

Social Responsibility

GRADES 6 TO 8

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Social Responsibility in Grades 6 to 8

In grades 6 to 8, 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
 - sharing reactions, opinions, and views
 - creating products such as posters, collages, newspapers, and charts
 - buddy reading or other activities with younger classes
 - role-playing and dramatizing
- ◆ Whole-class activities and routines:
 - class discussions
 - 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
 - extra-curricular activities (e.g., dances)

Students also participate in specific activities designed by their teachers to enhance social responsibility, both within the classroom and school and in the larger community. During grades 6 to 8, these activities invite students to increasingly broaden their perspective to consider national and global issues and concerns. Activities at this level often 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; choose and defend a course of action regarding an environmental dilemma; brainstorm and evaluate solutions to real school or community problems)

- ◆ identifying and clarifying issues and problems; proposing and evaluating strategies, considering consequences
- ◆ 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)
- ◆ learning about rights and responsibilities (e.g., United Nations human rights initiatives) and then creating illustrations or dramatizations
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ finding and analyzing newspaper articles that illustrate socially responsible behaviour
- ◆ creating personal coats of arms that display key aspects of their own social responsibility

ABOUT THE SAMPLES

When considering the following samples and examples of student work for grades 6 to 8, 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 6 to 8 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 appears to be unfriendly and negative does not take responsibility or work cooperatively 	<ul style="list-style-type: none"> usually friendly and, if asked, will include others with support, will take responsibility, contribute, and work cooperatively 	<ul style="list-style-type: none"> routinely kind and friendly, and helps and includes others if asked takes responsibility, contributes, and works cooperatively 	<ul style="list-style-type: none"> kind, friendly, inclusive, and helpful voluntarily takes on responsibilities and contributes; effective in groups
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> unwilling or unable to solve interpersonal problems; may be illogical or blame others, or become violent or sarcastic tends to view problems in black and white; has difficulty considering more than one perspective, generating strategies, and predicting consequences 	<ul style="list-style-type: none"> may try to solve interpersonal problems and consider others' feelings, but often needs support; may become frustrated and blame others can clarify familiar, concrete problems and issues, and propose some strategies; may misinterpret consequences 	<ul style="list-style-type: none"> tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences 	<ul style="list-style-type: none"> uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> often disrespectful and may avoid or be negative towards those perceived as different in some way 	<ul style="list-style-type: none"> usually respectful to others and accepting of differences, but may not see the need for action on human rights 	<ul style="list-style-type: none"> usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights 	<ul style="list-style-type: none"> usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be egocentric or apathetic; may show a sense of powerlessness 	<ul style="list-style-type: none"> shows some interest in making the world a better place, but ideas tend to be very general and follow-through tends to be inconsistent 	<ul style="list-style-type: none"> shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions 	<ul style="list-style-type: none"> shows a growing sense of altruism and optimism—a commitment to making the world a better place

Elaborated Scale: Grades 6 to 8 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
<p><i>The student often appears to be unfriendly and negative; does not take responsibility or work cooperatively.</i></p>	<p><i>The student is usually friendly and, if asked, will include others. With support, the student will take responsibility, contribute, and work cooperatively.</i></p>	<p><i>The student is routinely kind and friendly, and helps and includes others if asked. The student takes responsibility, contributes, and works cooperatively.</i></p>	<p><i>The student is kind, friendly, inclusive, and helpful. The student voluntarily takes on responsibilities and contributes; effective in groups.</i></p>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • often behaves in a negative or unfriendly way; may reinforce negative behaviours in others • little sense of community; focuses on own needs and wants; does not appear to understand the impact of own actions on others • does not take responsibility in shared activities • reluctant to contribute ideas • does not work cooperatively; often unable to work with a variety of classmates • rarely encouraging toward others; may make inappropriate comments • often inattentive and impatient; does not give equal attention to others' ideas • when assigned a leadership role, may ignore specified procedures or behave inappropriately (e.g., dominating the group) 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • generally friendly; usually helps, welcomes, or includes others when asked • shows some sense of community; treats the classroom as a shared environment but does not try to improve it • often needs encouragement to take responsibility for specific tasks in shared activities • contributes ideas; may need prompting to explain or elaborate • works cooperatively, if given structure and support; often works well only with some classmates or in some situations • may encourage and support some classmates • listens attentively; can usually restate others' ideas if asked • when assigned a leadership role, usually follows specified procedures for organizing the work 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • routinely kind and friendly; helps others when asked (and sometimes voluntarily); welcoming • shows a sense of community; takes some responsibility for maintaining and improving the physical and social environments • completes tasks that have been assigned; often volunteers to take on responsibilities in shared activities • contributes, explains, and elaborates relevant ideas • works cooperatively in a variety of situations • routinely encouraging and supportive • listens attentively and patiently; asks clarifying questions • when assigned a leadership role, suggests appropriate procedures, asks guiding questions, and organizes tasks and information; sometimes volunteers for leadership 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • kind, friendly, and inclusive without prompting; finds opportunities to help and include others • shows a sense of community; works actively to improve the physical and social environments • voluntarily takes on responsibilities in shared activities, often exceeding requirements; may spend extra time on own initiative • contributes, explains, and elaborates relevant ideas; attempts to synthesize and clarify • works cooperatively and effectively with a variety of classmates and in a variety of roles and situations • encouraging and supportive; makes others feel good about their contributions • listens responsively; ensures that everyone has a chance to contribute • when working in a group, often takes on leadership voluntarily—suggests procedures, asks guiding questions, organizes tasks, and keeps the group on task

Elaborated Scale: Grades 6 to 8 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
<p><i>Unwilling or unable to solve interpersonal problems; may be illogical or blame others, or become violent or sarcastic. The student tends to view problems in black and white; has difficulty considering more than one perspective, generating strategies, and predicting consequences.</i></p>	<p><i>May try to solve interpersonal problems and consider others' feelings, but often needs support; may become frustrated and blame others. The student can clarify familiar, concrete problems and issues, and propose some strategies; may misinterpret consequences.</i></p>	<p><i>Tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives. The student can clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences.</i></p>	<p><i>Uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives. The student can clarify increasingly complex problems and issues, propose and evaluate strategies, and weigh consequences.</i></p>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • can identify simple problems or issues; tends to state in black-and-white, either/or terms, or look for fault • takes little or no responsibility for solving interpersonal problems; may use violence; does not make good judgments about when to seek help • appears unaware of others' feelings or needs, except in extreme cases • tends to blame or put down others; often uses sarcasm • reasoning may be illogical, inappropriate or unclear • tends to repeat one idea over and over again; no sense of how the listener is responding • often unwilling to listen to others' viewpoints • unable or unwilling to take another's perspective • with prompting, may be able to describe one or two strategies to address problems • may not recognize cause and effect; often unable to describe consequences • may have difficulty sharing reflections; often shows bias; may not be entirely truthful about own role 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • can identify familiar and concrete problems or issues • sees some need to solve interpersonal problems, but may not make a serious attempt; may overestimate or underestimate need for adult help • if asked, can usually describe others' feelings or needs • tries to make "I" statements and disagree calmly, but may become frustrated and begin blaming others • offers reasons for position or view • may be repetitive, restating position or argument • often needs structure or support to listen to others' views • may have difficulty explaining another's perspective • may rely on a few strategies for solving problems, without considering the specific situation • generally understands cause and effect, but may misinterpret some consequences • reflections show understanding of key aspects of a situation; generally honest 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • can identify and clarify an increasing range of problems or issues in own words • feels responsible for solving interpersonal problems independent of adults, but may become easily discouraged; usually makes good decisions about when to get help • often displays empathy; can readily describe others' feelings or needs • usually able to focus on "I" statements and maintain a calm, objective tone • tries to present reasons that will appeal to the audience • often tries to restate and clarify a position • listens politely to others' views • can consider competing reasons or arguments; offers at least two perspectives • can identify potential strategies for solving problems • anticipates some consequences; tends to focus on those that are concrete and immediate • reflections show honesty and understanding 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • can identify and clarify problems or issues that have some complexity and ambiguity • takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations; shows good judgment about when to get help • often shows sensitivity and tries to consider others' feelings and needs • makes "I" statements; maintains an objective, non-judgmental tone • chooses reasons and arguments that will appeal to audience • develops logical arguments to support a position • open-minded; non-judgmental • able to explain other perspectives, values, and choices fairly • has a repertoire of strategies for solving problems; may use these to help others • anticipates consequences; may include long-term consequences • reflections show honesty and insight

Elaborated Scale: Grades 6 to 8 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
<p><i>The student is often disrespectful and may avoid or be negative towards those perceived as different in some way.</i></p>	<p><i>The student is usually respectful to others and accepting of differences, but may not see the need for action on human rights.</i></p>	<p><i>The student usually treats others fairly and respectfully; tries to be unbiased; shows some support for human rights.</i></p>	<p><i>The student usually treats everyone fairly and respectfully; shows an increasing commitment to correcting injustices.</i></p>
<p>Observations may include:</p> <ul style="list-style-type: none"> • often disrespectful to classmates or staff • often attempts to impose own views, standards, and values on everyone; may avoid or be dismissive to those perceived as different • may be uninterested or make negative comments about diversity • has difficulty identifying stereotyping except in extreme cases • may be unaware of basic human rights; focuses on own needs and wants • shows little interest in most human rights issues or initiatives, except those that pertain to self or friends; may be dismissive or negative 	<p>Observations may include:</p> <ul style="list-style-type: none"> • usually treats classmates and staff with respect; accepts feedback on disrespectful behaviour and often apologizes • usually accepts differences, but may avoid those perceived as different • identifies some types of diversity and may be able to describe contributions of selected groups; sometimes needs reminding to be non-judgmental • with support, can identify some blatant forms of stereotyping • can identify some basic human rights • shows interest in some human rights issues and initiatives, but may have difficulty seeing the need for action 	<p>Observations may include:</p> <ul style="list-style-type: none"> • usually treats classmates and staff fairly and respectfully • generally accepts differences; may need encouragement to work with a variety of classmates • identifies some positive aspects of diversity and can describe the contributions of various groups • with support, can identify and comment on the effects of blatant examples of some forms of stereotyping (e.g., gender, culture, age, language, socio-economic) • recognizes and can describe several basic human rights • shows interest in human rights issues and initiatives; generally supportive 	<p>Observations may include:</p> <ul style="list-style-type: none"> • consistently fair and respectful; may try to help others modify behaviour • accepts differences; works and interacts easily with those who are different in some way • describes the positive contributions and effects of diversity; shows pride in the multicultural nature of Canada • can identify and explain the negative consequences of some forms of stereotyping (e.g., gender, culture, age, region, language, socio-economic) • recognizes and can describe basic human rights • often takes a stand when perceiving injustice; may show a sense of moral outrage and want action taken

Elaborated Scale: Grades 6 to 8 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
<p><i>The student tends to be egocentric or apathetic; may show a sense of powerlessness.</i></p>	<p><i>The student shows some interest in making the world a better place, but ideas tend to be very general and follow-through tends to be inconsistent.</i></p>	<p><i>The student shows a sense of community and an interest in making the world a better place; tries to follow through on planned actions.</i></p>	<p><i>The student shows a growing sense of altruism and optimism—a commitment to making the world a better place.</i></p>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • does not follow class rules and routines, and may appear to see them as a personal affront; often tries to avoid consequences • tends to be egocentric (“take care of yourself”) or apathetic • shows a sense of confusion or powerlessness about democratic governments • may have difficulty with the concept of global citizenship • recognizes the importance of using resources wisely, but own wants and needs tend to override many attempts at conservation • may be apathetic and 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"> • occasionally breaks rules; may try to avoid consequences • shows a sense of community in some cases; may go along with positive actions organized by others, but without much commitment • shows some understanding of how democratic governments function • shows interest in global citizenship • 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"> • follows classrooms rules consistently; accepts consequences of any lapses • shows a sense of community; willing to participate in positive actions suggested by others • can describe some ways that citizens interact with and influence democratic governments • demonstrates understanding of global citizenship • attempts to use resources wisely; practises conservation • beginning to show a sense of altruism; can identify some specific ways to make the world a better place 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • follows classroom rules and routines, but shows some independent judgment; works to modify rules when they obstruct progress or improvement • shows a strong sense of community; often suggests positive actions to be taken • shows optimism about the ways that citizens interact with and influence democratic governments • demonstrates understanding of global citizenship and suggests appropriate actions • attempts to use resources wisely; practises conservation; may take responsibility beyond self • shows a sense of altruism; can elaborate some ways to make the world a better place

Sample 1: Salmon in the Classroom

CONTEXT

This activity was part of an ongoing study of salmon that integrated science, social studies, and personal planning. Prior to completing this activity, students had worked through other scenarios as a class, using the following process:

1. Identify the problem.
2. Brainstorm possible solutions.
3. Establish criteria for successfully solving the problem.
4. Create an action plan.

PROCESS

The teacher provided copies of the following scenario:

Danny's dad is a commercial fisherman. In the off-season he is a part-time mechanic. He has his own tools, and he works out of a shop located about 10 kilometres from their house. One Saturday afternoon, Danny decides to go with his dad to learn a bit about fixing cars. He feels it will save him a lot of money when he owns his own car—one day, he hopes. He watches his dad and two other part-time mechanics as they change mufflers, test brakes, change oil, replace c.v. joints. He asks his dad if he can help. His dad takes him over to a pile of really grimy assorted car parts. There is a pile of rags and some cleaner by the parts. "Take these outside over by the creek bank and wash them up. Use the cleaner in this can. Be sure and get as much of the oil and grease off the parts as you can." Danny hesitates. He's not sure what to do.

Source: *Salmonids in the Classroom—Intermediate Package*, Federal Department of Fisheries and Oceans.

Students worked in pairs to identify the problem, brainstorm possible solutions, establish criteria for successfully solving the problem, and write up an action plan. They had access to computers, but were not required to word process their work. After completing their action plans, students met as a class to share and discuss them.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

These students needed frequent support and encouragement, and often consulted other students to get ideas. Most of their solutions were “borrowed” from others. Their criteria only address one aspect of the problem—not harming the environment—and their solution is an extremely passive one: “Danny walked away. And never cleaned the car parts till this day the parts are still waiting to be cleaned.”

- ◆ can identify simple problems or issues; tends to state in black-and-white, either/or terms
- ◆ reasoning is illogical, inappropriate, or unclear
- ◆ often unable to describe consequences

1. The problem is

Dannys Dad wants Danny to take all of the grungy oily car parts to the creek and clean them with thinner. but the problem is that all of the oil and greece and cleaner all goes in the creek and kills all of the fish that swim around peecfully in the creek . exspecely the salmon that spawn.

TRANSCRIPT

Definition of Problem

Dannys Dad wants Danny to take all of the grungy oily car parts to the creek and clean them with thinner. but the problem is that all of the oil and greece and cleaner all goes in the creek and kills all of the fish that swim around peecfully in the creek. exspecely the salmon that spawn.

Brainstorming

- Lie say you have no gloves.
- Say no because its puluting fish.
- I have cuts on my hands.
- it wont come off.
- If you get cought you can get fined for poluting and toxicating the stream.
- the parts are to heavy.
- the thinner stains my clothes.
- the parts are garabge.

Criteria for Solution

- don't hurt the inviromenet.
- learn something new about the inverioment.

Action Plan

After dannys Dad asked him to take the car parts down to the creek to wash them with thinner danny tells hes dad no becouse if you get cought you can get fined or thrown in jail.

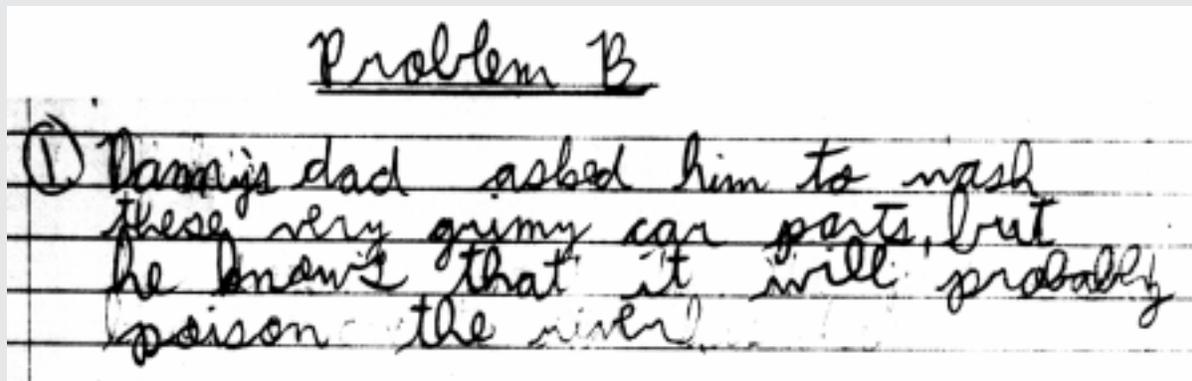
After danny told his dad Danny walked away. And never cleaned the car parts till this day the parts are still wating to be cleaned.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

These students needed occasional reminding to stay on task and complete the assignment. They were able to generate several potential solutions and identified reasonable criteria, but their action plan does not really solve the problem.

- ◆ can identify familiar and concrete problems or issues
- ◆ offers reasons for position or view
- ◆ repetitive
- ◆ generally understands cause and effect, but misinterprets some consequences



TRANSCRIPT

Definition of Problem

Danny's dad asked him to wash these very grimy car parts, but he knows that it will probably poison the river.

Brainstorming

- He could use a hose to clean the parts.
- He could fill a bucket with water and wash the parts in there.
- He could clean the parts over an empty bucket and keep it.
- Run away and hide.
- Tell his dad that it will poison the fish that he tries to catch.
- Tell a lie.
- Pretend to wash them.
- Call mom
- Call environmental services
- Call police
- I have cuts on my hands
- I am allergic to grease and strong cleaners

Criteria for Solution

- Not harm the environment
- It should be truthful
- It should get the parts clean
- It should be non-violent and peaceful

Action Plan

We think that danny should clean the parts over an empty bucket. Also, every time something needs to be cleaned, the gunk can go into the bucket.

FULLY MEETS EXPECTATIONS

Teacher's Observations

These students worked cooperatively and completed all parts of the assignment. Their work shows a clear understanding of the problem and demonstrates strong empathy for the people involved, including as one of their criteria, "A person being proud or feeling good when done." Their solution is assertive and respectful of both the environment and the people involved.

- ◆ works cooperatively
- ◆ often displays empathy
- ◆ can identify potential strategies for solving interpersonal problems
- ◆ anticipates some consequences

Problem solving

1. The problem is that Danny's dad wants Danny to go and clean the rags and motor parts by the creek with some kind of cleaner, but it's a problem because the fish in the creek and where ever the creek leads to gets the poison from the grease, oil and the other chemicals in the cleaner, that can

TRANSCRIPT

Definition of Problem

The problem is that Danny's dad wants Danny to go and clean the rags and motor parts by the creek with some kind of cleaner, but it's a problem because the fish in the creek and where ever the creek leads to gets the poison from the grease, oil and the other chemicals in the cleaner, that can make the fish and other animals so sick that they can die.

Brainstorming

- Say no to dad disagreeing to clean car parts in the creek.
- Run away and hide.
- Ask dad if he likes to go fishing then tell him what could happen to the fish and other animals in and around the creek.

- Say you'll still wash the parts but not in the creek because it could kill all the fish.
- Just walk away like you didn't hear him.
- Call Green Peace and ask if they can describe what could happen to the fish in the creek.
- Tell him that I need some gloves before I clean the parts.
- Danny could lie by saying:
 - My shoulder is too sore to pick the parts.
 - The parts are too heavy to carry.
 - The grease and oil will not come out of the parts.
 - The fumes are making me feel sick.
 - I have some cuts on my fingers and hands and I don't want to get grease in them.
 - The grease makes my fingers and hands go dry.
 - The grease and oil gets under my finger nails and makes my hands feel icky.
 - I'm hungry right now.
 - I dropped one of the parts and it broke.
 - I have homework to do and it's due tomorrow.
 - I think I'm hearing mom call my name I should better go check it out.
 - I have some notices from school, I better go home and get mom to fill them out.
 - It's raining outside and I don't want to get wet.
 - It's too cold out and I'm getting the chills.

Criteria for Solution

- Be non violent—Peaceful
- A person being proud or feeling good when done.
- The person that is doing something wrong can learn from their mistakes.
- Convince the person that what they are doing is wrong and you should make them feel bad or sorry.
- The person should feel good that they didn't pollute the creek (and other bodies of water).
- Don't be harmful to any life forms.
- Got to get the job done.
- Being safe to the environment.
- Can't cost a lot of money.
- Learn something new about the environment.
- Don't hurt the fish and other animals.

Action Plan

The solution we chose is: Say you'll still wash the parts but not in the creek because it might kill all the fish.

If we were in Danny's shoes we would go up to Danny's dad and tell him that we will still wash the parts but not in the creek because if we did that then the grease, oil and all the chemicals from the cleaner would go into the water and might kill all the fish. Plus wherever the creek leads to (lakes, oceans and other bodies of water) could pollute them and kill all the fish and other animals that live in that area.

EXCEEDS EXPECTATIONS

Teacher's Observations

These students worked well together, quickly getting down to work, sharing the task, and consulting each other to ensure that they agreed. They generated a wide variety of ideas and provided logical and convincing reasons for their choice. Their criteria and the action plan developed show a sense of responsibility and of idealism.

- ◆ works cooperatively and effectively
- ◆ can identify and clarify problems that have some complexity and ambiguity
- ◆ develops logical arguments to support a position
- ◆ anticipates consequences

Problem Solving

Problem:

The problem is that Danny's dad wants Danny to clean car parts that are covered with oil and grease . Danny's dad wants him to clean these down by the creek. He wants him to use a cleaner that could be poisonous. It could endanger the animals that drink from it and those that live in the water.

TRANSCRIPT

Defintion of Problem

The problem is that Danny's dad wants Danny to clean car parts that are covered with oil and grease. Danny's dad wants him to clean these down by the creek. He wants him to use a cleaner that could be poisonous. It could endanger the animals that drink from it and those that live in the water.

Brainstorming

- Some parts may be too heavy for me to lift.
- Say no
- Say if I touch the cleaner I may get a bad rash
- Run and hide
- Say the cleaners not working
- Say if I fall in I can drown because I can not swim
- Can I do something else.
- It's raining out.
- Run home.
- call police.
- call the green team and ask if this type of cleaner is poisonous.
- I'm not feeling very good.
- I'm hungry.
- It can kill the fish.
- It can make people sick if they drink out of the creek.
- The smell might give me a headache.
- Phone mom and tell mom what dad is doing.
- I have cuts on my fingers and I don't want to get grease in them because I might get an infection.
- There's no spare gloves to use.
- It makes my hands feel icky.

Criteria for Solution

- Convince that person that what they are doing is wrong.
- Make that person stop doing it.
- Tell that person that what they are doing should make them feel bad.
- Let that person know that what they are doing or what they did, can harm the fish or other animals that live in the lakes, rivers, streams, and creeks.
- Make that person learn and understand that you are not the only one who is doing this and that it needs to stop, so please tell others.
- Tell that person that you are not setting a good example for your kids or other kids that are learning or not learning how to treat their environment.

Action Plan

No dad I don't want to clean those car parts with grease and oil all over them. I would maybe if I didn't have to do it beside the creek where I can pollute the water and kill all the fish and other animals. Even if I washed them in the sink or bathtub, I still would not dump it in the creek, the only place I would get rid of this liquid is at a place where they take junk like that. Since you're the one who's always saying when we go fishing "that there's no fish in this lake, because it is too polluted." You should know that by using that cleaner by the creek we may be polluting the water and thus killing the fish in the lake. This is a poisonous cleaner Dad! What about the fish?

Sample 2: Coat of Arms

CONTEXT

A group of teachers used this activity to introduce the topic of social responsibility in their grades 6/7 classrooms. While all teachers followed the same general process, there were some variations from one classroom to another, depending on the background of the students. The process used by one teacher is described below.

PROCESS

Students discussed social responsibility as a class and brainstormed a list of things a socially responsible person would say and do. The teacher described the four sections from the social responsibility scale, and students sorted their brainstormed list into the following categories:

- ◆ contributing to the classroom and school community
- ◆ solving problems in peaceful ways
- ◆ valuing diversity and defending human rights
- ◆ exercising democratic rights and responsibilities

Students also added new examples to the categories.

The teacher explained that each student would create a personal coat of arms that represented her or his social responsibilities, with one section for each of the categories above. The teacher displayed several traditional coats of arms, and students discussed what they noticed. They worked together to develop criteria for the activity.

Students began by writing lists of how they fulfilled each area. They then chose from the list which images they would include on their coats of arms. Students quickly became frustrated because the images could not cover all the ways they fulfilled each area, and often their peers could not interpret the drawings in the ways they were intended. As a class, they decided that their lists should become part of the final assignment. They created good copies of the lists and taped these to the back of the coats of arms.

When their projects were complete, each student shared her or his work with a classmate, who then presented it to the class.

Variations in other classes included:

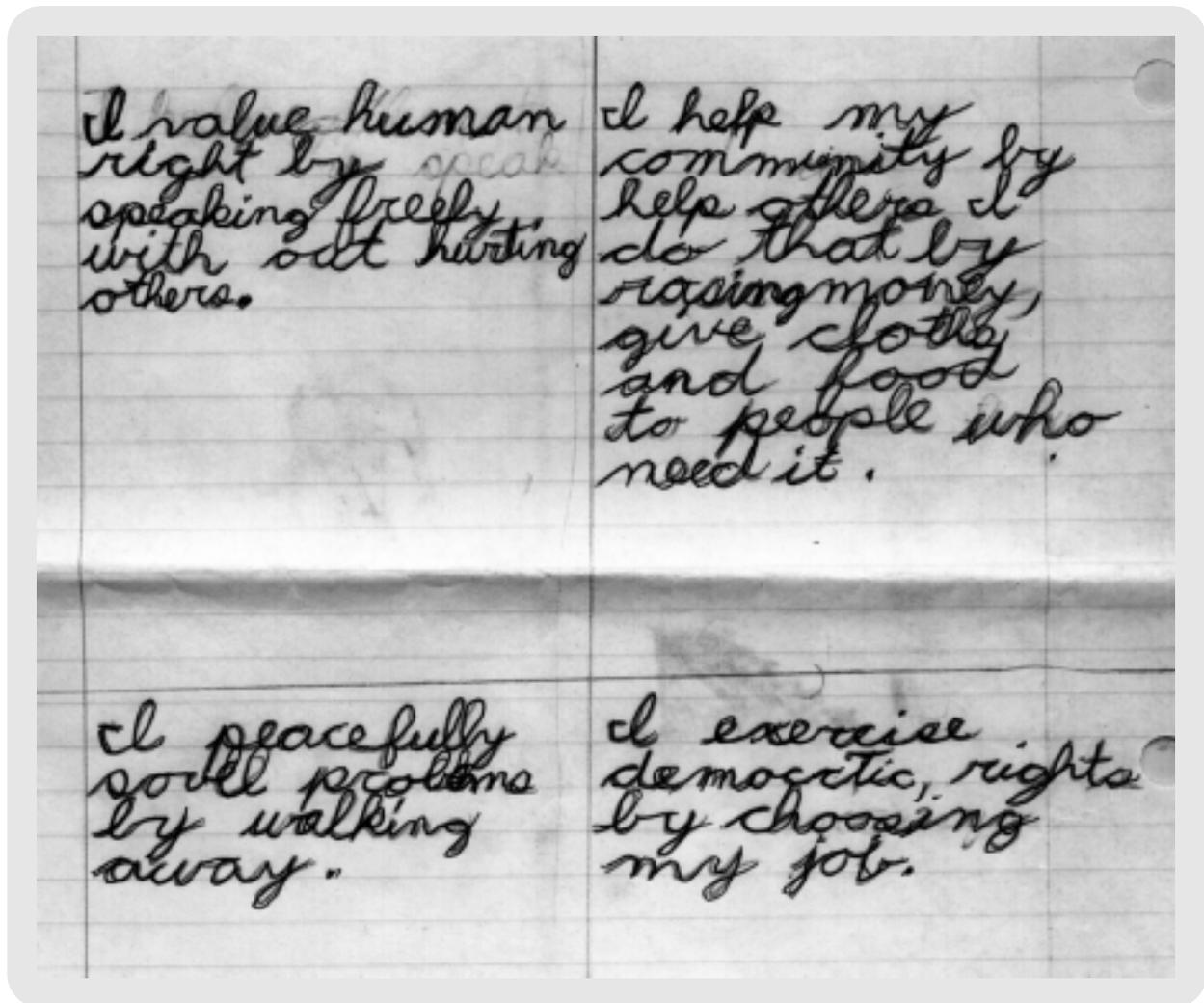
- ◆ having students create a motto to go with their coats of arms
- ◆ asking students to interview friends and family members about how others perceived their development in each category (e.g., “Can you think of a way that I show that I am . . . ?”)
- ◆ integrating the activity with a study of medieval times
- ◆ integrating the activity with visual arts (principles of design)

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student needed a great deal of help to generate examples of social responsibility. Most of the ideas presented in both the writing and illustrating were “borrowed” from others.

- ◆ little sense of community
- ◆ reasoning is illogical, inappropriate, or unclear
- ◆ unaware of basic human rights; focused on own needs and wants
- ◆ tends to be egocentric



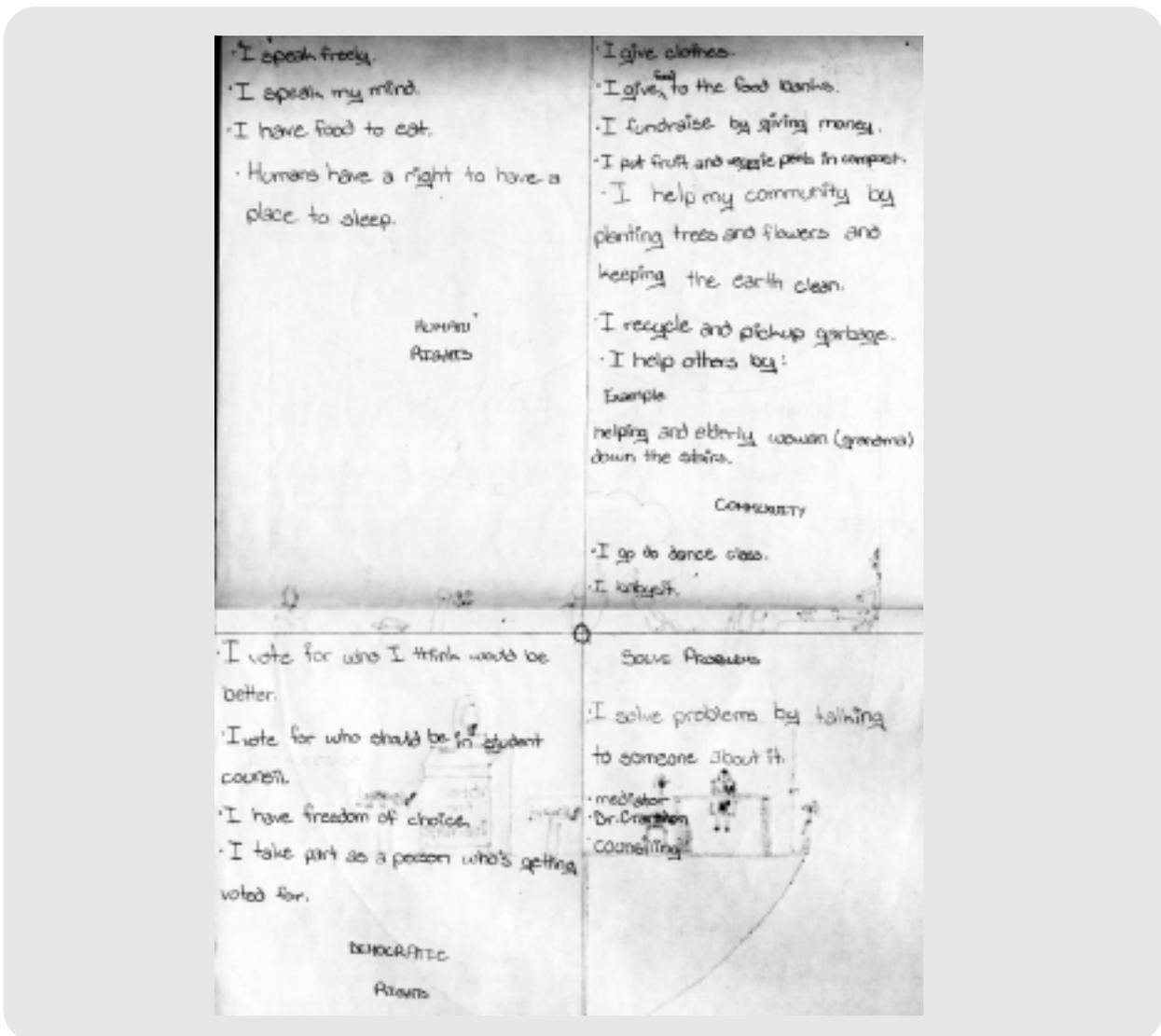


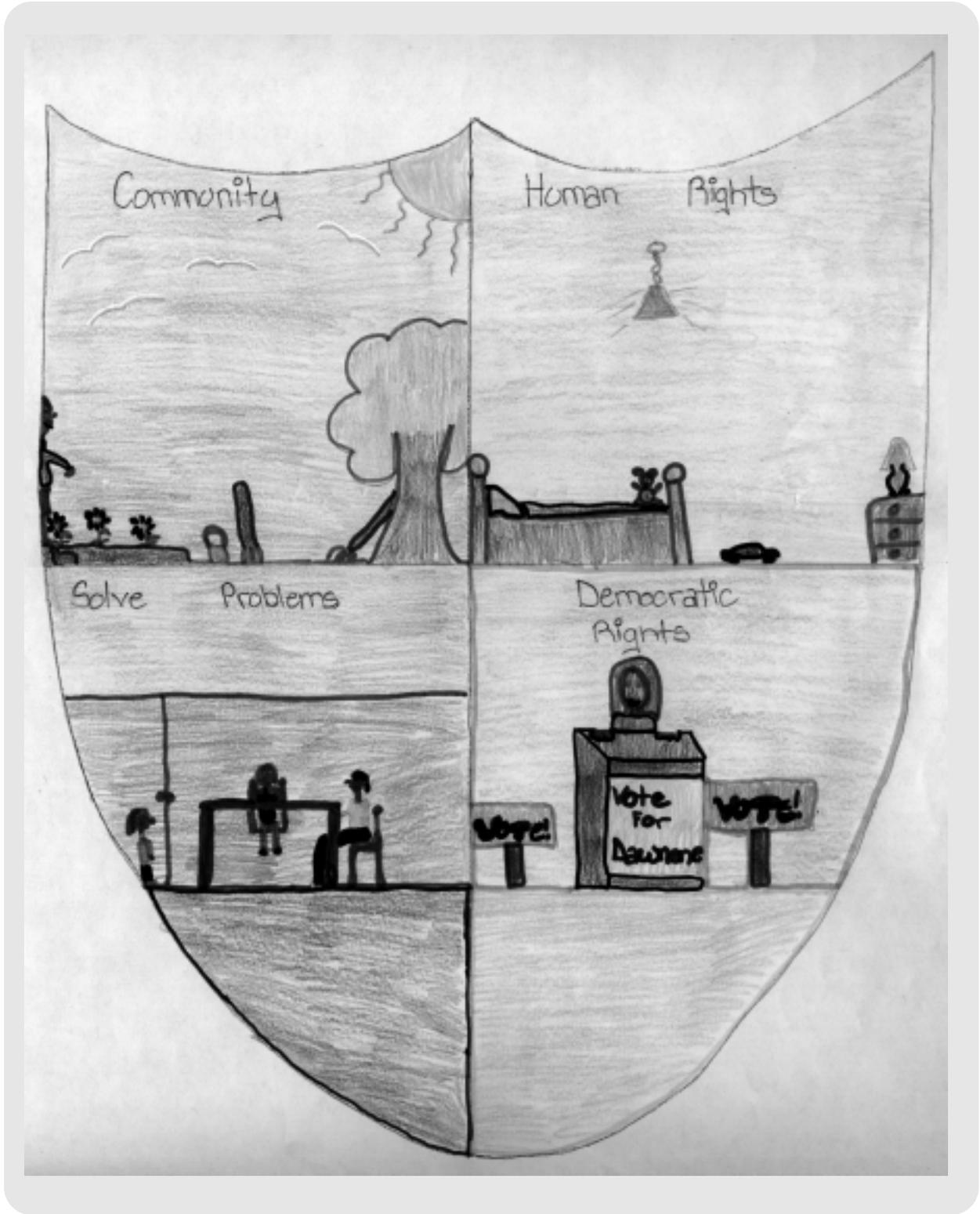
MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student was able to identify several concrete examples of contributing to the community, but had difficulty finding examples in other areas, especially valuing diversity and respecting human rights.

- ◆ generally friendly; usually helps, welcomes, or includes others when asked
- ◆ can identify familiar or concrete problems or issues
- ◆ relies on a few strategies for solving problems, without considering the specific situation
- ◆ can identify some basic human rights



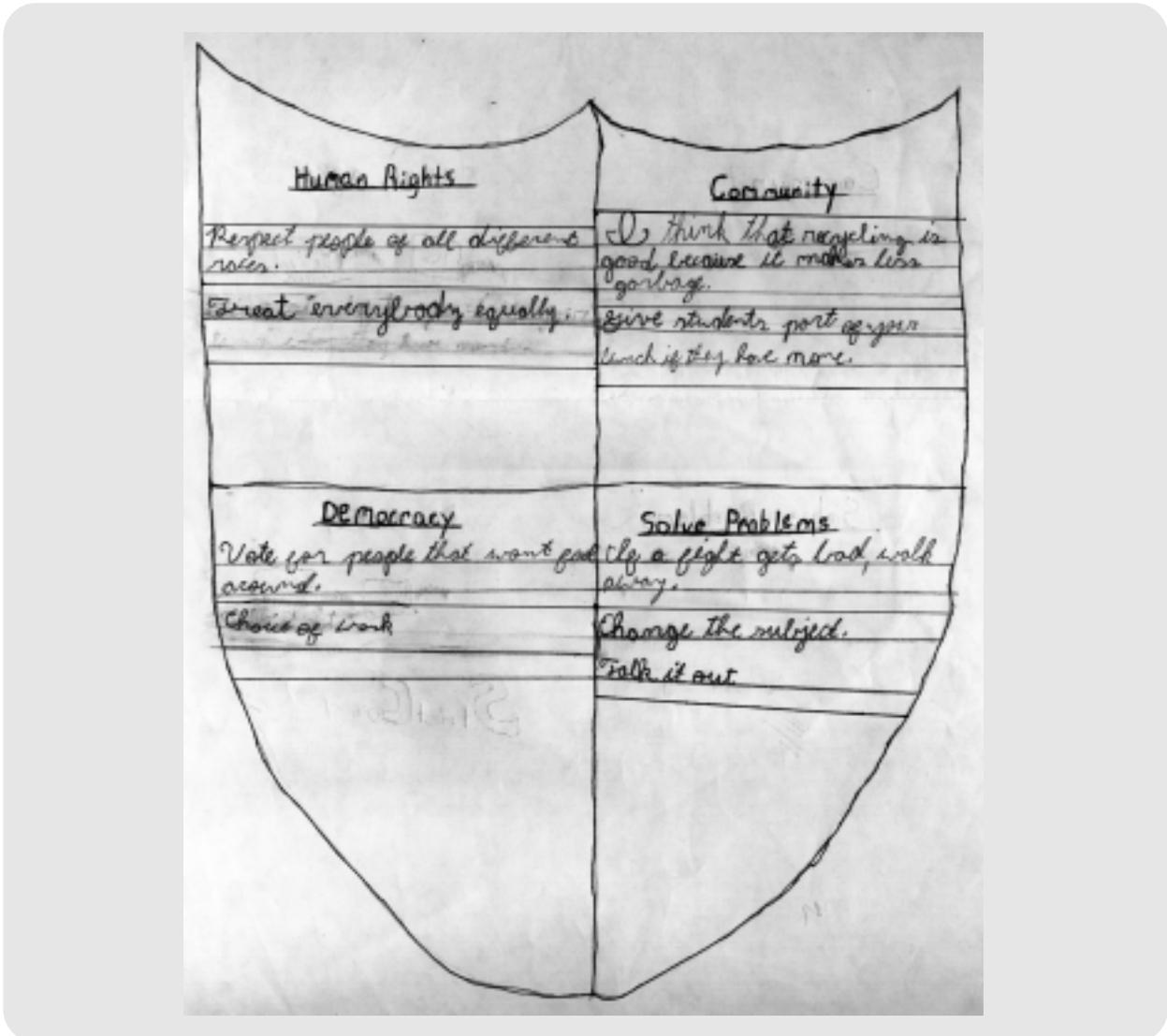


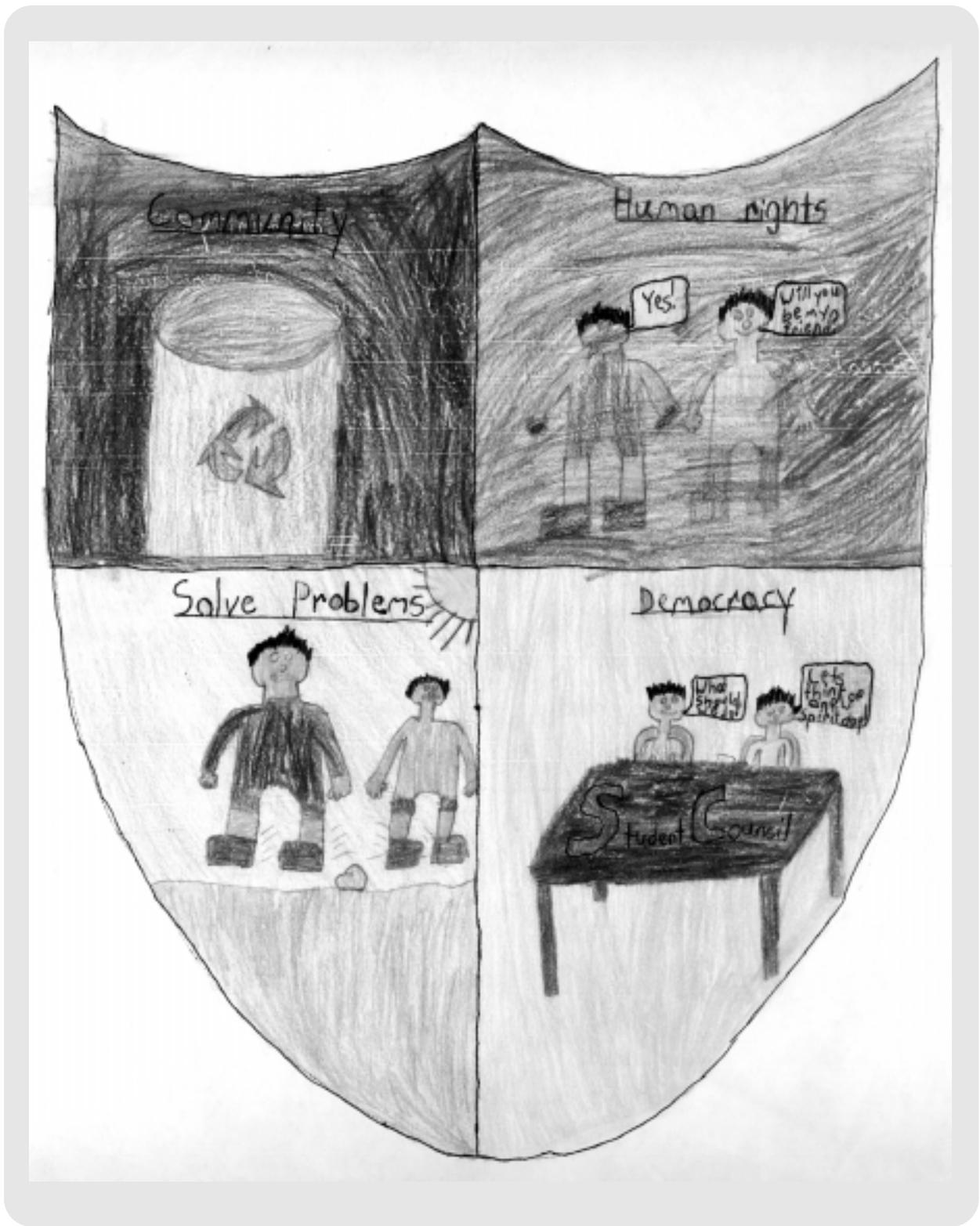
FULLY MEETS EXPECTATIONS

Teacher's Observations

This student was able to provide specific, logical examples for each category. The examples include both immediate, concrete actions (e.g., "Give students part of your lunch if they have none") and more global attitudes (e.g., "Respect people of all different races").

- ◆ shows a sense of community; takes some responsibility for maintaining and improving the physical and social environments
- ◆ feels responsible for solving interpersonal problems independent of adults
- ◆ can identify potential strategies for solving problems
- ◆ accepts differences



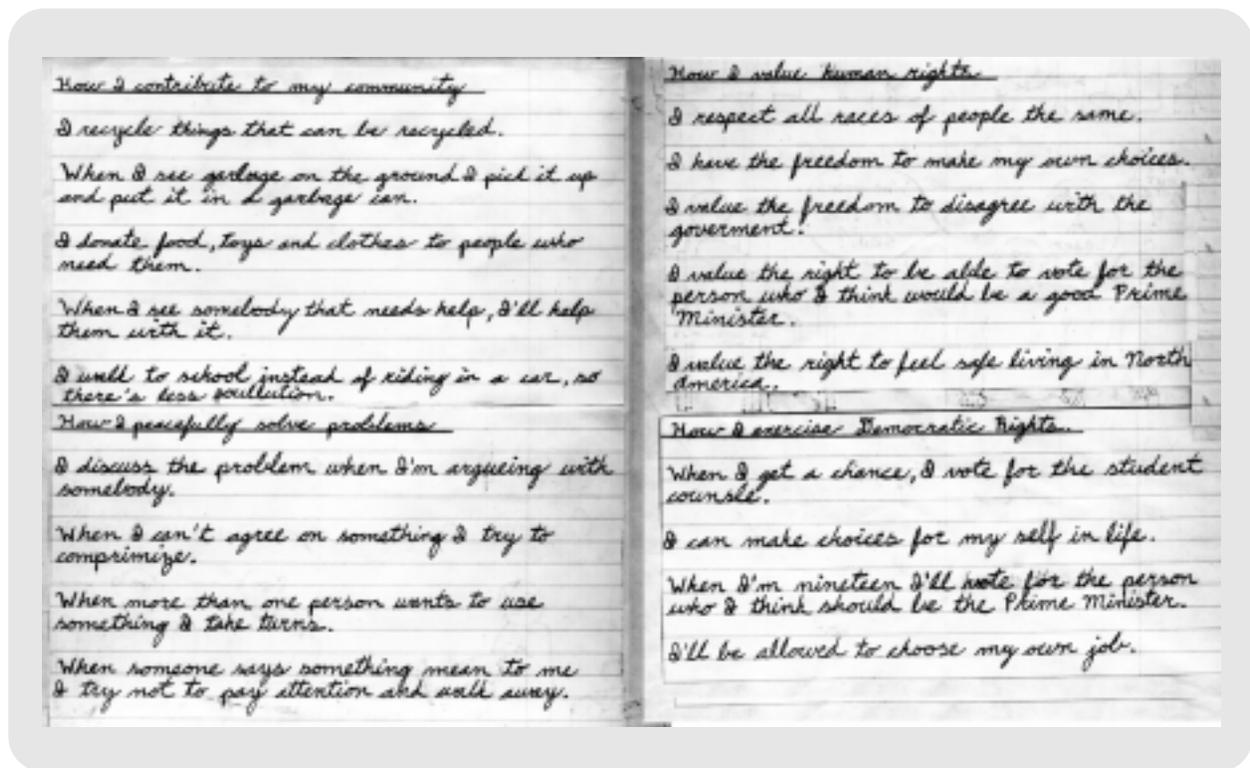


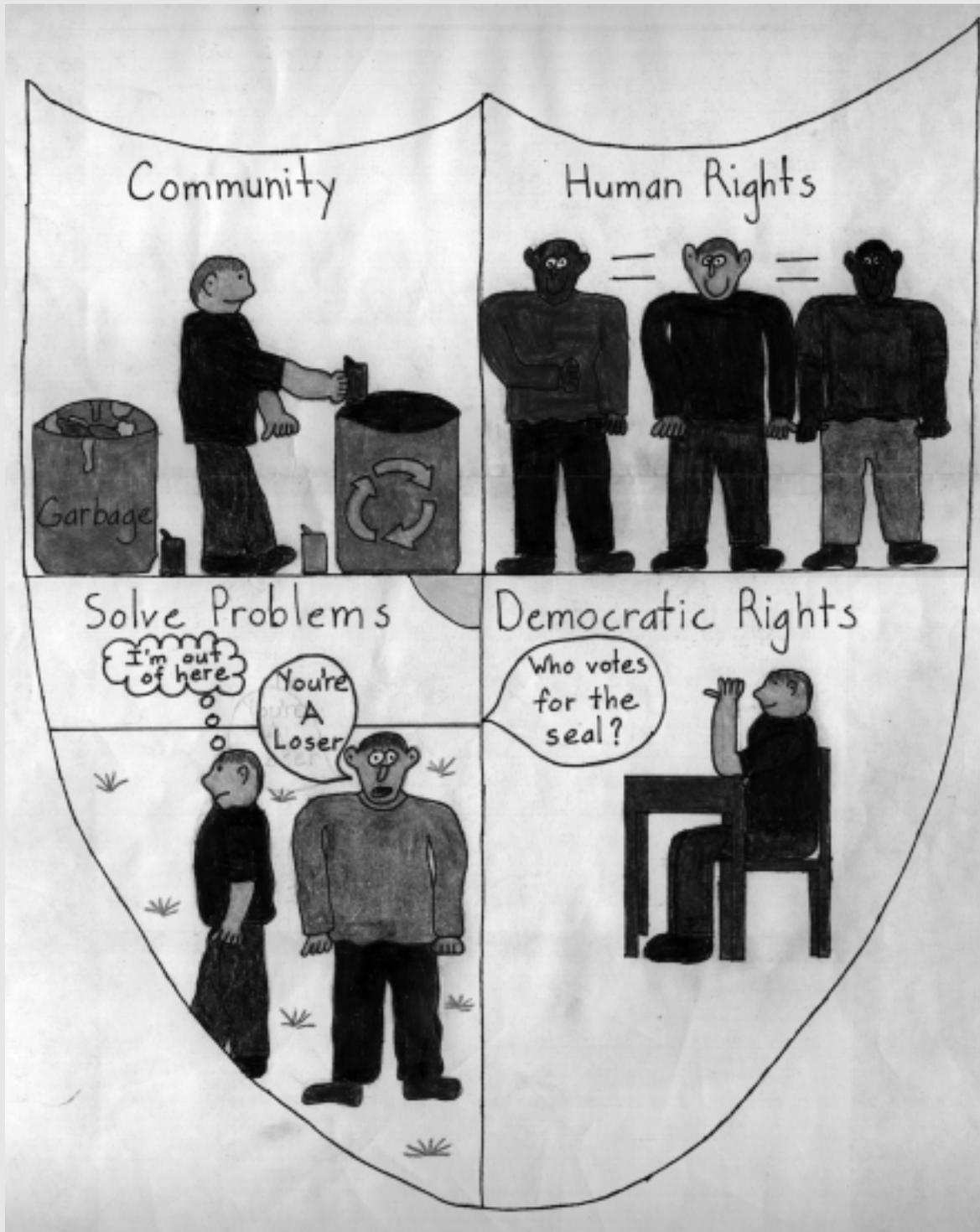
EXCEEDS EXPECTATIONS

Teacher's Observations

This student identifies a range of socially responsible behaviours that include daily actions (e.g., “When I see somebody that needs help, I’ll help them with it”) and larger, more global concepts (e.g., “I respect all races of people the same”).

- ◆ shows a sense of community; works actively to improve the physical and social environments
- ◆ takes responsibility for solving interpersonal problems independent of adults
- ◆ accepts differences
- ◆ shows optimism about the ways citizens interact with and influence democratic governments





Sample 3: New Student

CONTEXT

The class developed a code of conduct that included the statement, “We welcome and include everyone!” They often talked about what that looks and sounds like, and from time to time the teacher asked them to review the code and present evidence of how the class was doing.

PROCESS

Brenda, a new student, arrived in the classroom on the first day in November. The teacher instructed students to make her welcome and asked for volunteers to show her around the school. Brenda was placed at an empty desk in a four-person group.

NOT YET WITHIN EXPECTATIONS

Teacher’s Observations

Bart ignored Brenda during class and made negative comments about her during lunch. Jenny was in Brenda’s group, but talked to the original group members, making no effort to include Brenda.

- ◆ often behaves in a negative or unfriendly way
- ◆ rarely encouraging toward others; makes inappropriate comments
- ◆ often disrespectful of classmates and staff

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher’s Observations

On teacher instructions, Tim got a chair for Brenda and smiled at her as he put it at her desk. He had no further interaction with her.

- ◆ generally friendly; usually helps, welcomes, or includes others when asked

FULLY MEETS EXPECTATIONS

Teacher's Observations

Kevin volunteered to show Brenda around when volunteers were asked for. As he showed her around, he asked her a few questions about her previous school and where she lives now.

- ◆ routinely kind and friendly; helps others when asked (and sometimes voluntarily); welcoming
- ◆ takes some responsibility for maintaining and improving the physical and social environments
- ◆ routinely encouraging and supportive
- ◆ often displays empathy
- ◆ usually treats classmates fairly

EXCEEDS EXPECTATIONS

Teacher's Observations

During lunch, Winnie asked Brenda to sit with her group and involved her in the conversation.

Greg noticed that she was having trouble with her locker and offered to help her change her lock.

- ◆ kind, friendly, and inclusive without prompting; finds opportunities to help and include others
- ◆ shows a sense of community; works actively to improve the physical and social environments
- ◆ often shows sensitivity and tries to consider others' feelings and needs

Sample 4: Social Studies Project

CONTEXT

Since the beginning of the year, students in this Grade 7 class had frequently worked in small groups to complete assignments in a variety of subject areas, including social studies, English language arts, science, and fine arts. They frequently discussed the criteria for effective group work. Part of their language arts evaluation focused on the Grade 7 curriculum outcomes for working in groups.

PROCESS

In social studies, students were nearing the end of a unit on Rome. The teacher formed small groups and asked each group to create a Roman newspaper, including articles on sports, health issues, current news items, comics, and horoscopes. The teacher explained that the project would count towards both their language arts and their social studies grades.

Students reviewed what they knew about newspapers and examined several samples in the classroom. As a class, they discussed the requirements for the task and the criteria that would be used for self-evaluation and teacher evaluation. The teacher also reminded them that he would be noting evidence of their group skills.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Mike refused to participate and insulted Tiffany when she made suggestions, saying, "Get out of here. What are you doing telling me what to do? This project sucks. No one can make me do it." He started ripping up small pieces of paper and throwing them at another group.

- ◆ often behaves in a negative or unfriendly way; reinforces negative behaviour in others
- ◆ focuses on own needs and wants; does not appear to understand the impact of own actions on others
- ◆ does not take responsibility in shared activities
- ◆ does not work cooperatively
- ◆ makes inappropriate comments
- ◆ often inattentive and impatient
- ◆ often disrespectful of classmates

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Tyler watched quietly as Mike refused to participate and continued to put down the assignment and insult anyone in the group who had an idea. He said nothing and did not offer any suggestions. When Tiffany gave him a job, he half-heartedly began to work.

- ◆ reluctant to contribute ideas
- ◆ often needs encouragement to take responsibility for specific tasks in shared activities
- ◆ works cooperatively, if given structure and support

FULLY MEETS EXPECTATIONS

Teacher's Observations

Luke willingly began the task and took on some responsibility in the group by helping Tyler. He tried to encourage the group, saying, "Come on, you guys. This is better than an essay. It could be fun."

- ◆ often volunteers to take on responsibilities in shared activities
- ◆ works cooperatively in a variety of situations
- ◆ encouraging and supportive
- ◆ feels responsible for solving interpersonal problems independent of adults
- ◆ usually treats classmates fairly and respectfully

EXCEEDS EXPECTATIONS

Teacher's Observations

Tiffany tried to organize the group and worked actively to initiate the assignment. She asked others what they would like to write about and then volunteered to write the parts no one chose. Tiffany told the others where they could get resources and offered to gather some of the information for each of them. She tried to engage Mike, saying, "Hey, Mike, you know we are going to have to do it in the end. We can help you with your part."

- ◆ kind, friendly, and inclusive without prompting
- ◆ works cooperatively and effectively with a variety of classmates
- ◆ encouraging and supportive; makes others feel good about their contributions
- ◆ often takes on leadership voluntarily
- ◆ takes responsibility for solving interpersonal problems independent of adults; may show some persistence in difficult situations

Sample 5: Reacting to a Fight

CONTEXT

Two students from the class had been suspended for fighting.

PROCESS

As students came into the room after lunch, they talked about the incident.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Three students described the fight in both graphic and positive terms: "Man, you should have seen the blood!" "Nobody in this school will want to mess with ——." "—— sure doesn't take any crap from anybody." They praised the toughness of one of the students and clearly saw the incident as honourable.

- ◆ often behaves in a negative or unfriendly way; reinforces negative behaviours in others
- ◆ does not appear to understand the impact of her or his actions on others
- ◆ makes inappropriate comments
- ◆ tends to state problems in black-and-white terms
- ◆ reasoning is illogical, inappropriate
- ◆ appears unaware of others' feelings or needs

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Several students listened to the conversation but didn't react. They did not challenge those who were glorifying the fight, but occasionally agreed with suggestions others made about how the fight could have been stopped.

- ◆ relies on a few strategies for solving problems, without considering the specific situation
- ◆ generally understands cause and effect

FULLY MEETS EXPECTATIONS

Teacher's Observations

Two students were clearly upset by the incident and saw it in a negative light. As the discussion went on, they expressed some empathy for the students who were fighting. (e.g., “It would be so bad to be sent home. My mom would kill me. I hope they don’t have to miss too much.”) However, they also empathized with the viewpoint of authority. (e.g., “Well of course they got suspended. What else do you expect the principal to do? They can’t just let people fight and not do anything!”)

- ◆ often displays empathy; can readily describe others’ feelings or needs
- ◆ can identify potential strategies for solving problems
- ◆ anticipates some consequences; tends to focus on those that are concrete and immediate

EXCEEDS EXPECTATIONS

Teacher's Observations

One student tried to put the fight into the perspective of a bigger picture and offered several ideas about how it could have been avoided and what could be done in the future: “It’s too bad they had to fight about it—it wasn’t that big a deal. Somebody should have helped them figure it out before it got to be a big problem. They could have solved it, you know, without fighting. Now it’s turned into a big deal—and some people are going to think our school isn’t safe.” When someone challenged this student, saying, “Well, would you have stopped it?” the student said, “No, they were too mad when I saw it. But that doesn’t mean there couldn’t be some way of settling it without fighting. Maybe the counsellor could have helped, or the basketball coach—she’s pretty good about stuff like that, and people usually listen to her.”

- ◆ shows good judgment about when to get help
- ◆ often shows sensitivity and tries to consider others’ feelings and needs
- ◆ maintains an objective, non-judgmental tone
- ◆ anticipates consequences
- ◆ shows a strong sense of community; often suggests positive actions to take

Sample 6: Hallway Conversation

CONTEXT

A group of Grade 8 boys were standing around their lockers at lunch time. Their teacher, who was nearby, heard their conversation.

PROCESS

Ian said, “Hey, I’m getting a new dirt bike next week. My dad and I are going to build a go-kart and my dad wants me to get into racing. He thinks I should race professionally. I could make a lot of money. Do you know how much those guys make?”

NOT YET WITHIN EXPECTATIONS

Teacher’s Observations

Jeff said, “Get out of here, Ian. Do you know how sick we are of hearing all your stupid lies? You are always bragging about what your dad is going to do for you, and none of it ever happens. You are so stupid. You think we believe that stuff? You probably don’t even have a dad; and if you do, he is as stupid as you. No wonder no one likes you.”

- ◆ often behaves in a negative or unfriendly way
- ◆ does not appear to understand the impact of own actions on others
- ◆ makes inappropriate comments
- ◆ appears unaware of others’ feelings or needs
- ◆ tends to blame or put down others; often uses sarcasm
- ◆ often disrespectful to classmates

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher’s Observations

Matthew was clearly uncomfortable, but didn’t seem to know what to do. He kicked the locker door and slammed it, and finally—after another student spoke up—he added, “You’re such a jerk, Jeff.”

- ◆ sees some need to solve interpersonal problems
- ◆ can usually describe others’ feelings or needs
- ◆ becomes frustrated and begins blaming others

FULLY MEETS EXPECTATIONS

Teacher's Observations

Robert said, "Back off, guys. You know he's only trying to be part of the group. He's okay. Don't pay any attention to him, Ian. "

- ◆ routinely kind and friendly
- ◆ feels responsible for solving interpersonal problems independent of adults
- ◆ often displays empathy
- ◆ usually treats classmates fairly and respectfully

EXCEEDS EXPECTATIONS

Teacher's Observations

Ben said, "Knock it off, Jeff. Quit putting Ian down. I don't agree with you." He looks at Ian and says, "Hey, Ian, what kind of a dirt bike do you want to get?"

- ◆ kind, friendly, and inclusive without prompting
- ◆ works actively to improve the physical and social environments
- ◆ encouraging and supportive
- ◆ often shows sensitivity and tries to consider others' feelings and needs
- ◆ consistently fair and respectful; may try to help others modify behaviour