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<tr>
<td>Good at baseball</td>
<td></td>
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<tr>
<td>Enjoys science projects</td>
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<tr>
<td>Good at a sport</td>
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<tr>
<td>Write your talent here!</td>
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<tr>
<td>Likes to read</td>
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<td>Good at helping others</td>
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<tr>
<td>Loves to swim</td>
<td></td>
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<tr>
<td>Likes to tell jokes</td>
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<tr>
<td>Enjoys writing stories</td>
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<tr>
<td>Enjoys computer games</td>
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<tr>
<td>Enjoy telling stories</td>
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<tr>
<td>Enjoys talking to older people</td>
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<tr>
<td>Good at painting or drawing</td>
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<td>Plays an instrument</td>
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<td>Loves to plant flowers</td>
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<td></td>
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<td></td>
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<tr>
<td>Good sense of humour</td>
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</table>

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COMPLIMENT ACTIVITY (15 to 20 minutes)

LESSON MATERIALS
- Completed bingo game sheet (p. 6)
- (Optional) Chart paper
- Kindness Concept Poster for Respect

LEARNING OUTCOMES MET
- English Language Arts: A1, A2, A3, A4, A5, A6, A11, C2, C10
- Health and Career Education: B1, C4

DESCRIPTION
1. Say: “Through the Bingo Game that we played, we learned some of the talents and abilities each of us have. Today we are going to compliment one person on their talent or ability. Does anyone know what a compliment is?”

2. Allow students to answer, and then continue: “When you give someone a real compliment, you comment on their abilities or talents. While it’s nice to tell a person that you like his shirt or her new backpack, a compliment that notices a deeper part of a person might be something like ‘Jennifer, you are really good at soccer.’ So, each of you will stand up one at a time, and, using what you found out during the bingo game, compliment someone else on one of their abilities or talents. When it is your turn, compliment someone who hasn’t received one. Remember that everyone can be complimented, even if it is someone you aren’t close friends with. Compliments are something that build up our classroom and create a positive place for us to learn.”

3. Make sure that each person is complimented.

4. If desired, write the compliments on poster sheets, without the names.

EVALUATION
Discuss in small groups or as a class (or have students write responses in their RAK journals): “How did it feel when you complimented someone on their abilities and talents? How did it feel when you were being complimented on your strengths and talents?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Dividing into small groups and sitting in a circle; suggest that they compliment the person to the left so that they don’t have to choose who they compliment, which can be overwhelming for some kids.

2. Writing their compliments on sticky notes and handing the compliment to that person; it may be difficult for some students to say their compliment out loud.

3. Being reminded to think through what they are going to say first, so that they don’t accidentally say something that hurts someone’s feelings. They may want to review their compliment with a partner first.
COMPLIMENT CARDS (20 to 25 minutes)

LESSON MATERIALS

- Pencils
- Markers or pencil crayons
- Card stock
- Old magazines for students to cut up for card making activity
- Scissors
- Kindness Concept Poster for Respect

LEARNING OUTCOMES MET

English Language Arts: A2, A11, C3, C10
Health and Career Education: B1, C4

DESCRIPTION

1. Hand out card stock, markers, pencil crayons and old magazines.

2. Explain: “Now that we have figured out our own talents and learned how to compliment someone else on their abilities, we are going to make a compliment card for a friend, someone in your family, or anyone you would like. First, fold the card stock in half. Then, write what you think that person is good at, and decorate the card with magazine pictures or drawings about that talent. For example, if your dad likes to play the piano, or your sister is a good runner, you might want to draw a picture of that person doing the activity, or find a picture in a magazine about that activity.”

3. Encourage students to be creative. Students could write a descriptive or acrostic poem in their compliment card if you want them to develop that aspect of their writing.

4. If time allows, students can share their cards with the class. They can make more than one card.

5. Encourage students to deliver the cards that they made.

EVALUATION

Discuss in small groups or as a class: “Can anyone give me examples of compliments we can say to another person?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having a word bank of compliments available for students. Encourage them to use the Bingo Game as a tool for writing compliments or responses from the “Who Am I?” Activity.

2. Working with a partner to come up with ideas for their card.
READING AND WRITING EXTENSION ACTIVITIES: VALUING OTHERS

1. There are many ways that you can focus on valuing others’ talents and strengths through reading and writing activities. For example, during a unit on descriptive poems, students could write poems about ways to show respect for others using figurative language.

2. Another option would be to do a class read aloud together with a book that focuses on valuing others (see website listed above for ideas). Have students write a report about the class book. Have the students answer questions like: How did the characters in the book respond to others’ talents and strengths? Why should we value others’ strengths?

3. Students could also write a narrative or creative story that emphasizes the theme of valuing strengths and talents and showing respect to others.

EVALUATION
Project serves as evaluation for this activity.

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Discussing their ideas for the poem with a partner.
2. Using a graphic organizer to help them make connections on the content and also answer questions while listening to the book.
3. Using a graphic organizer as a pre-writing strategy for constructing a narrative or creative story.
HOME EXTENSION ACTIVITY

MATERIALS
Take Home Activity (p. 11), one sheet per student

DESCRIPTION
1. This activity could be done at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet with the Friday folders and have it returned on Monday.

2. Hand out the Home Extension Activity and say: “We have been talking about our own and other people’s talents and strengths and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by ____________.”

3. The day the students bring back their sheet, ask the following questions:
   1) What are some of the talents and strengths of the people you live with?
   2) How can you value those talents and strengths?
BACKGROUND

As part of the Random Acts of Kindness program, your student has been learning about their own and other people’s talents and strengths and discovering how to compliment others on their strengths.

VOCABULARY WORDS

**Self-Care:** Learning how to take care of yourself. Using nice words when you think or talk about yourself.

**Respect:** Treating others as you would like to be treated.

AT HOME ACTIVITY

Review the vocabulary words listed above and then ask your student what he or she has learned about how to value or respect other people’s talents and strengths. Discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

- What are some of the talents and strengths of the people we live with?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

- How can we value these talents and strengths?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
1. Language Arts

- **A1**: Use speaking and listening to interact with others for the purposes of contributing to a class goal, sharing and explaining ideas, viewpoints, and opinions, making connections, solving problems, completing tasks
  
  **Achievement Indicators:**
  - share ideas relevant to class activities and discussions (e.g., structured A/B partners, informal partner-talk, brainstorming)
  - engage in partner, small group, and whole class discussion to accomplish a structured task (e.g., plan a class celebration)
  - share ideas, opinions, and feelings relevant to class activities and discussions (e.g., in pairs and small and whole group activities, brainstorming, book club, community circle)
  - ask for assistance from peers and adults
  - speak and listen to respond to the needs of others, considering verbal and nonverbal cues (e.g., tone, inflection, facial expression)

- **A2**: Use speaking to explore, express, and present ideas, information, and feelings for different purposes, by staying on topic in a focussed discussion, recounting experiences in a logical sequence, presenting a central idea with supporting details, using specific and descriptive vocabulary, sharing connections made
  
  **Achievement Indicators:**
  - identify purpose for speaking or presenting (e.g., to deliver short simple report, share an experience, give an oral explanation or instructions)
  - discuss and present ideas and information that is understandable and generally complete (e.g., states a clear topic, is logically sequenced, includes some explanations, examples, or details)
  - explain own viewpoint and give reasons
  - use tone, volume, pace, intonation, and gesture to enhance meaning
  - provide a beginning, middle, and an end, including concrete details that develop a central idea
  - plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, and tone

- **A3**: Listen purposefully to understand ideas and information, by identifying the main ideas and supporting details, generating questions, visualizing and sharing
Achievement Indicators:
- identify and retell main ideas and supporting details
- after listening, generate questions with classmates to explore a topic further
- demonstrate attentive listening in nonverbal ways (e.g., nod to show agreement, show responsive facial expressions)
- attend without distracting or interrupting (e.g., raise hand to ask questions or make comments, wait turn to speak)

A4: Use a variety of strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener

Achievement Indicators:
- refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task
- connect and relate prior experiences, insights, and ideas to those of a speaker
- make connections to personal and shared ideas and experiences by talking in pairs (e.g., listen and add to partner’s ideas)
- follow classroom guidelines for interacting (e.g., respectful listening, accepting differing opinions)
- respond to questions with appropriate elaboration
- balance role of self as speaker and listener, and follow the rules of conversation

A5: Use a variety of strategies when interacting with others including presenting ideas, information, and feelings, including setting a purpose, accessing prior knowledge, generating ideas, making and sharing connections, asking questions to clarify and confirm meaning, organizing information, practising delivery, self-monitoring and self-correcting in response to feedback

Achievement Indicators:
- ask and answer questions to focus topics or identify need for further information
- organize information and ideas chronologically or around major points of information (e.g., use graphic organizers, generate research questions, and collect information)
- monitor volume and tone of voice, depending on the situation (e.g., speaking to a guest vs. interacting at recess)

A6: Use a variety of strategies when listening to make and clarify meaning, including accessing prior knowledge, making predictions about content before listening, focusing on the speaker, listening for specifics, asking questions, recalling and summarizing, visualizing, monitoring comprehension

Achievement Indicators:
- ask questions to clarify (e.g., recognize when information is not making sense, ask speaker to clarify)
- identify main ideas and supporting details
- retell, paraphrase, and explain what has been said by a speaker

A11: Use the features of oral language to convey and derive meaning, including text structure, sentence lengths and types, transitions, syntax (i.e., grammar and usage), enunciation, receptive listening posture

Achievement Indicators:
• **B1: Read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, such as stories from various Aboriginal and other cultures, stories from a variety of genres (e.g., folktales, legends, adventure, humour, biographies, mysteries), series and chapter books, picture books, poems**

  **Achievement Indicators:**
  o read grade-appropriate literary texts independently and collectively (e.g., choral reading and readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing
  o summarize major points from fiction and retell events in the correct general sequence
  o make inferences (e.g., about characters or situations)

• **B9: Read and view to extend thinking, by predicting, developing connections and explanations, distinguishing between fact and fiction, drawing conclusions**

  **Achievement Indicators:**
  o create representations that demonstrate thinking before reading and viewing and thinking after reading and viewing (e.g., colour-coded mind maps, prediction charts)
  o make logical connections between new information and ideas in a selection and what they already know and believe about the topic
  o analyse a story in terms of cause and effect and draw conclusions

• **C2: Create a variety of clear, easy-to-follow informational writing and representations, featuring ideas that are adequately developed through relevant details and explanations, sentence fluency through a variety of correctly constructed sentences, word choice by using some new and precise words including content-specific vocabulary, a voice that demonstrates interest in and knowledge of the topic, an organization that includes an introduction, and logically connected and sequenced details**

  **Achievement Indicators:**
  o create a variety of informational writing and representations (e.g., expository writing such as procedures, graphs, charts, reports, instructions, posters, various multimedia forms, and may include impromptu writing)

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

• **C3: Create a variety of imaginative writing and representations following patterns modelled from literature, featuring ideas developed through interesting sensory detail, sentence fluency**
developed through experimenting with some smooth patterns, and phrasing that is beginning to sound natural, experimentation with word choice by using new, unusual words and varied descriptive and sensory language, an emerging voice demonstrating a developing writing style, an organization that develops logically from an engaging opening through to a satisfying ending.

Achievement Indicators:
- create a variety of imaginative writing and representations (e.g., expressive writing such as stories, plays, poems, and may include impromptu writing)

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

- C10: Use the features and conventions of language to express meaning in their writing and representing, including complete simple and compound sentences, various sentence types (e.g., declarative, interrogative, imperative, exclamatory), paragraphs, with some accuracy, correct subject-verb agreement, past and present tenses, noun and pronoun agreement, capitalization in titles of books and stories, punctuation at the end of sentences, apostrophes to form common contractions and to show possession, commas in a series, dates, addresses, and locations, new words from their oral language and reading experiences, spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory, conventional Canadian spelling of familiar words, and spelling of unfamiliar words by applying generalizations to assist, strategies for correctly spelling frequently misspelled words, legible print, and begin to show proper alignment, shape, and slant of cursive writing, spacing words and sentences consistently on a line and page

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

2. Health and Career Education
- B1: Describe the attributes of people they admire
  Achievement Indicators:
  - identify the attributes (e.g., things they do well, personal characteristics, accomplishments) of real or fictional people they admire
  - describe why they admire these attributes
  - identify attributes of people they admire that they would like to develop themselves

- C4: Describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)
  Achievement Indicators:
  - describe effective skills for building a variety of types of positive relationships, such as effective communication skills (e.g., active listening, using questions, using “I” statements, not interrupting, asking questions to find out more), interpersonal skills (e.g., cooperation, taking turns, respect, recognizing and honouring differences, empathy)
OTHER STANDARDS MET

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

2. Social and Emotional Standards *(www.casel.org)*
   - Social Awareness
   - Relationship Skills
   - Self Awareness