

Social Responsibility

GRADES 4 TO 5

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Social Responsibility in Grades 4 to 5

In grades 4 to 5, students are expected to demonstrate social responsibility in an increasing variety of situations, such as those described here.

- ◆ Small-group activities:
 - brainstorming and generating ideas
 - discussing options and making choices
 - creating products such as posters, collages, charts, and quilts
 - buddy reading or other activities with younger classes
 - role-playing and dramatizing
- ◆ Whole-class activities and routines:
 - class discussions
 - class meetings
 - listening to stories or viewing videos
 - music and physical education activities
 - looking after equipment, materials, and physical space
- ◆ Conduct in the school and on the school grounds:
 - hallway etiquette
 - informal interactions
 - formal and informal sports and games
 - assemblies

Students also participate in specific activities designed by their teachers to enhance social responsibility. In grades 4 to 5, these activities most often focus on the immediate community of the classroom and school, although students are also expected to expand their perspectives to consider some community and global issues.

Activities at this level may include:

- ◆ working together to establish guidelines or a code of conduct for the classroom or school; working together to collect data and evaluate progress
- ◆ developing criteria for social activities such as group work or buddy reading; evaluating own progress

- ◆ considering scenarios about realistic situations and working independently or in groups to propose solutions or courses of action (e.g., show what they could do to make others feel safe and welcome in their classroom; brainstorm and evaluate solutions to playground problems)
- ◆ responding to situations in literature that involve social responsibility (e.g., giving advice to a character, explaining how they would behave in the same situation, generating alternative courses of action a character could take)
- ◆ writing their own stories, poems, or plays that illustrate some aspect of social responsibility
- ◆ learning about rights and responsibilities (e.g., United Nations Convention on the Rights on the Child); then creating illustrations or dramatizations
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ planning, carrying out, and evaluating the effects of “random acts of kindness” at home and at school
- ◆ viewing and responding to videos about issues such as bullying
- ◆ brainstorming things that make you popular and things that destroy popularity; then writing individual reflections, setting goals, and developing and monitoring action plans

ABOUT THE SAMPLES

When considering the following samples and examples of student work for grades 4 to 5, it is important to keep in mind that most teacher assessment and evaluation of social responsibility develops from accumulating observations in a wide variety of situations. Each incident or activity contributes a small amount of information. Taken together, however, they can provide a useful profile of student development. Most teachers try to focus observations on a small number of students during each activity. Over time, they are able to record a variety of observations for all students.

Quick Scale: Grades 4 to 5 Social Responsibility

This Quick Scale presents summary statements from the four categories in a one-page format for ease of use.

In most cases, these scales can be used to evaluate student development anytime during the year.

In the Elaborated Scale, each of the four categories is printed on a separate page.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
CONTRIBUTING TO THE CLASSROOM AND SCHOOL COMMUNITY	<ul style="list-style-type: none"> often unfriendly, ignoring the feelings and needs of others shows little commitment to the group or class and has difficulty following basic rules for working together 	<ul style="list-style-type: none"> usually friendly; if asked, will help or include others generally willing and cooperative in classroom and group activities; may need some support 	<ul style="list-style-type: none"> friendly, considerate, and helpful contributes and shows commitment to classroom and group activities 	<ul style="list-style-type: none"> friendly and kind, and often seeks opportunities to help or include others voluntarily takes responsibility in classroom and group activities (effective)
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others has difficulty stating problems or issues, and may be unable to suggest or choose appropriate strategies 	<ul style="list-style-type: none"> tries to state feelings and manage anger; often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems 	<ul style="list-style-type: none"> tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help can explain simple problems or issues and generate and select simple, logical strategies 	<ul style="list-style-type: none"> considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help can explain an increasing variety of problems or issues and generate and evaluate strategies
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; appears unaware of others' rights 	<ul style="list-style-type: none"> usually respectful to others, but may need prompting to see how fairness applies to some situations 	<ul style="list-style-type: none"> treats others fairly and respectfully; often shows interest in correcting injustice 	<ul style="list-style-type: none"> fair and respectful; shows growing commitment to fair and just treatment for everyone
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be apathetic and may feel powerless to affect classroom, school, community, or world 	<ul style="list-style-type: none"> willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions 	<ul style="list-style-type: none"> shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference, but needs help identifying opportunities for action 	<ul style="list-style-type: none"> shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action

Elaborated Scale: Grades 4 to 5 Social Responsibility

Section 1: Contributing to the Classroom and School Community

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year. Note that evaluation of student progress in this area requires observation of actual student behaviour. Written activities or other products do not generally offer appropriate evidence.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<i>The student is often unfriendly, ignoring the feelings and needs of others. The student shows little commitment to the group or class and has difficulty following basic rules for working together.</i>	<i>The student is usually friendly and, if asked, will help or include others; generally willing and cooperative in classroom and group activities; may need some support.</i>	<i>The student is friendly, considerate, and helpful; contributes and shows commitment to classroom and group activities.</i>	<i>The student is friendly and kind, and often seeks opportunities to help or include others. The student voluntarily takes responsibility in classroom and group activities (effective).</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • sometimes behaves in an unfriendly way; may not recognize needs of others • may not be able to identify effects of own and others' words and actions • needs prompting and support to contribute to discussions or activities • focuses on own needs; does not show commitment to the class or group • may have difficulty taking turns or accepting suggestions • rarely shows appreciation or support for others • unable to take on a leadership role • has difficulty self-assessing social behaviours; may misrepresent what happened 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • generally friendly; usually helps or includes others when asked • if prompted, can often identify effects of words and actions • sometimes contributes ideas; willing to take on his or her share of work • may need help to focus on group needs; commitment varies from one situation to another • follows basic rules for working cooperatively • when reminded, may show support and appreciation • with support, can lead group in simple and direct tasks • self-assesses simple social behaviours and group skills accurately, but may not be able to give specific examples 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • routinely friendly; may independently notice opportunities to help or include others • often able to describe effects of words and actions • contributes to discussions and activities; may volunteer • shows focus and commitment to group needs and goals • follows basic rules for working cooperatively; takes on various group roles when asked • shows support and appreciation, often modelling someone else's words or actions • can take on leadership roles once an activity has been initiated • self-assesses social behaviours and group skills accurately; may need prompting for specific examples 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • friendly; sensitive and responsive to others' needs; finds opportunities to help and include others • can describe effects of own and others' words and actions • takes an active part in discussions and activities; may volunteer for extra responsibilities • shares responsibility for group needs and goals; accepts group decisions • consistently follows rules for working with others; takes on various group roles • frequently shows appreciation and support on own initiative • often shows leadership; may initiate and help to organize activities • self-assesses social or group skills accurately; identifies specific behaviours that were effective and ineffective

Elaborated Scale: Grades 4 to 5 Social Responsibility

Section 2: Solving Problems in Peaceful Ways

This section of the Elaborated Scale considers how students behave in conflict situations and how well they are able to apply problem-solving strategies to both real and hypothetical situations. In most cases, this section can be used to evaluate student development anytime during the year.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<i>The student does not take responsibility or listen to another's views in a conflict situation; tends to blame and put down others. The student has difficulty stating problems or issues and may be unable to suggest or choose appropriate strategies.</i>	<i>The student tries to state feelings and manage anger, but often needs support to resolve conflicts, frequently overestimating or underestimating the need for adult help. The student can identify simple problems or issues and generate some strategies; tends to rely on the same strategies for all problems.</i>	<i>The student tries to manage anger, listen to others, and apply logical reasons to resolve conflicts; usually knows when to get adult help. The student can explain simple problems or issues, and generate and select simple, logical strategies.</i>	<i>The student considers others' views and uses some effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult help. The student can explain an increasing variety of problems or issues and generate and evaluate strategies.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • sees most conflicts as needing to be solved by an adult • shows some empathy in immediate or concrete situations (e.g., if others are hurt or crying) • tends to blame or put down others • may offer irrelevant or illogical arguments or be unable to explain reasoning; shows no sense of how the listener is reacting • often unwilling to listen to points of view that differ from own • may deliberately misrepresent a situation to avoid consequences • often unable to state a problem or issue in own words • needs help to generate ideas for solving problems • has difficulty choosing an appropriate problem-solving strategy 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • often overestimates or underestimates need for adult intervention • shows empathy and can identify others' feelings in familiar situations • tries to make "I" statements, but may become frustrated and resort to blaming • offers at least one reason for position; may be loosely related to the issue; often repetitive • may need reminding to listen to views that differ from own • usually tries to report own behaviour accurately, even though there may be consequences • can identify simple problems or issues and state these in own words • generates some simple ideas for solving problems • tends to choose similar problem-solving strategies for all situations 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • may try to resolve conflicts independently, but is easily discouraged; usually knows when to get help • shows empathy and can describe others' feelings in an increasing range of situations • usually able to focus on "I" statements and avoid blaming others • tries to present logical reasons that will appeal to the listener • usually listens politely; with support, can sometimes explain a point of view that is different from own • reports own behaviour accurately; takes some responsibility • can identify and explain simple, concrete problems or issues • generates some ideas to fit specific problems • chooses among problem-solving strategies and gives simple, logical explanations for choices 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • feels responsible for resolving minor conflicts; shows good judgment about when to get help • can empathize and describe others' feelings in unfamiliar situations • makes "I" statements; avoids blaming; tries to sound non-judgmental • selects logical reasons that are likely to appeal to the listener • listens carefully; in structured situations, can explain a point of view that is different from own • reports own behaviour accurately; takes responsibility; can set goals for future conflict situations • can identify and explain a variety of problems or issues • generates a variety of appropriate strategies for specific problems • may consider both positive and negative effects in choosing among courses of action

Elaborated Scale: Grades 4 to 5 Social Responsibility

Section 3: Valuing Diversity and Defending Human Rights

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<i>The student is sometimes disrespectful; appears unaware of others' rights.</i>	<i>The student is usually respectful to others, but may need prompting to see how fairness applies to some situations.</i>	<i>The student treats others fairly and respectfully; often shows interest in correcting injustice.</i>	<i>The student is fair and respectful; shows growing commitment to fair and just treatment for everyone.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • sometimes disrespectful toward others • appears uninterested in cultures and multiculturalism; may offer misinformation • focuses on own needs and wants; unaware of others' rights 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually respectful of others; accepts feedback on disrespectful behaviour and often apologizes • shows awareness and interest in some features of various cultures; focuses on concrete experiences (e.g., festivals, music, food) • with support, can describe some basic human rights and explain what is fair 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • fair and respectful of others, including those who differ in a variety of ways • shows awareness and interest in an increasing variety of cultures; may initiate explorations • can describe some basic human rights; shows interest in correcting flagrant injustices 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • consistently fair and respectful; recognizes and comments on unfairness • beginning to develop interest and pride in the multicultural nature of Canada • can describe basic human rights and give examples; often wants actions taken against injustice

Elaborated Scale: Grades 4 to 5 Social Responsibility

Section 4: Exercising Democratic Rights and Responsibilities

In most cases, this section of the Elaborated Scale can be used to evaluate student development anytime during the year.

Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<i>The student tends to be apathetic and may feel powerless to affect classroom, school, community, or world.</i>	<i>The student is willing to participate in actions that others initiate to improve the classroom, school, community, or world, but may be unclear on the purpose or impact of these actions.</i>	<i>The student shows a growing sense of responsibility toward the classroom, school, community, and world; wants to make a difference but needs help identifying opportunities for action.</i>	<i>The student shows a strong sense of responsibility in the classroom and an emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • often needs to be reminded of rules and routines • appears apathetic; unable or unwilling to suggest ways that he or she can help in most situations • may try to use resources wisely, but own wants and needs often prevail • may have difficulty offering specific ideas about how to make the world a better place; tends to be very general 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually follows rules and routines, and apologizes for lapses • if prompted, usually willing to contribute to helpful or charitable actions initiated by others • attempts to use resources wisely and practise conservation; tends to be inconsistent • can identify some ways to make the world a better place; tends to be general 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • consistently follows rules and routines; accepts consequences of any lapses • shows interest in helping when needs are brought to his or her attention; often responds when volunteers are asked for • attempts to use resources wisely and practise conservation • can identify some ways to make the world a better place; these tend to be simplistic 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • consistently follows rules and routines; may suggest changes or improvements • draws attention to situations where action is needed and tries to initiate action; increasingly committed to acting on own beliefs • attempts to use resources wisely and practise conservation; may take extra responsibility • beginning to show a sense of idealism; can describe some ways to make the world a better place; often simplistic

Sample 1: Making Choices

CONTEXT

Students in this classroom frequently talked about making responsible choices and solving problems. The teacher had emphasized the importance of empathy—of trying to “put yourself in someone else’s shoes.”

PROCESS

The teacher read a story to the students to engage them in problem-solving. The first activity asked students to consider the problems and choices faced by story characters; the second activity asked them to think about choices in their own lives.

Part One: Advice to Mei-Ling

The teacher chose *Mei-Ling and the Dragon*. At a certain point in the story, the teacher paused and asked students to write down any advice they had for the character: “If you could talk to Mei-Ling right now, what advice would you give her?”

Part Two: A Difficult Decision

After listening and responding to the story, students were asked to write about a time in their own lives when they learned a lesson or had to make a hard choice.

NOTE:

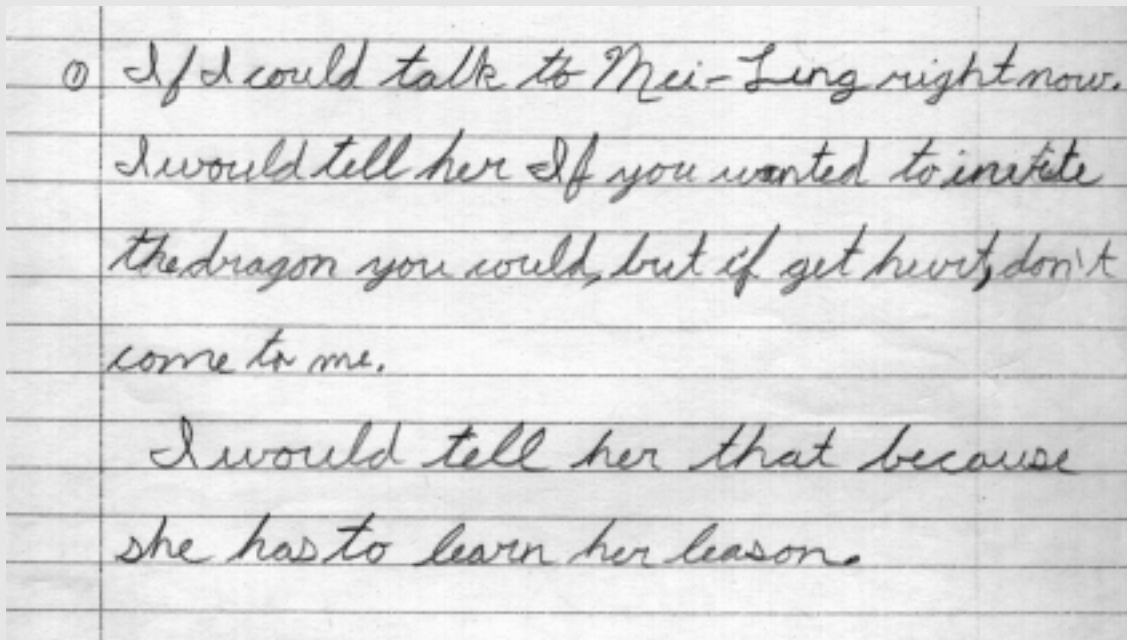
Teachers in other classrooms completed similar activities using other stories including: *A Promise is a Promise* and *Town Mouse and Country Mouse*.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student shows no empathy for Mei-Ling or the dragon and takes a judgmental and somewhat punitive approach: "She has to learn her lesson."

- ◆ sometimes behaves in an unfriendly way
- ◆ not able to identify effects of own and others words and actions
- ◆ tends to blame or put down others
- ◆ needs help to generate ideas for solving problems



TRANSCRIPT

Advice to Mei-Ling

If I could talk to Mei-Ling right now, I would tell her If you wanted to invite the dragon you could, but if get hurt, don't come to me. I would tell her that because she has to learn her leason.

A Difficult Decision

I had a hard decision picking witch book to read, a funny one or scarey. I had a hard decision because I like funny but I like scarey to.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student shows some empathy for Mei-Ling's problem and encourages her to "try it again." The choice that the student describes shows some problem-solving ability; the student also correctly chooses to get help in a bullying situation.

- ◆ usually knows when to get help
- ◆ shows empathy in familiar situations
- ◆ becomes frustrated and resorts to blaming
- ◆ generates some simple ideas for solving problems

NOTE:

Original student work is not available.

TRANSCRIPT

Advice to Mei-Ling

If I could talk to Mei-Ling right now, I would tell her try it again to get the dragon to come because she wanted the dragon to come.

A Difficult Decision

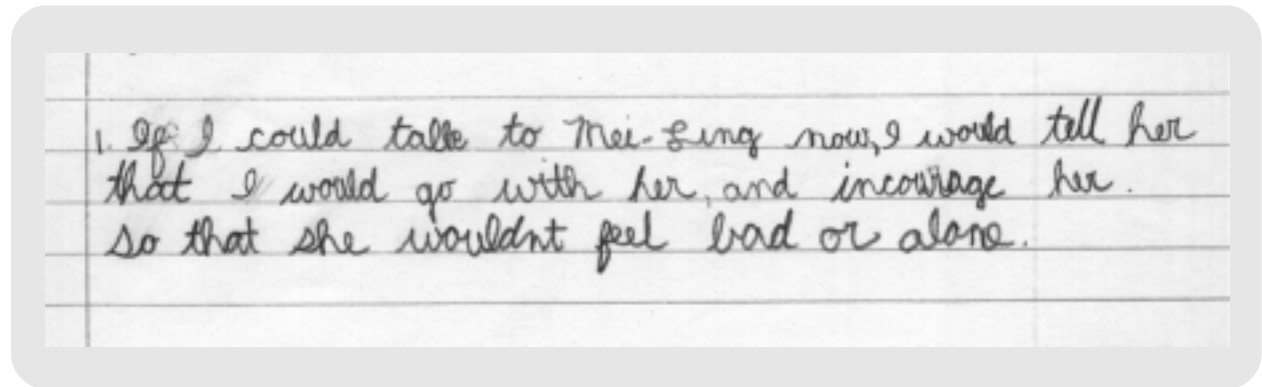
A difficult decision I made was when I was getting bullied. He was so mean I was about to punch him in the head but I knew I would get in trouble so I told on him and he didn't bug me again.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student shows empathy for Mei-Ling and offers encouragement and support: "I would go with her and encourage her so that she wouldn't feel bad or alone." In describing a personal problem, the student offers a simple solution.

- ◆ notices opportunities to help or include others
- ◆ tries to resolve conflicts independently
- ◆ shows empathy and can describe others' feelings
- ◆ generates some ideas to fit specific problems



TRANSCRIPT

Advice to Mei-Ling

If I could talk to Mei-Ling now, I would tell her that I would go with her, and encourage her so that she wouldn't feel bad or alone.

A Difficult Decision

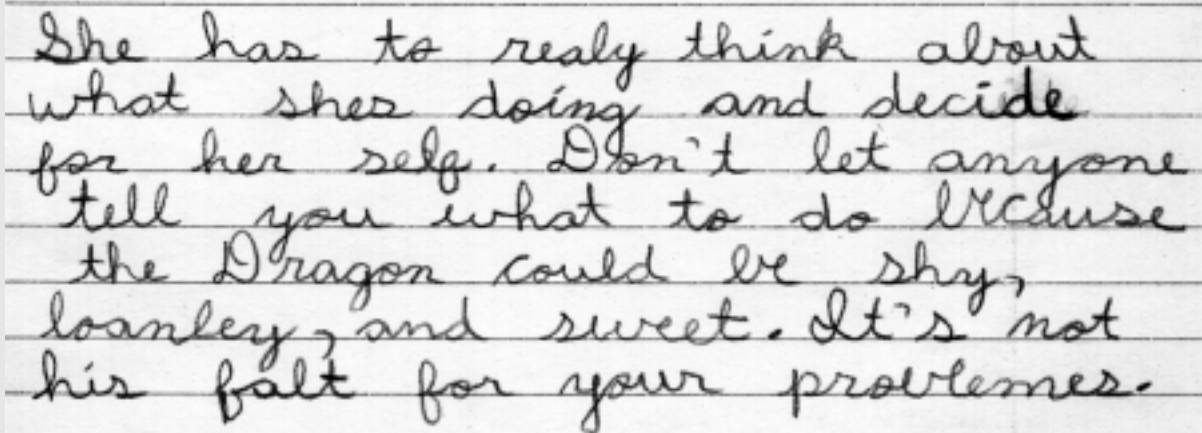
A difficult choice I made was when I was playing with my friend and my cousin came over that never liked her and they were fighting so my cousin played with my sister and my friend played with me.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student shows sensitivity to Mei Ling's situation and points out that the dragon is not to blame for her problem. In connecting to a personal choice, the student again showed sensitivity and independent thinking.

- ◆ sensitive and responsive to others' needs
- ◆ can describe the effects of own and others' words and actions
- ◆ frequently shows appreciation on own initiative
- ◆ can empathize in unfamiliar situations
- ◆ selects logical reasons
- ◆ generates some ideas to fit specific problems



She has to really think about what shes doing and decide for her self. Don't let anyone tell you what to do b/c the Dragon could be shy, loanley, and sweet. It's not his falt for your problemes.

TRANSCRIPT

Advice to Mei-Ling

If I could talk to Mei-Ling right now, I would tell her She has to really think about what shes doing and decide for her self. Don't let anyone tell you what to do because the Dragon could be shy, loanley, and sweet. It's not his falt for your problemes.

A Difficult Decision

By my house in the middle of spring my brother aked me a question. My brother aked me if I loved my mom or my dad more. I didn't know? My mom was my mom and my dad was my dad. finally I answered I love my dad but I love my mom so I couldn't anwer that question. I ran out of my brothers room and gave them a big hug. I love them both dearly!

Sample 2: Solving Playground Problems

CONTEXT

Several students in this class had recently been involved in conflicts on the playground.

PROCESS

Students worked in small groups to brainstorm responses to the following questions and record their ideas on chart paper:

- ◆ What do you like about the way kids play on the playground at recess and lunch?
- ◆ What are some problems you have seen?
- ◆ How do you solve problems on the playground?

Groups displayed their charts and shared their ideas with the whole class. The teacher then asked students to respond without consulting each other to the following questions:

- ◆ What would you like to see changed?
- ◆ How would this change affect others?
- ◆ Would it be fair to everyone else in the school?

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student's suggestions are egocentric. There is no sense of responsibility toward improving the playground for everyone—simply a list of things the student would like to do, without regard for how they might affect others. The illustration shows inappropriate behaviour.

- ◆ does not recognize needs of others
- ◆ not able to identify effects of own and others' actions
- ◆ focuses on own needs and wants; unaware of others' rights
- ◆ unable or unwilling to suggest ways that he or she can help

1. How do you feel about the way kids behave at school?

I feel sometimes disaponted at the teams arent
fear in soccer so now I dont play. I also
feel disaponted when people use to bully
me. I feel sorry when people get hurt or
bulled like me. I know the feeling. Some
things I like about thease school is
theirs lots of students.

TRANSCRIPT

1. How do you feel about the way kids behave at school?

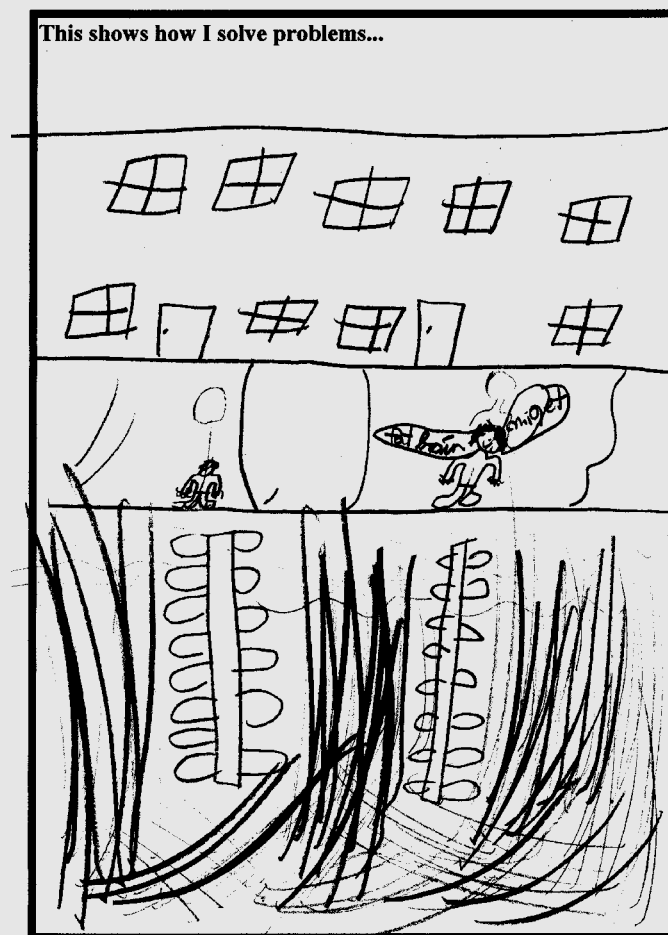
I feel sometimes disaponted at the teams aren't fear in soccer so now I dont play. I also feel disaponted when people use to bully me. I feel sorry when people get hurt or bulled like me. I know the feeling. Some things I like about thease school is theirs lots of students.

2. What would you like to see changed? How would this change affect others? Would it be fair to everyone else in the school?

I thnik we should have no dutes outside. I wish we could do a little bit of play fighting. I wish we had newer equitment that would invalv exersize. I wish we could go werever you like. I wish we could have a reaf for soccer and all sports at this school. I wish we could make soup box derbes.

3. What is the best way to solve problems that happen at school?

1. moniters
2. byself
3. other people
4. teacher
5. them
6. walk away
7. tell dont like it



MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student offers some general suggestions, most of which do not consider interactions among students (e.g., more equipment, bring back food). The student does suggest less fighting, but offers no suggestions about how this might be accomplished. All of the actions described are rule changes or actions to be taken by someone else (i.e., no sense of personal responsibility).

- ◆ can identify simple problems or issues and state these in own words
- ◆ generates some simple ideas for solving problems
- ◆ can identify some ways to make the world a better place; tends to be very general

1. How do you feel about the way kids behave at school?

I feel okay right now but before people were not behaving. I think if people get in trouble then if you see them going in and they don't get a monader. If people are fighting over a toy then

TRANSCRIPT

1. How do you feel about the way kids behave at school?

I feel okay right now but before people were not behaving. I think if people get in trouble then if you see them going in and they don't get a monader. If people are fighting over a toy then you see them getting nasty get one again. If someones hurt you try to take him or her to the office and go back out. Go in or out of your door to.

2. What would you like to see changed? How would this change affect others? Would it be fair to everyone else in the school?

More equipment for intermedets, all we have are burmer bridge and swings. I would like to see no more fighting because when they grow up they will still fight alot. Change some rules to more experience things and have fun. You can bring back food as well.

3. What is the best way to solve problems that happen at school?

1. Work it out
2. Get help from poer meet eater
3. Don't brag
4. Have fun
5. Ingoe equement
6. Don't hurt people



FULLY MEETS EXPECTATIONS

Teacher's Observations

This student identifies two problem areas (soccer and swings) and suggests some specific ways to improve the playground and make things fairer for everyone.

- ◆ tries to present logical reasons
- ◆ can identify and explain simple, concrete problems or issues
- ◆ generates some ideas to fit specific problems
- ◆ fair and respectful of others

1. How do you feel about the way kids behave at school?

I feel good good about the way kids feel because theres not very much fighting as there was last year. I also feel safe about that because I don't want to

TRANSCRIPT

1. How do you feel about the way kids behave at school?

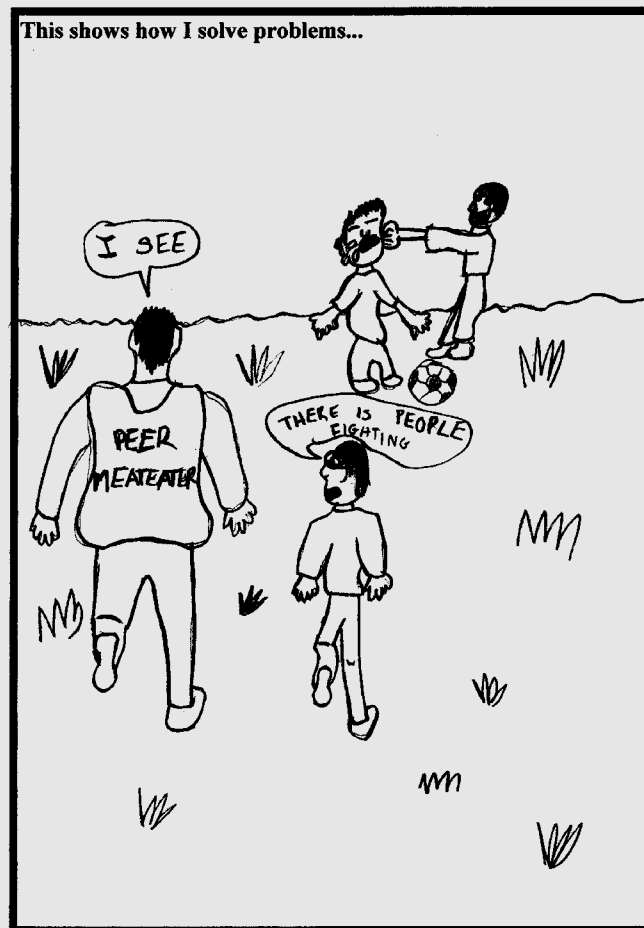
I feel good about the way kids feel because theres not very much fighting as there was last year. I also feel safe about that because I don't want to end up in a fight. Also people cooperate alot and play fair but I'm still not so sure on the grade 4 soccer because I've seen them play and they have broke some of the real rules.

2. *What would you like to see changed? How would this change affect others? Would it be fair to everyone else in the school?*

I would like to see the soccer changed because they broke alot of real soccer rules and there should be fair teams and penaltys for swearing handballing and bullying. It would be more fair if they played like this and more people would want to play. People like me. Another thing is to get more swings because they are very popular in this school and people fight over them. It would be more fair if there was more to share.

3. *What is the best way to solve problems that happen at school?*

1. Get help from a moniter.
2. Talk instead of fight.
3. Choose fair teams
4. Make fair rules
5. Take turns on swings
6. Let other kids join in your games



EXCEEDS EXPECTATIONS

Teacher's Observations

This student is able to offer some specific, logical suggestions for improving interactions on the playground.

- ◆ shows good judgment about when to get help
- ◆ avoids blaming; tries to sound non-judgmental
- ◆ can identify and explain a variety of problems or issues
- ◆ generates a variety of appropriate strategies for specific problems
- ◆ recognizes and comments on unfairness

1. How do you feel about the way kids behave at school?

Sometimes I feel scared that some kids are going to bully me and push me around. If they do I'll just tell a peer mediator that someone is bullying me.

TRANSCRIPT

1. How do you feel about the way kids behave at school?

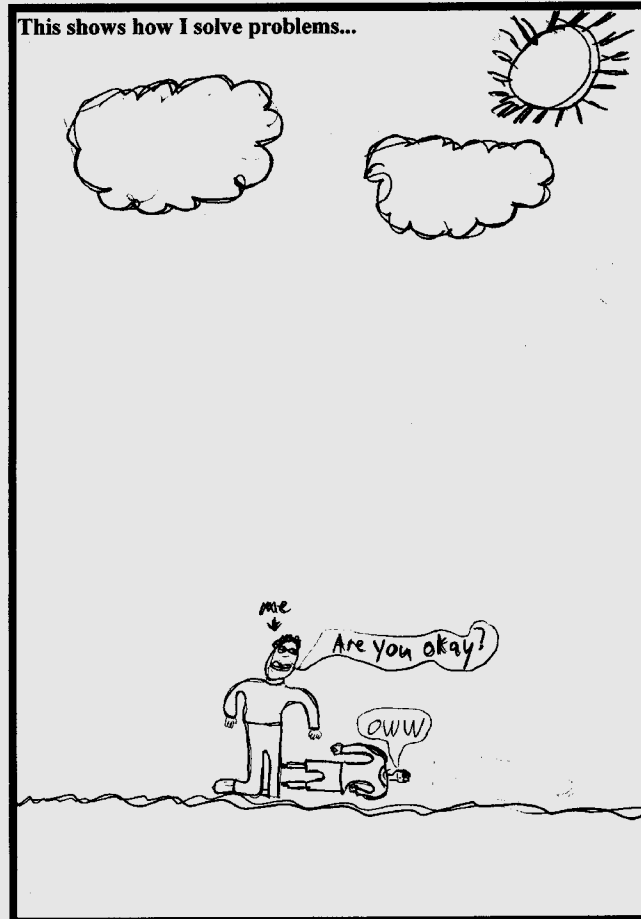
Sometimes I feel scared that some kids are going to bully me and push me around. If they do I'll just tell a peer mediator that someone is bullying me.

2. What would you like to see changed? How would this change affect others? Would it be fair to everyone else in the school?

I would like to see more peer mediators so less kids can get bullied. I would like to see one peer mediator watching each game and making sure nobody hurts somebody or seeing if the game is not fair and seeing if somebody gets hurt by an accident and the person that gets hurt blames it on the person that did the accident.

3. *What is the best way to solve problems that happen at school?*

1. Get a peer mediator.
2. Say sorry and make sure the person is alright.
3. If someone breaks a window by an accident and then runs away I'll tell Mrs. Walters.



Sample 3: Environmental Alphabet

CONTEXT

Students in this classroom frequently discuss environmental issues and have undertaken a number of small projects to contribute to the school environment (e.g., finding ways to reuse paper and other classroom supplies; developing strategies for reducing the amount of lunchtime garbage).

PROCESS

Students reviewed previous discussions about environmental problems and identified new topics of concern. Following a class discussion, each student created an Environmental Alphabet, in which they listed environmental problems and posed solutions. The teacher provided a variety of alphabet books they could look at to get ideas. Students were encouraged to:

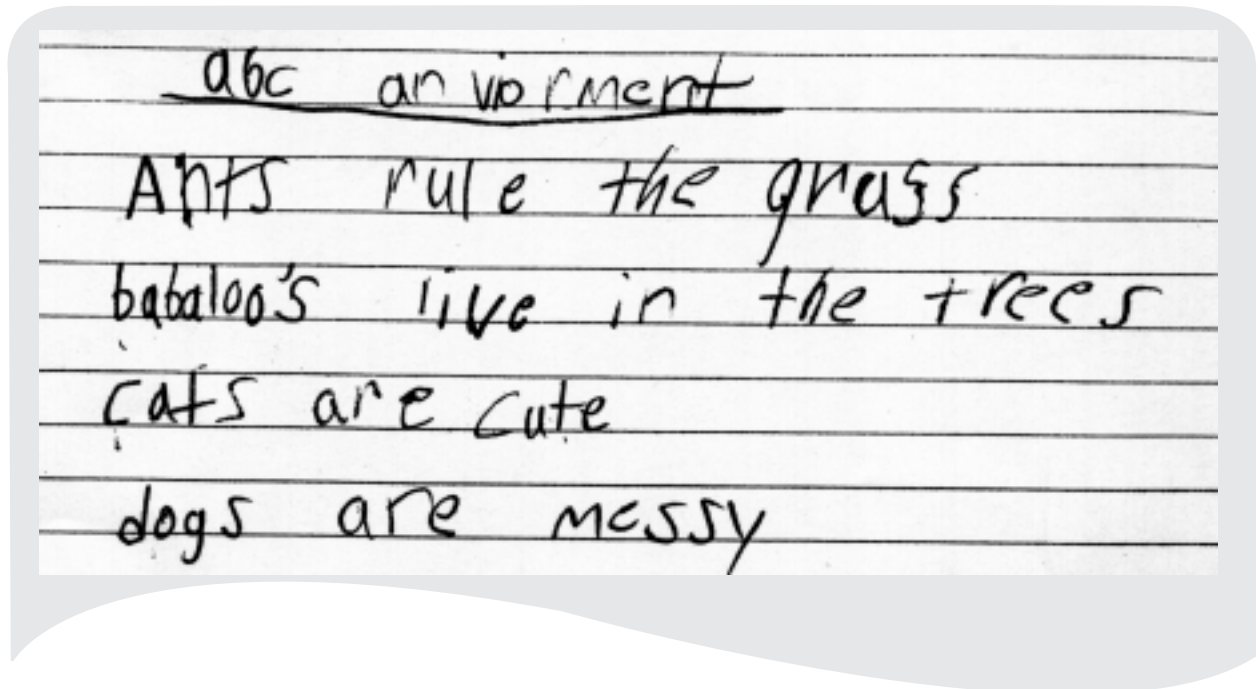
- ◆ identify both problems and solutions
- ◆ tell about causes of some of the problems
- ◆ include things they could personally do to help solve environmental problems

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student does not include any environmental problems or solutions.

- ◆ unable to state a problem or issue in own words
- ◆ needs help to generate ideas for solving problems
- ◆ has difficulty offering specific ideas about how to make the world a better place



TRANSCRIPT

abc anviorment

Ants rule the grass
babaloo's live in the trees
cats are cute
dogs are messy
elefants have big trunks
food helps you get energy
goats are storng
hawks fly high in the sky
insects hang around grass
Jackrabbits hop around trees
Kangaroos hop on grass
Leaves fall off of trees
monkeys climb on trees

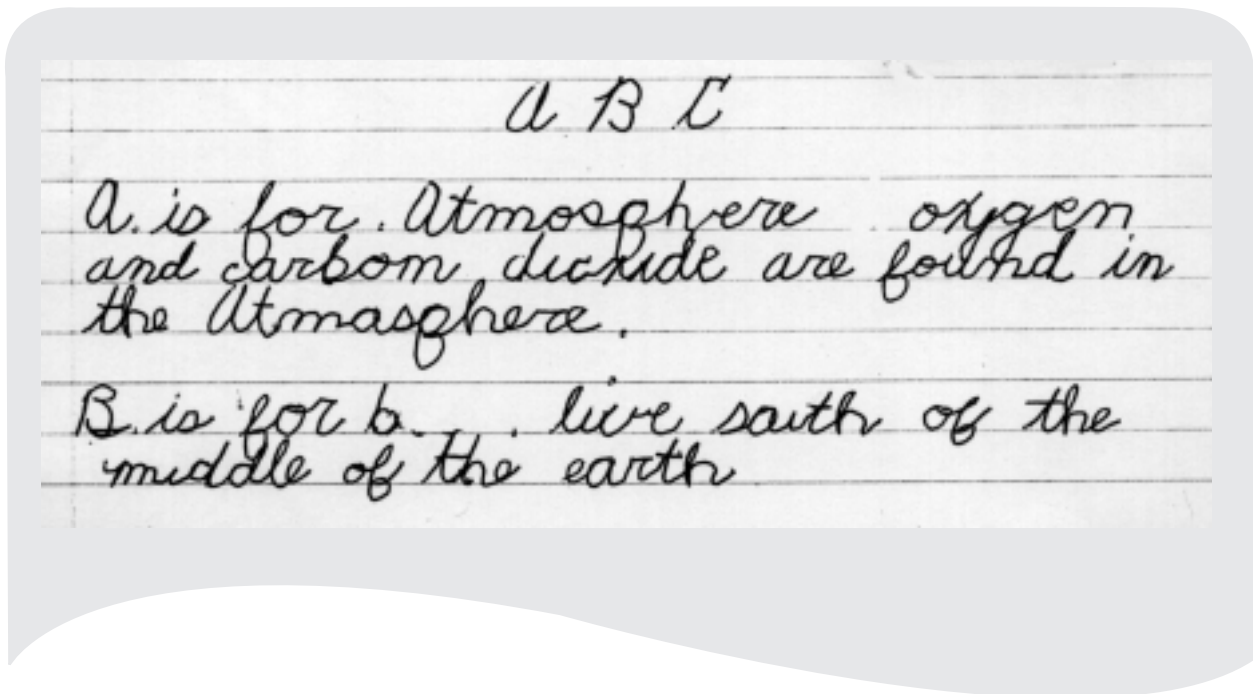
nuts are good for you
Our earth is clean
Plese dont' litter
Quilts are warm to go in
rats sometimes hide in the grass
squirrels climb on trees
trees grow big
uncut the trees
varios animals climb trees
we like tree's abt
xox means kiss
you like grass too
Zoo helps animals

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student touches on some environmental issues in a very general way, but does not offer ideas about the causes or solutions.

- ◆ can identify simple problems or issues
- ◆ can identify some ways to make the world a better place; tends to be very general



TRANSCRIPT

ABC

A is for Atmosphere oxygen and carbon dioxide are found in the Atmosphere.

B is for ————— live south of the middle of the earth

C is for campast. My Mom and Dad use a campast to put in leaves and grass.

D is for Dam. Which gives us electricity.

E is for Extinct. When a Person or animals are gone.

F is for Forest. where lots of animals are

G is for Green house. A green house is where plants grow.

H is for Habitat. habitat is where lots of animals are.

I is for Insects. insects are very cool.

J is for jaguars live in 2 places in the world.

K is for Kindness what is nice to have.

L is for Lizards. There are 50 kinds of them.

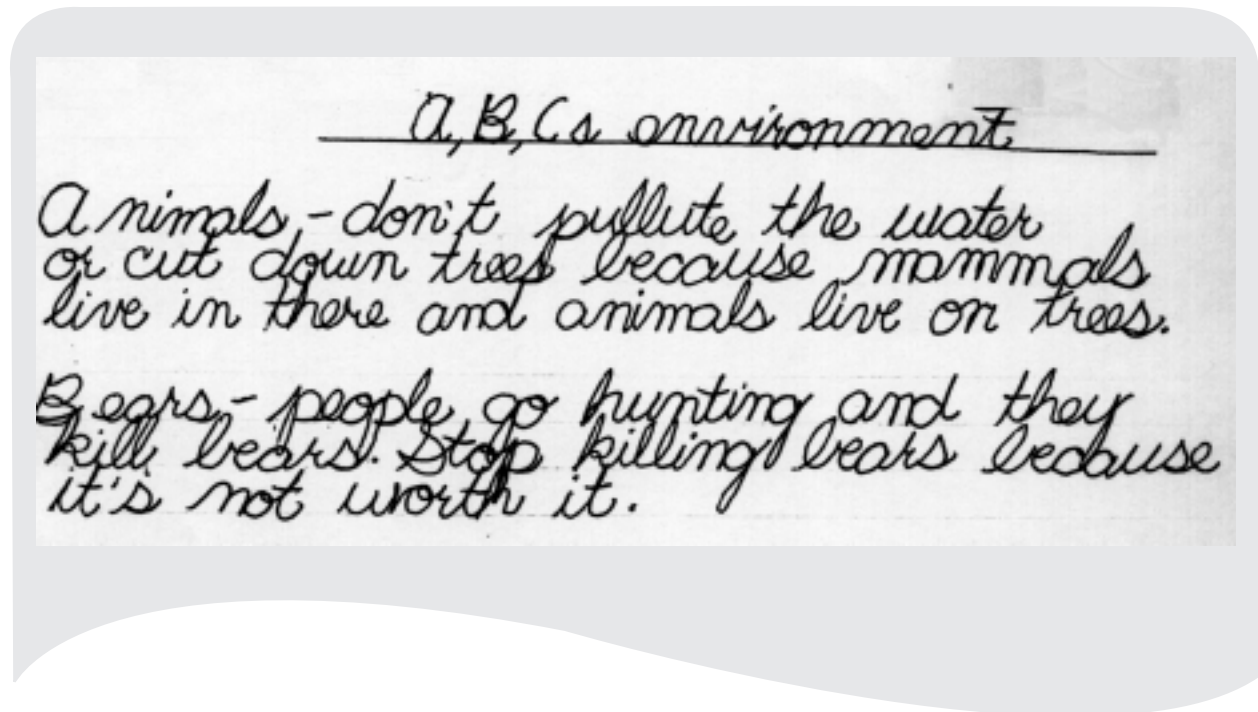
M is for Midnight wick we go to sleep.
N is for Nacher whare lots of animle.
O is for O-zom its around us.
P is for People wick planet.
Q is for Quit taking parts of the earth.
R is for Rain wick helps us grow.
S is for Salmon need clean water.
T is for Tadpul is a small fish.
U is for Uper laks most lakes are uper.
V is for Vegebule wick we eat.
W is for Water we drink to stay alive.
X is for Exzan how we can help our earth.
Y is for young we can make a difrince.
Z is for zedra is so cool

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student identifies a variety of environmental issues and describes some positive actions people can take.

- ◆ can identify and explain simple, concrete problems or issues
- ◆ generates some ideas to fit specific problems
- ◆ attempts to use resources wisely
- ◆ can identify some ways to make the world a better place; these tend to be simplistic



TRANSCRIPT

A,B,Cs environment

Animals—don't pollute the water or cut down trees because mammals live in there and animals live on trees.

Bears—people go hunting and they kill bears. Stop killing bears because it's not worth it.

Clean up—don't leave things lying around because it will cause a bigger mess so clean up.

Day light—don't waste your time doing bad things in the daytime do good things.

Electricity—stop wasting your electricity and use other things too.

Forest—don't waste the paper because your wasting trees.

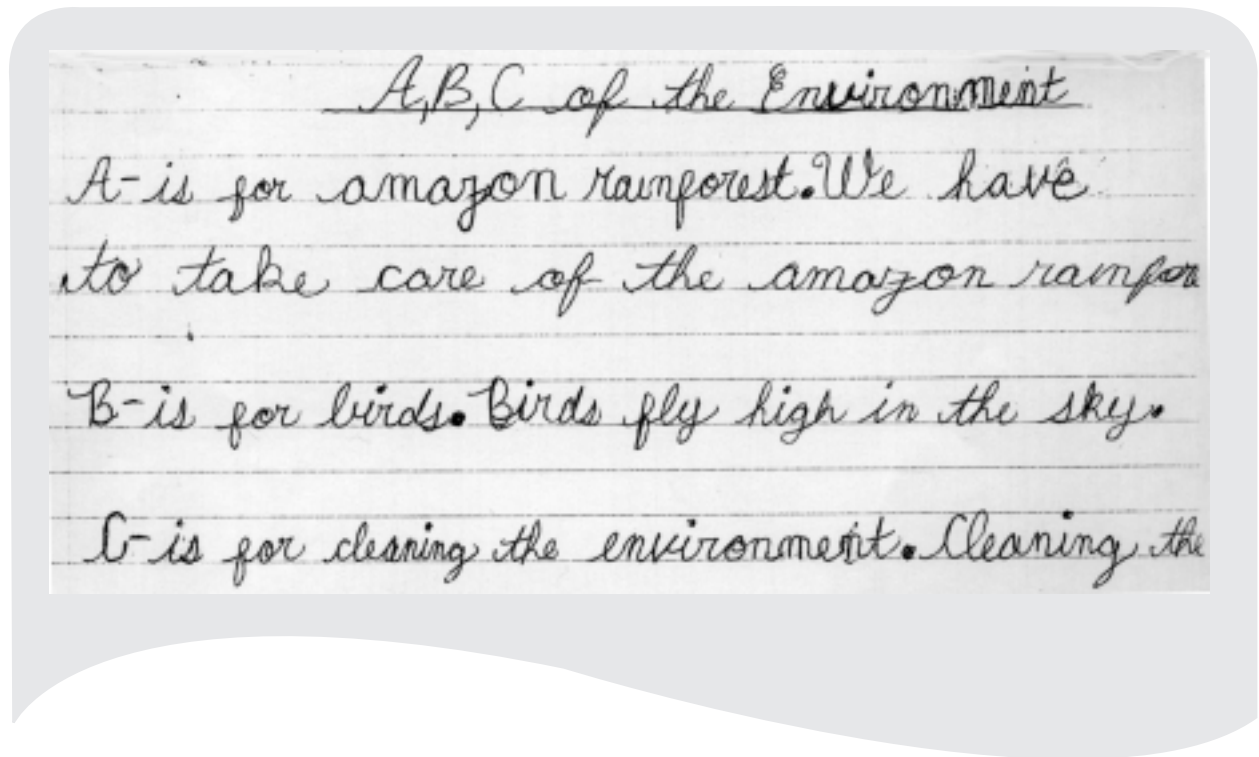
Garden—grow beautiful plants and water them.
Help—help more than you did last time. If you do you'll be proud.
Improve—Improve in what you do. Do good things.
Junk—if you have junk don't throw it away recycle it.
Keep—don't litter instead keep the earth clean.
Monkeys—monkeys are intelligent animals so take care of them.
Nature—don't pollute, litter or cut down trees because your ruining nature.
Ocean—don't throw things in the ocean respect it.
Pets—don't be disrespectful to your pets that means don't be mean.
Queen bee—take care of the queen bee's nest so you'll have honey.
Recycle—if you have a broken pencil don't throw it away turn it into something new.
Salmon—don't pollute the water where the salmon live.
Trees—when your using paper draw things useful because if you don't your wasting trees.
Universe—make the universe a safe place.
Vitamin—a vitamin gives you the strenght so you can help the environment.
Whales—keep pollution out of the water so that the whalss can survive.
Exthra help—help the world even more and you'll see a difference.
Yard—keep your back yard clean so beautiful things can grow.
Zoo—make sure people take care of the animals in the zoo so they can live properly.

EXCEEDS EXPECTATIONS

Teacher's Observations

The student has identified and elaborated on a wide range of problems and shows a sense of responsibility, often describing actions “we” should take. A number of the alphabet choices are innovative: “P is for part. We all have to do our part in cleaning the earth because not just one person can clean it. Q is for quiet. Don’t be quiet about cleaning the earth tell everyone.”

- ◆ can identify and explain a variety of problems or issues
- ◆ generates a variety of appropriate strategies for specific problems
- ◆ draws attention to situations where action is needed
- ◆ beginning to show a sense of idealism; can describe some ways to make the world a better place



TRANSCRIPT

A,B,C of the Environment

A—is for amazon rainforest. We have to take care of the amazon rainforest.

B—if for birds. Birds fly high in the sky.

C—is for cleaning the environment. Cleaning the environment is very important.

D—is for deforestation. Deforestation happens when the trees are cut down for the wood or for paper.

E—is for evaporation. Evaporation happens when water from the ocean evaporates.

F—is for forest. We have to keep the forest clean because we don't want to destroy their home.

G—is for greenhouse. A greenhouse helps us by growing fruits and vegetables. We need fruits and vegetables to live.

H—is for home. A home keeps animals protected from their prey.

I—is for instead. Instead of throwing things away we should try to recycle them.

J—is for junk. You should not throw junk on the ground because it is bad for the environment.

K—is for kind. Be kind to the environment because we only have one earth.

L—is for life. There's lots of in the environment so we must keep it clean.

M—is for mammals. Don't pollute the earth because if we do their homes will be destroyed.

N—is for nation. We should keep our country clean as well as our earth because we all have to share the earth.

O—is for oxygen. We all need oxygen to live without it we will die.

P—is for part. We all have to do our part in cleaning the earth because not just one person can clean it.

Q—is for quiet. Don't be quiet about cleaning the earth tell everyone.

W—is for water. If we pollute our water then we can't drink it. And we will die and so will the animals.

X—is for xerophyte. It means a plant that can grow with only a little bit of water to survive. If we destroy our water supply you'll need more plants like this.

Y—is for yea. Yea we all cheered. We cleaned up the earth all by ourselves.

Z—is for zero tolerance. We should not have any tolerance for people that pollute the earth.

Sample 4: Choosing a Design

CONTEXT

Students in this classroom frequently work in groups. The teacher has provided direct instruction and guided practice to improve their group skills and their conflict-resolution strategies.

PROCESS

Students were asked to work in groups to choose a design for a quilt to make together.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Trevor rejected every idea anyone in the group suggested, often inappropriately, saying things such as, "That's ugly. I don't want to do a stupid design like that." He frequently tried to divert group members from the task by poking them and taking their equipment. At one point, he left the group and went to bother another group. When the teacher reprimanded him, he said, "It's not my fault. They're picking on me. They always leave me out. They hate me."

- ◆ sometimes behaves in an unfriendly way; does not recognize the needs of others
- ◆ focuses on own needs; does not show commitment to the class or group
- ◆ has difficulty taking turns and accepting suggestions
- ◆ has difficulty self-assessing social behaviours; may misrepresent what happened
- ◆ tends to blame others

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Luke clearly became frustrated and angry with Trevor's behaviour. He came close to losing his temper, but was able to control himself. He did speak angrily to Trevor, saying, "Stop ruining everything."

- ◆ becomes frustrated and resorts to blaming

FULLY MEETS EXPECTATIONS

Teacher's Observations

Pasha was visibly bothered by the problem and kept trying to get back on task. He continued to work through the conflict and did not respond to Trevor except to say at one point, "Come on, Trevor, let's get back to work. We'll give you another chance."

- ◆ independently notices opportunities to include others
- ◆ often shows focus and commitment to group needs and goals
- ◆ follows basic rules for working cooperatively
- ◆ tries to resolve conflicts independently

EXCEEDS EXPECTATIONS

Teacher's Observations

After the first time Trevor left the group, Pahmoni said, "Come on Trevor. We really do want you in our group. You've got some good ideas. How about you tell us which design you like best?" When his negative behaviour persisted, she asked an adult for help.

- ◆ friendly; sensitive and responsive to others' needs
- ◆ shares responsibility for group needs and goals
- ◆ shows leadership; helps to organize activities
- ◆ feels responsibility for resolving minor conflicts; shows good judgment about when to get help

Sample 5: Welcoming a New Student

CONTEXT

Students in this classroom frequently work in small groups. They had recently worked on criteria and created posters to illustrate effective group work.

PROCESS

The teacher invited students to think of a time when they had to go somewhere they had never been before or do something new (e.g., a new school year, visit someone in a new city, move with your family). Students shared some of their experiences and talked about how new experiences can make you feel.

The teacher then posed the following situation:

Imagine that a new student arrives in our class. What could you do to make him or her feel welcome?

Students wrote individual responses and then met in small groups to share their ideas and create a collaborative list. They chose their best ideas as the basis for an illustration with a caption. They shared their work with the class, elaborating on the ideas in their picture and responding to questions. The teacher observed the groups as they worked.

NOTE:

All groups worked within expectations.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Group 1 needed some help from the teacher to get started and to organize their work. Their list consisted of relatively impersonal, concrete actions (e.g., show them around, show them the classroom, play a game at recess). Their picture showed them guiding the new student around the school. They did not include any ideas about making the student comfortable or initiating a personal relationship.

- ◆ usually helps or includes others when asked
- ◆ needs help to focus on group needs
- ◆ follows basic rules for working cooperatively

FULLY MEETS EXPECTATIONS

Teacher's Observations

Group 2 followed instructions and were able to work independently. Their collaborative list included a variety of actions, some of which showed a commitment to making the new student comfortable: “Ask them what they like to do and let them do it.” “Tell them about myself and ask them about their old school.” Their illustration showed them interacting with the new student.

- ◆ often able to describe effects of words, actions
- ◆ contributes to discussions and activities
- ◆ shows focus and commitment to group needs and goals
- ◆ follows basic rules for working cooperatively
- ◆ shows empathy

EXCEEDS EXPECTATIONS

Teacher's Observations

Group 3 worked effectively and appeared to enjoy the activity. They appeared to be relaxed and cheerful, listening to each other and often asking each other questions. They created a long list of suggestions, including several that addressed the new student's emotional needs: “Tell them this is a safe school.” “Tell them not to worry about being included—everybody is included in our class, so they will always have someone to play with.” In their illustration, they showed a conversation with the new student where all four participants are smiling and standing close together. The caption read, “The kids at our school are nice. You'll like them. And the teachers are nice too. I think you'll be happy you moved here.”

- ◆ sensitive and responsive to others' needs
- ◆ can describe effects of own and others' words and actions
- ◆ takes an active part in discussions and activities
- ◆ shares responsibility for group needs and goals
- ◆ consistently follows rules for working with others

Sample 6: Listening to a Story

CONTEXT

The teacher in this classroom often emphasizes the importance of respectful and inclusive behaviour. Students have worked through and role-played a variety of simple conflict situations.

PROCESS

The teacher read a book to the class, with students seated on the floor.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Ashley pushed to the front, pushing Jackie out of the way, so that she could see the pictures. Jackie could no longer see the pictures. His feelings were hurt, and he moved away from the group altogether.

- ◆ sometimes behaves in an unfriendly way; does not recognize needs of others
- ◆ not be able to identify effects of own words and actions
- ◆ sometimes disrespectful toward others

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Yusif waited patiently for the story to start. He didn't say anything.

- ◆ needs help to focus on group needs

FULLY MEETS EXPECTATIONS

Teacher's Observations

After the teacher noticed the actions of another student, Daniel, and complimented him on being inclusive and responsible, Mohammed chimed in, "You could sit by me, too, Jackie."

- ◆ routinely friendly
- ◆ shows empathy

EXCEEDS EXPECTATIONS

Teacher's Observations

Daniel noticed that Jackie's feelings were hurt and said, "Jackie, come and sit by me. I'll make room for you."

- ◆ sensitive and responsive to others' needs; finds opportunities to help and include others
- ◆ feels responsible for resolving minor conflicts
- ◆ avoids blaming

Sample 7: Choosing Teams

CONTEXT

Soccer is a very popular game at this school. The school community has established that everyone who wants to play can do so—no one can be excluded. Students take turns being captains.

PROCESS

A dispute arose about how to choose teams. Some students had been thinking the teams were unfair recently; others were upset because some students always choose their friends or choose all the boys (or girls) first.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Bob is insisting, loudly, that he is captain for the day and that he can choose anyone he wants. Finally, he shouts, "And I don't want you on my team, Sam. You're just a ball hog. They can't make me pick you."

- ◆ sometimes behaves in an unfriendly way
- ◆ not able to identify effects of own words and actions
- ◆ has difficulty taking turns or accepting suggestions
- ◆ tends to blame or put down others
- ◆ often unwilling to listen to points of view that differ from own

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Jeff is a good friend of Bob's, but he moves away from the students who are arguing and does not contribute. He does not support Bob, but he does not challenge him.

- ◆ needs help to focus on group needs
- ◆ tries to manage anger

FULLY MEETS EXPECTATIONS

Teacher's Observations

Fred tries to help, saying, "Come on you guys. Don't fight about it, or we'll never get to play. It doesn't matter who's on the teams." Bob and the others who are arguing pay no attention.

- ◆ shows focus and commitment to group needs and goals
- ◆ tries to resolve conflicts independently, but easily discouraged

EXCEEDS EXPECTATIONS

Teacher's Observations

Ted tries to come up with a solution, suggesting, "Come on—why don't we pick by birthdays. That would be fair—all the January birthdays on one team; February on the other team. Like that." When Bob continues complaining about Sam, Ted intervenes again, saying, "Sam's okay—he deserves to play just like everybody else. We have to include everybody—that's the rule our class made."

- ◆ sensitive and responsive to others' needs
- ◆ shares responsibility for group needs and goals
- ◆ often shows leadership
- ◆ feels responsible for resolving minor conflicts
- ◆ avoids blaming; tries to sound non-judgmental
- ◆ generates some ideas to fit specific problems