Objective: Students will be able to:
• Demonstrate that individuals belong to different groups and communities and that speaking and acting kindly shows respect toward others and can result in a culture of kindness.
• Identify ways that they can help those with disabilities in the community or how to respond to those in need.

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

Kindness Concepts: Compassion, Respect

Lesson Activities

Visual Responses, pp. 3-4
(10 minutes per video)

Respect Mobiles Activity, p. 5
(15 to 20 minutes)

Newspaper/Internet Kindness Activity, p. 6
(45 to 60 minutes)

Multicultural Book Report, pp. 7-8
(time varies)

Immigration and Race Relations Activity, p. 9
(time varies)

Community/Home Extension Activity, p. 10
(time varies)

Lesson Materials

• Videos: see links listed with the activity
• Note cards with holes punched in the top
• String, cut in varying lengths, enough for each student to have three pieces of string
• Nine metal hangers, enough to make three “Self Respect,” three “Respect at School,” three “Respect in the Community” mobiles
• Newspapers or Magazines, either online or hard copy
• RAK Journals
• Book about other cultures. An excellent resource list: http://bit.ly/17kCAXV
• Book Report Guide, either the one provided or one you create
• Research materials
• Depends on what project students create
LESSON NOTES

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

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

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

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

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

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

• The British Columbia Integrated Resource Package: Prescribed Learning Outcomes met are listed after the activity title. Key is provided on pages 11-17. In addition, these lesson activities address the Communication, Creative Thinking and Positive Personal and Cultural Identity Core Competencies proposed for British Columbia.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: “For the next few days, we are going to talk about what it means to understand and respect others. With a partner discuss some ways that we can show respect to another person through our words or actions.” 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 key Kindness Concepts (compassion and respect) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for compassion and respect as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

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

**Respect:** Treating yourself and others the way you want to be treated; Honouring the rights of others.
VISUAL RESPONSES (10 minutes per video)

LESSON MATERIALS

- Videos:
  - Culture Camp: https://www.youtube.com/watch?v=nb-amJa3phs
  - Touchdown: https://www.youtube.com/watch?v=lumOJ7hXQl8
  - 1st World Problems Read by Third World People: http://bit.ly/T8Ei6c
- RAK Journals
- Kindness Concept Posters: Compassion, Respect

LEARNING OUTCOMES MET

- English Language Arts: A1, A2, A3, A4, A7, A8, A9, B4
- Health and Career Education: C2, C7

DESCRIPTION

1. Teacher says: “We are going to watch a few videos about respecting cultures and individuals. As you watch, think about whether the person or people talking make sense to you.” You can watch as many of the clips as you like and then ask the follow up questions. You could also provide a question sheet and have students discuss the questions in small groups.

2. Watch Culture Camp video. Then ask the following questions:
   1) Rick Favel, an instructor at Bold Eagle Camp, says that the point of the camp is to give students a foundation and a better understanding of the belief system of First Nation people. Why do you think this would be important?
   2) Another instructor says "he knows what this camp can do for young people." What do you think he means by that? What do you think it does for the students?
   3) Do you think it is important to learn about your own and other cultures? Why or why not?

3. Watch “The ‘R’ word” video. Then ask the following questions:
   1) Why did Ashley create a video? (Answer: She wanted people to stop using the word “retarded,” explained why they shouldn’t say it and how it can offend people.)
   2) What did she want others to learn about people with disabilities? (Answer: They are like all people – they want to be happy, have friends, play sports. We need to treat people the way we want to be treated, we need to respect those who are different from us.)
   3) What does Ashley say people have learned from her video? (Answer: Some look at her confused, but then think about what they are saying. Many Grade 8 students will apologize if they say the word retarded, because they learned from the video that it wasn’t the right thing to say.)
   4) What is the new “R” word? (Answer: Respect)
   5) How can we treat people with respect in our school or community? Are there specific words we should use or actions we should take?

4. Watch the Touchdown clip.

5. Then ask the following questions:
   1) Are you comfortable interacting with people who have disabilities or is it challenging for you?
   2) What can we do to respect those with disabilities or anyone who is different from you?
7. Watch 1st World Problems Read by Third World People clip.

8. Then ask the following questions:
   1) How did watching this clip make you feel?
   2) Do you think that we take for granted all the opportunities and things that we have? Is it easy to do?
   3) How do you think we can have more respect for people in other countries and the challenges they face?
   4) At the end of the clip, we learn about the campaign for clean water in Haiti. Is this something that you would like to find out more about as a class? Do you think it is important to help people in other parts of the world who face difficulties?

EVALUATION

Have students write responses in their RAK journals (which they will use in the next activity): “What is one thing we could do as a class to respect others at school, in the community, or in our world?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a notebook or having the questions so they can write down key words and ideas while viewing the clips.

2. Watching the clips on classroom computers in small groups and answering the questions together. One option would be to set up stations (different computers in the classroom or the school computer lab) and have groups spend about 10 minutes at each station; make sure to provide a question sheet (without answers) at each station.

3. Reviewing RAK definitions or creating classroom definitions for compassion and respect, the two Kindness Concepts being taught in this lesson.

4. Being encouraged to pause and use their listening skills while watching the clips and participating in the discussion.
RESPECT MOBILES ACTIVITY (15 to 20 minutes)

LESSON MATERIALS

- Note cards with holes punched in the top
- String, cut in varying lengths, enough for each student to have three pieces of string
- Nine metal hangers, enough to make three “Self Respect,” three “Respect at School,” three “Respect in the Community” mobiles
- Kindness Concept Posters: Compassion, Respect

DESCRIPTION

1. Teacher says: “Now we are going to think about ways we can show respect to ourselves and people in our school or community who may be different from us. After writing your ideas on note cards, we will make mobiles to display around the classroom (and the school if you want).”

2. Hand each student three note cards with holes punched in the top. Tell the students to write one or more ways they can respect themselves on the first card, ways they can show respect to others at school on the second card, and ways they can show respect in the community on the third card. Tell them to write in large letters.

3. Write “Self” “School” and “Community” on the board.

4. Have students share their ideas, and write them on the board as they share.

5. Hand out strings to the students, and have them attach the strings to their note cards. Then, have them tie their respect cards to the “Self Respect,” “Respect at School” and “Respect in the Community” mobiles and hang them around the classroom. You could have three of each mobile, or enough to hold the note cards.

6. The mobiles could be displayed in the classroom or in the hallways.

EVALUATION

The ideas written on the cards serve as evaluation for this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Referencing their journal responses from the Visual Responses Activity for ideas if they are stuck.

2. Having different coloured cards: blue for Self, green for School, yellow for Community so they can be sorted more easily.
NEWSPAPER/INTERNET KINDNESS ACTIVITY (45 to 60 minutes)

LESSON MATERIALS
- Newspapers or Magazines, either online or hard copy
- RAK Journals
- Kindness Concept Posters: Compassion, Respect

DESCRIPTION
1. Conduct a newspaper or Internet kindness search. Have the students work in groups or individually to look through the newspaper or magazines (online or print version) for stories about acts of kindness and conflict in the community, the nation, or the world.

2. Have students write a short summary of the article and write a paragraph about why they think the article shows kindness or respect.

3. Then have students share their summary and paragraph with the class.

4. If desired: Keep a file of all clippings and make a “kindness book” to be handed down through the years.

5. Another option: To connect with the Communicating Effectively Grade 7 lesson, students could look at kindness and conflict as part of the Government Conflict and Collaboration Activity. After the student presentations, discuss how the conflicts uncovered have led to division in the world, and how acts of kindness have helped to bring people in communities and nations together.

EVALUATION
Discuss (or have students write in their RAK journals): “Which act of kindness or respect that you read about had the most impact on you?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:

1. Finding images rather than written articles, particularly if this is a challenging area for them. Prep students by showing two images that you have found side by side (projected on a Smart Board or walk around the room showing printed images), one with arrows pointing in to show how the image shows kindness and brings the world together and the other with arrows pointing out to show conflict pulling the world apart. Students could sort the kind images they find and create a kindness poster.

2. Creating a bulletin board of examples (written or images) where people did things to make a difference in the world through kindness.

English Language Arts: A1, A2, A3, A4, A7, A8, A9, A11, B1, B2, B4, B5, B6, B7, B8, C2, C6, C11
Health and Career Education: C2, C7
LANGUAGE ARTS ACTIVITY: MULTICULTURAL BOOK REPORT (time varies)

LESSON MATERIALS
- Book Report Guide, either the one provided (p. 8) or one you create
- Kindness Concept Posters: Compassion, Respect

DESCRIPTION
1. To extend the literacy element for this unit, have students read and write a report about a multicultural book.

2. Have students write a book report using the Book Report Guide with the following questions or one that you create:
   1) Keep track of the major events as you read the book.
   2) Summarize the plot and identify the major themes in the novel.
   3) What challenges did the character(s) in this novel experience because they were a minority in their community or because they were different?
   4) Are there characters who respect each other’s differences? How do they respect other’s differences.
   5) Reflect on which characters you relate to in the book and why.

EVALUATION
Project serves as evaluation for this activity.

TIPS FOR DIVERSE LEARNERS
Students might benefit from:

1. Having the project scaffolded for them, so they are able to determine a realistic time frame for reading the book, answering the questions, and writing a report.

2. Working with a partner on the book report if they are an emergent reader or need support in the project. For example, they could read the book a chapter at a time and then discuss the Book Report Guide questions (or ones that you create) together.

LEARNING OUTCOMES MET
- English Language Arts: A3, A7, A8, A9, A11, B1, B2, B5, B6, B7, B8, C2, C6, C11
- Health and Career Education: C2, C7
Name: _______________________________

BOOK REPORT GUIDE

Book title: _______________________________

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

2. Summarize the plot and identify the major themes in the novel.

3. What challenges did the character(s) in this novel experience because they were a minority in their community or because they were different?

4. Are there characters who respect each other’s differences? How do they respect other’s differences?

5. Reflect on which characters you relate to in the book and why.
SOCIAL STUDIES: IMMIGRATION AND RACE RELATIONS  
(time varies)

LESSON MATERIALS

- Research materials for project. Here are some possible websites:
  http://www.cgeducation.ca
  http://www4.hrsdc.gc.ca/3ndic.It4r@-eng.jsp?iid=35
- Kindness Concept Posters: Compassion, Respect

DESCRIPTION

1. Have students work in small groups to research immigration and race relations and prepare a group presentation on a chosen topic.

2. Students could focus on the following questions:
   1) Why do people immigrate?
   2) What are some of the reasons people oppose immigration?
   3) What are some reasons people support immigration?
   4) What is your view on immigration in Canada?
   5) What are the reasons that people of different races or ethnicities come into conflict?

3. Allow students to choose the format for their project: a poster board, Power Point, skit, paper, oral report, etc.

EVALUATION

The completed project serves as an evaluation for this activity.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having the project scaffolded for them, so they are able to determine a realistic time frame for answering the questions and creating the project.

2. Folding an 8 1/2 x 11 blank sheet of paper into five equal columns that can be used to take notes on the questions about immigration while they are researching.

3. Printing out information and using coloured highlighters to highlight important information about the topic; for example, they could highlight all the arguments against immigration with green and all the arguments for immigration in pink.
COMMUNITY/HOME EXTENSION ACTIVITY (time varies)

MATERIALS
Depends on what project students create.

DESCRIPTION
1. Have students talk about ways they can make a difference in their school, community, or world by planning a safe, community service activity. Some possible ideas include figuring out ways to improve the school climate, learning more about the impact of specific disabilities and how to include those with disabilities in the school community, volunteering for Special Olympics, raising money for clean water in Haiti or another part of the world, volunteering at the local food bank, cleaning up garbage at a local river or stream, raising money for the homeless shelter or domestic violence shelter, etc.

2. Once they have discussed ways to make a difference, have them vote on which project or idea they want to pursue as a class.

3. Have students figure out how they are going to develop this project. It can be as elaborate or as simple as they would like. Make sure it is student led and created!

4. Encourage them to discuss the class project with their parent, guardian or an adult who cares for them as a way to increase interest in the project. Students could create a letter to send home to parents asking for help, if they are interested in doing so.

EVALUATION
Discuss: “What is one way we can demonstrate respect and kindness toward others?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:

1. Having the project scaffolded for them, so they are able to determine a realistic time frame for answering the questions and creating the project.

2. Having an assigned role in the project and being partnered with someone who will be certain to listen to their ideas.

3. Referencing videos about the way they plan as a class to make a difference so that they remember why they are doing this project.
1. Language Arts
   • A1: Use speaking and listening to interact with others for the purposes of contributing to group success, discussing and analysing ideas and opinions (e.g., debating), improving and deepening comprehension, discussing concerns and resolving problems, negotiating consensus or agreeing to differ, completing a variety of tasks
     Achievement Indicators:
     o share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, literature circles, book clubs)
     o speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of an historical figure, take turns in a structured debate)
     o share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts
     o ask questions to sustain and extend interactions
     o listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing
     o offer ideas and experiences that build on the ideas of others
     o speak and listen to respond to others’ needs, feelings, and reactions, taking into account verbal and nonverbal cues (e.g., tone, inflection, body language, facial expression)
     o synthesize viewpoints of others, identify similarities and differences between viewpoints, and discuss ways differences can be resolved or minimized
   • A2: Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by using prior knowledge and/or other sources of evidence, staying on topic in focussed discussions, presenting in a clear, focussed, organized, and effective manner, explaining and effectively supporting a viewpoint
     Achievement Indicators:
     o identify purpose (e.g., to explain, persuade, entertain) and audience (e.g., parents, peers, principal) for speaking and presenting
     o present/discuss in their own words information that is accurate, states a clear topic, is sequenced logically, and includes specific and relevant examples and details (e.g., summarize a politician’s position on an issue, present a dramatization of life as a slave in ancient Egypt)
o explain their own viewpoints and give reasons, and, if applicable, support judgments through references to a text, prior knowledge, or other sources of evidence
o use vocabulary appropriate to topic and audience (e.g., content-specific words and phrases, such as “civilization”)
• A3: Listen critically to understand and analyse ideas and information, by summarizing and synthesizing, generating questions, visualizing and sharing, making inferences and drawing conclusions, interpreting the speaker’s verbal and nonverbal messages, purposes, and perspectives, analysing, ignoring distractions
Achievement Indicators:
o summarize and synthesize facts and significant details, and differentiate between main ideas and supporting details
o use information and techniques from listening experiences in their own writing, representing, and speaking
o demonstrate attentive listening in nonverbal ways (e.g., take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions)
• A4: Select and use various strategies when interacting with others, including accessing prior knowledge, making and sharing connections, asking questions for clarification and understanding, taking turns as speaker and listener, paraphrasing to clarify meaning
Achievement Indicators:
o refer to relevant texts they have read or heard, or contribute relevant experiences to the topic or task
o connect and relate prior experiences, insights, and ideas to those of a speaker
o make connections to personal and shared ideas and experiences by talking in pairs or small groups
o ask thoughtful questions and respond to questions with appropriate elaboration
o explain and show understanding of other viewpoints
• A7: Demonstrate enhanced vocabulary knowledge and usage
Achievement Indicators:
o use expanding vocabulary in own speech, including vocabulary related to specific subject areas
o use new vocabulary introduced in texts and class discussions
o use increasingly descriptive and powerful words
o use language to justify and defend positions and viewpoints
o select purposeful and precise language
• A8: Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts
Achievement Indicators:
o understand and respond to literary and creative works (e.g., agree with interesting propositions, provide alternative viewpoint, become intrigued by unsolved mystery, suggest solution to conflict)
- orally express a personal viewpoint with supporting details and recognize that it may differ from that of others; defend personal viewpoint while maintaining respect for the viewpoints of others
- make meaningful connections between new information and ideas and prior knowledge and beliefs about the topic
- connect themes, characters, and plot in literature with own experiences or other literature
- build on others’ ideas (e.g., expand on and acknowledge the ideas of others during brainstorming)

**A9: Use speaking and listening to improve and extend thinking, by questioning and speculating, acquiring new ideas, analysing and evaluating ideas, developing explanations, considering alternative viewpoints, summarizing and synthesizing, problem solving**

**Achievement Indicators:**
- present a new idea, and defend the validity of the idea with reasons or evidence
- compare and contrast information from a variety of sources and determine the validity of source; begin to identify contradictions, ambiguities, bias, and a shift of opinion
- identify what is not included (e.g., whose perspective is left out; what information, arguments, or positions are not included)
- question and speculate on possibilities regarding the ideas and information presented

**A11: Recognize and apply the features of oral language to convey and derive meaning, including context (e.g., audience, purpose, situation), text structure, a variety of sentence lengths, structures, and types, smooth transitions and connecting words, syntax (i.e., grammar and usage), diction, nonverbal communication, receptive listening posture**

**Achievement Indicators:**
- select or identify appropriate register (e.g., formal, informal)
- establish and sustain a sense of beginning, middle, and end (e.g., stay on topic and sequence ideas in meaningful ways, conclude purposefully)
- express ideas using a variety of sentence types to enhance audience engagement (e.g., use simple, compound, complex, and compound-complex sentences; use effective co-ordination and subordination of ideas to express complete thoughts)
- use a variety of connecting words and transitions to link ideas in speech (e.g., similarly, in conclusion, on the other hand)
- recognize awkward phrasing in speaking and self-correct by restating
- use correct grammar when speaking
- use appropriate volume, expression, pace, tone, and emphasis when speaking
- maintain an appropriate listening posture, including focussing on the speaker

**A12: Recognize the structures and patterns of language in oral texts, including literary devices, sound devices, structural sequencing cues, idiomatic expressions**

**Achievement Indicators:**
- demonstrate familiarity with the unique characteristics of different oral language formats (e.g., debate, discussion)

**B1: Read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including stories from Aboriginal and other cultures, literature reflecting a variety of ancient and modern cultures, short stories and novels exposing students to unfamiliar contexts, short plays that are**
straightforward in form and content, poetry in a variety of forms

Achievement Indicators:
- describe setting, characters, plot, events, and conflict in their own words, and explain how they influence each other (e.g., elements of setting influence character action, character action contributes to understanding of characterization, plot events can contribute to mood)
- make and defend inferences that show some insight into characters’ motivations and feelings; provide support with specific evidence from the text
- offer meaningful interpretations of the theme or author/poet’s message
- make and support direct and indirect connections (text-to-self, text-to-text, and text-to-world)

• B2: Read fluently and demonstrate comprehension of grade-appropriate information texts, with some specialized language and some complex ideas, including non-fiction books, textbooks and other instructional materials, visual or graphic materials, reports and articles, reference material, appropriate web sites, instructions and procedures, advertising and promotional materials

Achievement Indicators:
- use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites)
- identify main topics addressed in a selection and distinguish between main ideas and related details
- support meaningful inferences or interpretations with specific evidence from the text

• B4: Demonstrate comprehension of visual texts with specialized features and complex ideas (e.g., visual components of media such as magazines, newspapers, web sites, reference books, graphic novels, broadcast media, videos, advertising and promotional materials)

Achievement Indicators:
- suggest possible purposes of visual texts and offer reasonable interpretations (e.g., to inform, entertain, persuade)
- determine who is served by these images (i.e., critical literacy)
- make and justify inferences and predictions about a visual text and about events “beyond the pictures” (e.g., about what happened before/after a picture, about feelings of people in photographs, about material that is “unseen” or implicit)

• B5: Select and use various strategies before reading and viewing to develop understanding of text, including setting a purpose and considering personal reading goals, accessing prior knowledge to make and share connections, making predictions, asking questions, previewing texts

Achievement Indicators:
- use a variety of alternative sources to locate information and build background knowledge about the topic (e.g., encyclopedias, Internet, trade books, newspaper articles)

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

Achievement Indicators:
- make connections during the reading (text-to-self, text-to-text, text-to-world), comparing and contrasting characters, ideas, and events
- discuss and summarize what they have read and viewed, at intervals and at the end
• **B7:** Select and use various strategies after reading and viewing to confirm and extend meaning, including self-monitoring and self-correcting, generating and responding to questions, making inferences and drawing conclusions, reflecting and responding, visualizing, using ‘text features’ to locate information, using graphic organizers to record information, summarizing and synthesizing

**Achievement Indicators:**
- make inferences and draw conclusions
- summarize the “big idea” or author’s message and give supporting details
- reflect on the reading and viewing and make connections (text-to-self, text-to-text, text-to-world)

• **B8:** Respond to selections they read or view, by expressing opinions and making judgments supported by explanations and evidence, explaining connections (text-to-self, text-to-text, text-to-world), identifying personally meaningful selections, passages, and images

**Achievement Indicators:**
- offer responses to selections, characters, issues, and themes
- make logical connections between the text and own ideas, beliefs, experiences, and feelings
- compare key ideas in new information with previous knowledge
- make and support connections to other reading or viewing selections, and compare themes
- create a written response to text, making personal connections, connections to other texts, and connections to related events

• **C2:** Write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring clearly developed ideas by using focussed and useful supporting details, analysis, and explanations, sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style, effective word choice by using content words, precise nouns, and powerful verbs and modifiers, a voice demonstrating an appreciation and interest in the topic, an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion

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

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

**Achievement Indicators:**
- use electronic and print resources for research
- refer to and use class-generated criteria (e.g., main ideas are supported with relevant details, dialogue sounds natural)
- enhance word choice by making lists of sensory words relating to the topic; selecting precise vocabulary from dictionaries or a thesaurus; referring to and selecting from lists of connecting words
- create variety in sentence structures and patterns to develop sentence fluency (e.g., sentences of different lengths and types, sentences that display patterns and phrasing; sentences that begin in different ways)
- enhance voice while writing by ensuring that the audience and form of writing match (i.e.,
appropriate formality and tone)
  o use dictionaries or word processing tools while drafting (e.g., cut and paste, spelling and
  grammar check)
• C8: Use writing and representing to critique, express personal responses and relevant opinions,
  and respond to experiences and texts
  Achievement Indicators:
  o respond in writing or representing by expressing feelings or thoughts about an experience or a
  text they have read, seen, or heard (e.g., a school yard incident, a play, a film, a story)
• C11: Use the features and conventions of language to express meaning in their writing and
  representing, including complete simple, compound, and complex sentences, subordinate
  and independent clauses, correct subject-verb and pronoun agreement in sentences with
  compound subjects, correct and effective use of punctuation, conventional Canadian spelling
  for familiar and frequently used words, spelling unfamiliar words by applying strategies (e.g.,
  phonic knowledge, use of common spelling patterns, dictionaries, thesaurus), information taken
  from secondary sources with source citation, legible writing appropriate to context and purpose
  * Note: Performance Standards Writing Features and Conventions are available for viewing under
  Suggested Achievement Indicators for this Prescribed Learning Outcome

2. Health and Career Education
• C2: Describe strategies for attaining and maintaining physical, emotional, and social health during
  puberty and adolescence
  Achievement Indicators:
  o list and describe a range of strategies for attaining and maintaining social health during
  puberty and adolescence (e.g., cultivating healthy relationships, responding appropriately
  to peer pressure, respecting diversity, avoiding gossip, recognizing and resisting sexual
  pressure, communicating boundaries)
• C7: Demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and
  bullying
  Achievement Indicators:
  o in classroom and school-based situations, demonstrate behaviours that contribute to the
  prevention of stereotyping, discrimination, and bullying (e.g., leadership skills, conflict
  resolution, problem solving, effective communication skills, respectful language, respect for
  diversity)

3. Social Studies
• A1: Apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying,
  using analogies, identifying relationships, summarizing, and drawing conclusions– to a range of
  problems and issues
  Achievement Indicators:
  o select a relevant problem or issue for inquiry
  o use comparison, classification, inference, imagination, verification, analogies, and relationship
    identification to clarify and define an issue or problem
  o compare a range of points of view on an issue
  o draw conclusions about an issue or problem
STANDARDS KEY

• A3: **Compile a body of information from a range of sources**
  Achievement Indicators:
  o compare the advantages and disadvantages of specific types of sources for specific purposes (e.g., primary, secondary; print, video, electronic, graphic, artefacts)
  o apply criteria to evaluate information and information sources (e.g., bias, reliability, authorship, currency, audience, confirmation from multiple sources)
  o represent information fairly and cite sources consistently

• A5: **Defend a position on a contemporary or historical issue**
  Achievement Indicators:
  o select a real or simulated contemporary or historical issue and apply problem solving strategies to address it
  o justify their position in terms of factors such as geography, gender, historical perspective, culture, and religion

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](http://www.casel.org))
   - Self-awareness
   - Social Awareness
   - Responsible Decision Making