

Social Responsibility

GRADES 8 TO 10

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Social Responsibility in Grades 8 to 10

In grades 8 to 10, students are expected to demonstrate social responsibility in an increasing variety of situations, such as described here.

- ◆ Small-group activities:
 - brainstorming and generating ideas
 - discussing various issues or questions
 - creating products such as posters, collages, and charts
 - role-playing and dramatizing
 - coming to consensus on various topics
- ◆ Whole-class activities, such as class discussions and debates
- ◆ Conduct in the school and on the school grounds:
 - hallway etiquette
 - informal interactions
 - intramural activities
 - extra-curricular activities (e.g., dances, clubs)

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 secondary grades, these activities invite students to broaden their perspectives 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, or determining consequences for infractions of school rules
- ◆ analyzing case studies related to environmental or bioethical issues
- ◆ developing criteria for activities such as group work; evaluating own progress
- ◆ considering scenarios about realistic situations and working independently or in groups to propose solutions or courses of action (e.g., choose and defend a course of action regarding vandalism, bullying, or environmental issues)

- ◆ 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)
- ◆ analyzing and responding to human rights issues (e.g., racism, sexism, capital punishment); proposing courses of action
- ◆ identifying ways to improve the classroom or school, making and carrying out a plan, and evaluating the results
- ◆ analyzing controversial issues and proposing strategies or solutions
- ◆ identifying and responding to current issues reported in various media
- ◆ volunteering and participating in various service activities in the school and community

ABOUT THE SAMPLES

When considering the following samples and examples of student work for grades 8 to 10, 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 8 to 10 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"> appears apathetic or unfriendly and may try to manipulate or dominate others avoids participating in class and group activities; shows little sense of responsibility 	<ul style="list-style-type: none"> usually courteous and friendly participates in class and group activities, but takes little responsibility for the school or community 	<ul style="list-style-type: none"> usually kind and friendly takes some responsibility for the school or community and contributes willingly to class and group activities 	<ul style="list-style-type: none"> kind, friendly, and inclusive works actively to improve the school or community; often volunteers for extra responsibilities and shows leadership skills
SOLVING PROBLEMS IN PEACEFUL WAYS	<ul style="list-style-type: none"> in conflict situations, often uses put-downs, insults, or sarcasm; has difficulty stating position clearly; may be illogical can describe simple, concrete problems or issues and generate some strategies; often ignores consequences 	<ul style="list-style-type: none"> in conflict situations, tries to manage anger appropriately, listens respectfully, states opinion clearly, and tries to be fair can describe problems or issues, generate some strategies, consider immediate consequences, and evaluate actions 	<ul style="list-style-type: none"> in conflict situations, usually manages anger appropriately, listens respectfully, presents logical arguments, and can paraphrase opposing views can clarify problems or issues, generate strategies, weigh consequences, and evaluate actions 	<ul style="list-style-type: none"> in conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions
VALUING DIVERSITY AND DEFENDING HUMAN RIGHTS	<ul style="list-style-type: none"> sometimes disrespectful; may stereotype or avoid those perceived as different in some way 	<ul style="list-style-type: none"> usually respectful; supports those who speak up or take action to support diversity and defend human rights 	<ul style="list-style-type: none"> respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights 	<ul style="list-style-type: none"> respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance
EXERCISING DEMOCRATIC RIGHTS AND RESPONSIBILITIES	<ul style="list-style-type: none"> tends to be egocentric and apathetic; displays little sense of community or responsibility for others 	<ul style="list-style-type: none"> shows some sense of community-mindedness; may go along with positive actions organized by others, but without much commitment 	<ul style="list-style-type: none"> shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world 	<ul style="list-style-type: none"> shows a strong sense of community-mindedness and accountability; can describe and work toward an ideal future for the world

Elaborated Scale: Grades 8 to 10 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 appears apathetic or unfriendly and may try to manipulate or dominate others. The student avoids participating in class and group activities; shows little sense of responsibility.</i>	<i>The student is usually courteous and friendly, and participates in class and group activities, but takes little responsibility for the school or community.</i>	<i>The student is usually kind and friendly, takes some responsibility for the school or community, and contributes willingly to class and group activities.</i>	<i>The student is kind, friendly, and inclusive; works actively to improve the school or community. The student often volunteers for extra responsibilities and shows leadership skills.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • may be passive and appear apathetic; sometimes distant or unfriendly • shows little sense of responsibility toward the school or community • avoids participating in class or group activities; shows little commitment or interest • ineffective in many cooperative situations • may offer inappropriate comments or encourage negative behaviours • may try to manipulate or sabotage another's leadership • may be unrealistic or inaccurate in evaluating group skills 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • generally courteous and friendly; usually helps or includes others if prompted • takes minimal responsibility to care for and improve the school or community • participates in class or group activities; shows some commitment to group goals • often works cooperatively; clearly more effective in some situations than others • sometimes supports and encourages others • displays some leadership skills; follows specified procedures, but has difficulty making adaptations or solving problems that emerge • uses established criteria to evaluate group skills; often at a surface level 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • routinely courteous, kind, and friendly; helps or includes others willingly if asked • takes on some responsibility to care for and improve the school or community • shows commitment to class or group activities or goals; completes assigned tasks; may volunteer for additional responsibilities • works cooperatively in a variety of groupings and situations • frequently supports and encourages others • displays basic leadership skills; follows specified procedures and solves simple problems; organizes and keeps the group on task • uses established criteria to evaluate group skills; sincere and generally accurate 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • courteous, kind, friendly; voluntarily helps and includes others • works actively to improve the school or community • is readily engaged in and shows commitment to class or group activities or goals; often volunteers for additional responsibilities • works cooperatively and effectively in a variety of groupings and situations • tries to involve others; helps them feel good about their contributions • displays leadership skills, including diplomacy, ability to compromise and achieve consensus, and accountability • uses established criteria to evaluate group skills with some depth and insight

Elaborated Scale: Grades 8 to 10 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>In conflict situations, often uses put-downs, insults, or sarcasm; has difficulty stating position clearly; may be illogical. The student can describe simple, concrete problems or issues and generate some strategies; often ignores consequences.</i>	<i>In conflict situations, tries to manage anger appropriately, listens respectfully, states opinion clearly, and tries to be fair. The student can describe problems or issues, generate some strategies, consider immediate consequences, and evaluate actions.</i>	<i>In conflict situations, usually manages anger appropriately, listens respectfully, presents logical arguments, and can paraphrase opposing views. The student can clarify problems or issues, generate strategies, weigh consequences, and evaluate actions.</i>	<i>In conflict situations, shows empathy and a sense of ethics, presents soundly reasoned arguments, and considers divergent views. The student can clarify problems or issues, generate and analyze strategies, create an effective plan, and use evidence to evaluate actions.</i>
<p>Observations may include:</p> <ul style="list-style-type: none"> tends to be judgmental; may appear insensitive may see self as "sheriff"; may have difficulty being fair or impartial because of loyalty to a friend uses put-downs, insults, ridicule, or sarcasm; reaction tends to escalate a conflict may have difficulty stating opinion clearly; reasoning is often confusing, misleading, or irrelevant may be inattentive or listen passively may have difficulty recognizing that more than one position on an issue may be valid identifies simple and direct problems or issues; may be unable to identify values involved generates some strategies, solutions, or actions may fail to consider consequences when planning a course of action often engages in wishful thinking or jumps to conclusions when evaluating results of actions 	<p>Observations may include:</p> <ul style="list-style-type: none"> may show compassion, but often judgmental tries to be fair and impartial, but often reacts out of loyalty tries to disagree calmly; may lapse states opinion clearly and presents some logical evidence; may include irrelevant or inaccurate information that detracts from the argument listens respectfully to other views describes various positions on controversial issues describes key aspects of a controversial issue and some of the values involved generates a limited range of strategies, solutions, or actions considers immediate consequences when planning a course of action evaluates results of actions; may be unrealistic, or overestimate or underestimate cause-and-effect relationships 	<p>Observations may include:</p> <ul style="list-style-type: none"> shows empathy and compassion in many situations; may be judgmental in some challenges others' opinions in responsible ways usually fair and impartial; gets facts before blaming or accusing others states opinion clearly; develops a reasonable argument with logical evidence listens respectfully to others and is able to paraphrase their views accurately can assess and explain a variety of positions on controversial issues clarifies problems or issues and defines values involved generates potential strategies, solutions, or actions weighs positive and negative consequences when planning a course of action evaluates results of actions; supports conclusions with evidence 	<p>Observations may include:</p> <ul style="list-style-type: none"> shows empathy and compassion; avoids reacting judgmentally maintains an objective tone; adjusts speech and arguments to appeal to audience fair and impartial; developing ethical sense states opinions clearly; develops soundly reasoned arguments with convincing evidence listens respectfully to others; open-minded; willing to entertain divergent views shows insight into the reasoning behind various perspectives on controversial issues clarifies increasingly complex problems or issues; explains values and conflict points generates potential strategies, solutions, or actions; may be innovative analyzes short- and long-term consequences when planning a course of action; plan is effective evaluates results of actions; shows insight; provides evidence and makes connections to the future

Elaborated Scale: Grades 8 to 10 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; may stereotype or avoid those perceived as different in some way.</i>	<i>The student is usually respectful; supports those who speak up or take action to support diversity and defend human rights.</i>	<i>The student is respectful and fair; increasingly willing to speak up or take action to support diversity and defend human rights.</i>	<i>The student is respectful and ethical; speaks out and takes action to support diversity and defend human rights, even when that may not be a popular stance.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • sometimes disrespectful or inconsiderate; may embarrass or hurt others' feelings • aware of racism or sexism; often indignant on behalf of some groups but not others; may stereotype or compare others unfavourably with self and friends • may actively avoid those perceived as different • shows little interest in human rights; may confuse own wants with human rights 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually respectful and considerate; apologizes for disrespectful or inconsiderate behaviour when pointed out • identifies some positive aspects of diversity; usually recognizes racism, sexism, and blatant stereotyping; supports those who speak up • may passively avoid working with those perceived as different • speaks supportively of human rights, but may not feel the need or ability to act 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • usually respectful, considerate, and fair; shows a developing ethical sense • identifies positive aspects of diversity; often speaks out against racism, sexism, and blatant stereotyping • accepts differences; uses inclusive language; willing to work with a variety of peers • speaks up in support of human rights; may agree to take actions others initiate 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> • respectful, considerate, fair, and ethical; respects others' dignity and privacy • shows awareness and appreciation of diversity; speaks out against racism and stereotyping, even when that may not be a popular stance • accepts differences; works and interacts easily with those who differ in some way • supports human rights; may initiate activities in support of human rights

Elaborated Scale: Grades 8 to 10 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 egocentric and apathetic; displays little sense of community or responsibility for others.</i>	<i>The student shows some sense of community-mindedness; may go along with positive actions organized by others, but without much commitment.</i>	<i>The student shows a sense of responsibility and community-mindedness; increasingly interested in taking action to improve the world.</i>	<i>The student shows a strong sense of community-mindedness and accountability; can describe and work toward an ideal future for the world.</i>
<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> tends to be egocentric, focusing on own perceived rights may break rules or laws; tends to offer excuses and avoid consequences often apathetic or negative about influencing or interacting with legal and political systems sees environmental responsibility as something “they” should look after; own wants and needs often override attempts at conservation may be apathetic or show a sense of hopelessness about the future of the community, nation, or world 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> recognizes responsibility for self, but not for helping others; tends to be more interested in rights than in responsibilities occasionally breaks rules or laws; infractions tend to be minor identifies simple ways to influence legal and political systems (e.g., vote, protest); may be somewhat fatalistic shows awareness of some long-term effects and identifies ways individuals and communities can act responsibly; own actions may be inconsistent can describe an ideal for some aspects of the future; ideas for improvement tend to be somewhat general or unconnected 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> accepts responsibility for helping others and participating in community life follows rules and laws consistently; accepts consequences of any lapses describes some ways individuals and groups influence legal and political systems; may show interest in taking action shows awareness of long-term effects of human actions on the environment; identifies personal and communal responsibilities; tries to act responsibly can describe a preferred future and ways to improve the community, nation, and world 	<p><i>Observations may include:</i></p> <ul style="list-style-type: none"> accepts responsibility for taking actions in the interest of community and being accountable for choices generally follows rules and laws, but exercises some independent judgment; may work to modify knowledgeable and optimistic about ways individuals and groups can influence legal and political systems; may initiate action displays long-term thinking regarding stewardship and sustainability; identifies personal and communal responsibility developing a coherent vision of a preferred future for the community, nation, or world and some steps to attaining it

Sample 1: Service Learning

CONTEXT

In this grades 8 to 10 school, all students completed a service learning (volunteering in community) component as part of their graduating portfolio. The program was organized and supervised by a service learning coordinator. Wherever possible, students' projects were connected to the curriculum, often through an interdisciplinary or humanities course.

PROCESS

After participating in service learning and presenting their projects, students wrote reflections in which they:

- ◆ explained their beliefs and feelings about service in the context of their projects
- ◆ identified the part of the project they considered most worthwhile
- ◆ described how others in the community felt about the project
- ◆ explained how they felt about helping others
- ◆ told how their projects made a difference to the community
- ◆ explained some of the obstacles they encountered
- ◆ made recommendations for improving the program

NOTE:

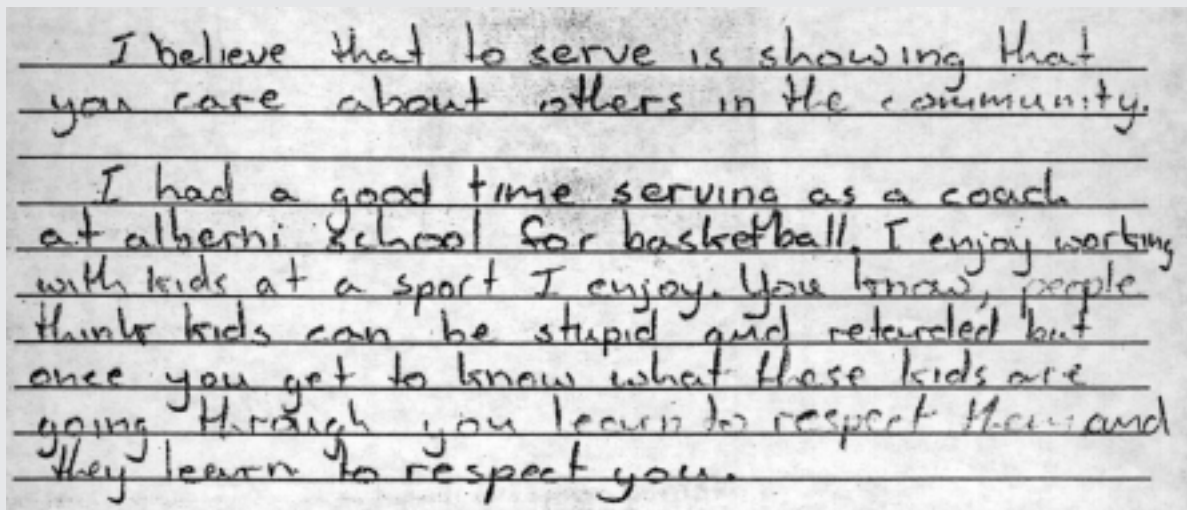
The following examples show students' reflections on their projects. All students' work was within expectations.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student's reflections show some sense of community-mindedness and satisfaction in helping others, although the reflections focus more on self than on service.

- ◆ usually helps or includes others if asked
- ◆ displays some leadership skills, but has difficulty making adaptations or solving problems that emerge
- ◆ states opinions clearly and presents some logical evidence
- ◆ evaluates results of actions; may overestimate or underestimate cause-and-effect relationships



I believe that to serve is showing that you care about others in the community.

I had a good time serving as a coach at Alberni School for basketball. I enjoy working with kids at a sport I enjoy. You know, people think kids can be stupid and retarded but once you get to know what these kids are going through you learn to respect them and they learn to respect you.

TRANSCRIPT

Check the quote that you can identify most with your project.

"The only ones among you who will be really happy are those who have sought and found how to serve." (Albert Schweitzer)

In a short paragraph, explain your beliefs and feelings about service as they occurred in your service project.

I believe that to serve is showing that you care about others in the community. I had a good time serving as a coach at Alberni school for basketball. I enjoy working with kids at a sport I enjoy. You know, people think kids can be stupid and retarded but once you get to know what these kids are going through you learn to respect them and they learn to respect you.

What part of your service project do you consider the most worthwhile?

I think it was doing something for the community, working with the kids and teaching the sport I like most.

Describe how others in the community felt about your project.

I believe the now can respect and trust me a little bit more then before, as they saw me working with the kids.

How do you feel about helping others? How did you feel while you were providing service?

I feel good about helping others and if they wanted me to do it again I would. I think I felt good seeing people smile at the service I was doing.

How did your project/service make a difference to the community, or a part of it?

The kids learned more about the sport and plus with me there they didn't have to look for a coach.

If someone else was to attempt your project, what obstacles would you prepare them to overcome?

I would prepare them for the odd kid that would get out of line and the little questions that some would ask you.

What recommendations do you have which might improve the service learning program?

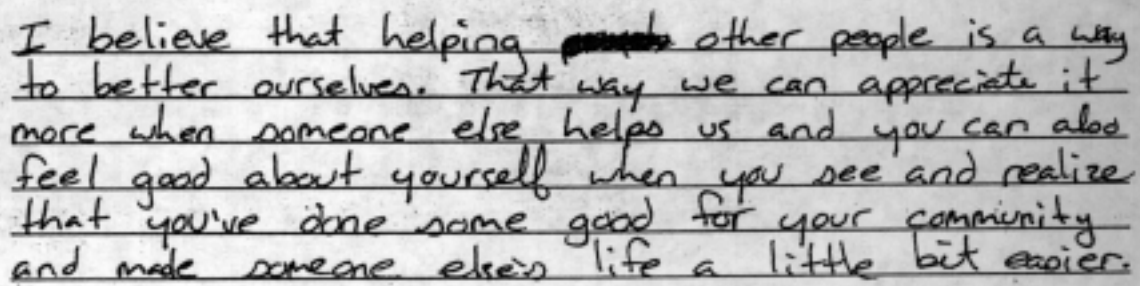
I think more people would join if you made these papers shorter.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student's reflections show a sense of commitment and describe the value of service, both to the community and to the individual.

- ◆ helps or includes others willingly if asked
- ◆ takes on some responsibility to care for and improve the community
- ◆ shows commitment to class or group activities or goals; completes assigned tasks; may volunteer for additional responsibilities
- ◆ evaluates the results of actions; supports conclusions with evidence
- ◆ accepts responsibility for helping others and participating in community life
- ◆ can describe ways to improve the community



I believe that helping ~~people~~ other people is a way to better ourselves. That way we can appreciate it more when someone else helps us and you can also feel good about yourself when you see and realize that you've done some good for your community and made someone else's life a little bit easier.

TRANSCRIPT

Check the quote that you can identify most with your project.

"Joy can be real only if people look upon their life as a service and have a definite object in life outside themselves and their personal happiness." (Leo Tolstoy)

In a short paragraph, explain your beliefs and feelings about service as they occurred in your service project.

I believe that helping other people is a way to better ourselves. That way we can appreciate it more when someone else helps us and you can also feel good about yourself when you see and realize that you've done some good for your community and made someone else's life a little bit easier.

What part of your service project do you consider the most worthwhile?

I thought that my help at the Redford school funfair and the dinner at the Kin Hut, serving people and cleaning up were the most worthwhile. Although the other thing I did, cleaning the log train trail was also fun and interesting.

Describe how others in the community felt about your project.

I think others were pleased with what I did because it didn't cost them anything and it saved them a lot of worry, time and work. The people that I worked for also thanked me for what I had done for them.

How do you feel about helping others? How did you feel while you were providing service?

I like helping others. Sometimes it can be fun, especially when you are working with some friends. It's neat to see how happy you've made someone when you help them and lighten their workload. When I was providing service I felt glad that I could do what I did, it made me feel good to see how happy they were.

How did your project/service make a difference to the community, or a part of it?

When I cleaned up the log train trail it made that area a nicer place to walk, bike or horseback ride on, it gave a new place for people to go. At the Redford school fun fair I helped kids play games and they all seemed to have a good time. That fair wouldn't have been possible without volunteers. The Kin Hut dinner would have done fine without us but we saved them a lot of time by doing some of their jobs.

If someone else was to attempt your project, what obstacles would you prepare them to overcome?

Working alone and getting to know new people and being able to work with new people. You have to keep a nice, smiling face and be willing to help even cranky people without losing your temper. You also have to take orders pretty well.

What recommendations do you have which might improve the service learning program?

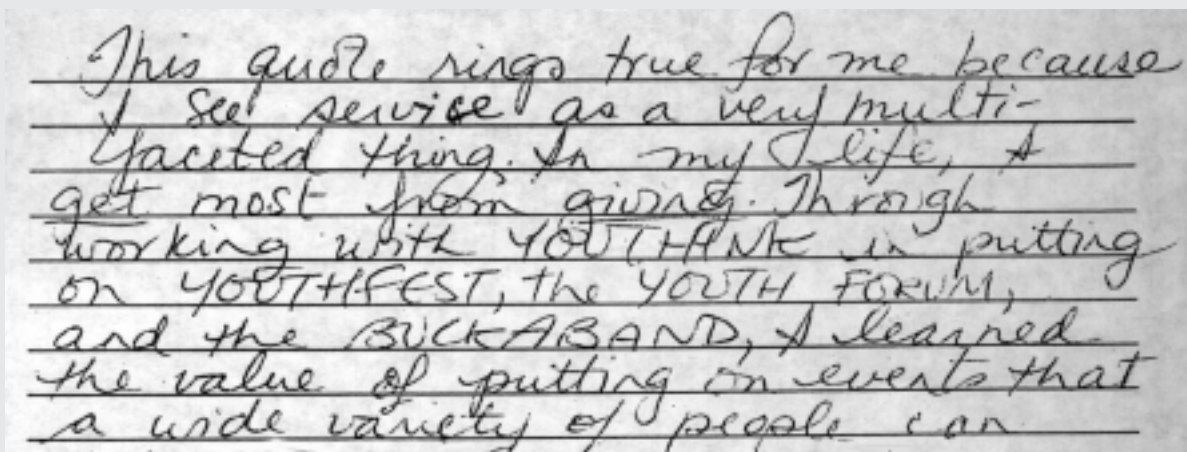
To get a few more things that you can do with your friends or people you know because it's hard working in a strange, new place alone. There's a large variety of things to do, so that's really it.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student's reflections show a strong sense of community-mindedness and an awareness of the ways in which own actions affect others.

- ◆ works actively to improve the community
- ◆ works cooperatively and effectively in a variety of groupings and situations
- ◆ evaluates results of actions; shows insight; provides evidence and makes connections to the future
- ◆ speaks out against racism and stereotyping, even when that may not be a popular stance
- ◆ developing a coherent vision of a preferred future for the community and steps to attaining it



This quote rings true for me because I see service as a very multi-faceted thing. In my life, I get most from giving. Through working with YOUTHINK in putting on YOUTH+FEST, the YOUTH FORUM, and the BUCKABAND, I learned the value of putting on events that a wide variety of people can

TRANSCRIPT

Check the quote that you can identify most with your project.

"The only ones among you who will be really happy are those who have sought and found how to serve." (Albert Schweitzer)

In a short paragraph, explain your beliefs and feelings about service as they occurred in your service project.

This quote rings true for me because I see service as a very multi-faceted thing. In my life, I get most from giving. Through working with YOUTHINK in putting on

YOUTHFEST, the YOUTH FORUM, and the BUCKABAND, I learned the value of putting on events that a wide variety of people can enjoy. If I base my actions upon attaining personal happiness, I will intrinsically work for others.

What part of your service project do you consider the most worthwhile?

I consider the planning processes involved in putting on these events the most beneficial and worthwhile part of my service as I gain a sense of gratification through achieving a comfortable level of communication within the organization.

Describe how others in the community felt about your project.

Others in the community were thrilled with our project—500 people attended our YOUTHFEST, and we were spoken about very positively on the radio and in the newspaper. The merchants of Harbour Quay, where we held this event, were extremely pleased with our achievement. All of our events (YOUTHINK'S) can be considered "successes."

How do you feel about helping others? How did you feel while you were providing service?

I have always enjoyed helping others. While putting on YOUTHFEST, it was difficult to see my work objectively. That is, I could not tell whether the event met my own personal standards, because I was so active during the day. However, being so busy during the event made me feel really good. The YOUTHFEST brought a positive feeling to all those who attended. When the parts of the event that I had planned went off smoothly, I felt an extra sense of gratification and self-worth.

How did your project/service make a difference to the community, or a part of it?

YOUTHINK projects show this community the value of promoting a good image of youth in this valley. Our events are 100% self-organized, and show the determination and energy that young people can offer. We've bridged a lot of gaps between age groups and promoted self-confidence, respect, and empowerment.

If someone else was to attempt your project, what obstacles would you prepare them to overcome?

TOKENISM—it is important to represent yourself before representing everyone in your age group. Becoming a token youth is something that I have had to carefully avoid. Also, lack of CONFIDENCE, from yourself or the community. Do a risk management plan to make sure you feel safe in this endeavour.

What recommendations do you have which might improve the service learning program?

A younger approach would help—get students to write up reports on what they've done, in the language of young people. More exciting graphics and fonts would motivate students to do a good job of this particular assignment. The presentation requirement is scary for a lot of students—how about different options, like having them make posters or poetry?

Sample 2: What Would You Do?

CONTEXT

Students in this humanities class frequently wrote spontaneous responses to prompts provided by the teacher or other students.

PROCESS

The teacher provided five prompts, one at a time, and asked students to write freely for two minutes about how they would respond to each of the following situations:

- ◆ finding a wallet
- ◆ observing a friend driving drunk
- ◆ watching a man illegally catch a steelhead
- ◆ finding expensive runners in the locker room
- ◆ accidentally finding out that a neighbour was growing marijuana

After students responded to all of the prompts, they met in pairs and then in small groups to share their responses.

NOTE:

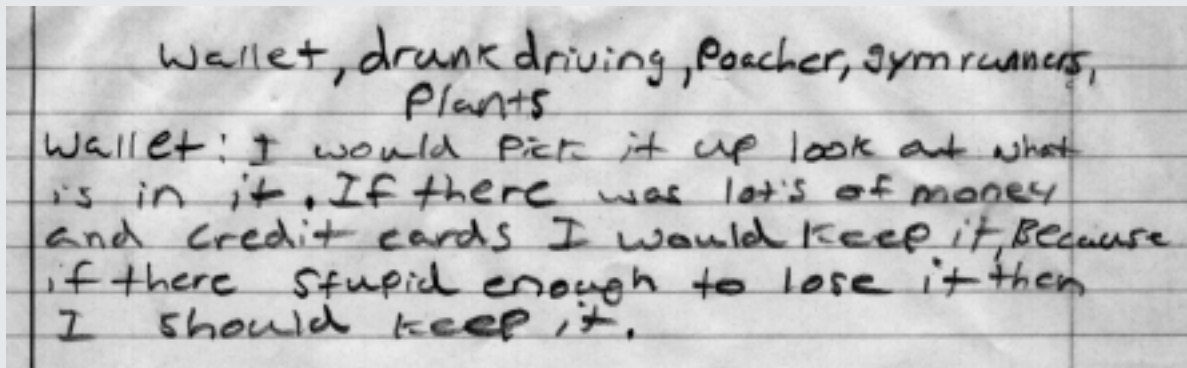
Evaluation on the following pages is based solely on the independent written responses.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student's responses are consistently egocentric and show no sense of responsibility to the community, except in the case of drunk driving.

- ◆ shows little sense of responsibility toward the community
- ◆ tends to be judgmental; appears insensitive
- ◆ tends to be egocentric
- ◆ may break rules or laws; tends to offer excuses
- ◆ often apathetic or negative about interacting with legal systems



TRANSCRIPT

Wallet

I would pick it up look at what is in it. If there was lot's of money and credit cards I would keep it, Because if there stupid enough to lose it then I should keep it.

Drunk Driving

If I seen one of my friends driving drunk I would try to get them to pull over. If they didn't do that then I would phone the authorities because they could themselves or someone else.

Illegal Fisher

I would probably do nothing. I would hope that he get's caught but I wouldn't rat him out or anything.

Gym Runners

If I knew who's they were I would give them back or I would take them to the office because I couldn't were them without the person finding me.

Marijuana Plants

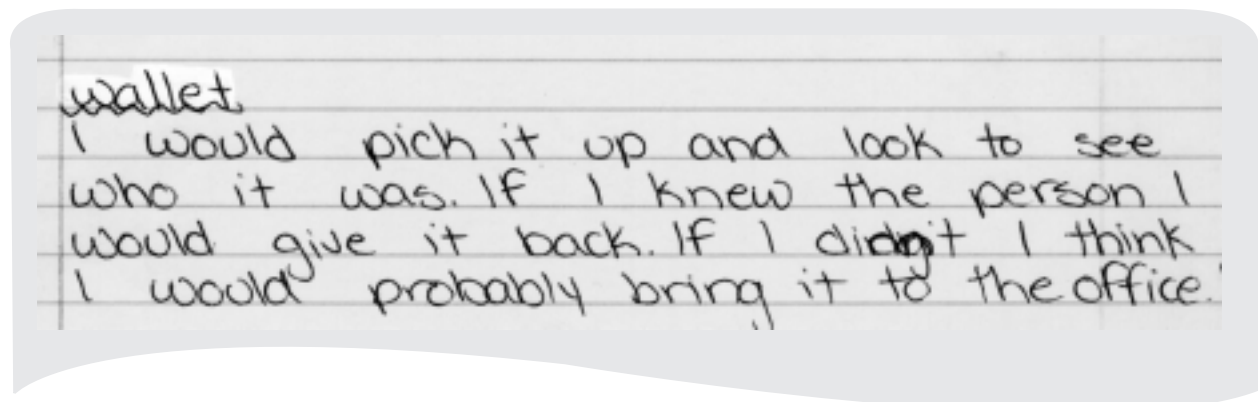
I would sneak in there and take some so that I could sell and make some money or something.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Although this student's responses show some sense of responsibility, they are largely guided by personal needs and relationships rather than ethics. In the case of the marijuana operation example, the student advocates breaking the law for personal profit.

- ◆ takes minimal responsibility to care for the community
- ◆ shows empathy and compassion in many situations
- ◆ recognizes responsibility for self, but not for helping others
- ◆ occasionally breaks rules or laws



TRANSCRIPT

Wallet

I would pick it up and look to see who it was. If I knew the person I would give it back. If I didn't I think I would probably bring it to the office I think.

Drunk Driving

I would call his cell phone and tell him to stop and I'll drive him/her home. If they didn't listen I can't really do much because drunk people don't listen. I might try to cut him off or try to stop him.

Illegal Fisher

I wouldn't do anything because it's none of my business and doesn't have anything to do with me. I would just say that it's illegal and if they get caught there is a big consequence.

Gym Runners

I wouldn't take the runners because the person who owns them obviously plays B-ball and needs them. Or maybe there family doesn't have much money and they were a present. It's mean to steal. Pretend it was you.

Marijuana Plants

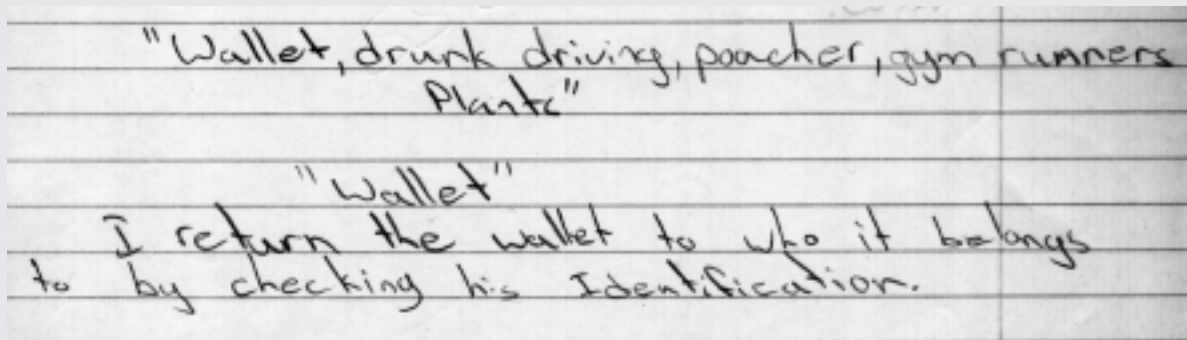
I would get my friends together and take them or sell them. I mean if I don't do it somebody will. I would tell my guy friends that smoke weed and then they could take it and they could give me some of the profit.

FULLY MEETS EXPECTATIONS

Teacher's Observations

Most responses reflect a sense of responsibility. However, this student identifies self-interest as part of the reason for acting to stop a marijuana operation: "Since I don't smoke pot, I would call the police." This implies that if there were some personal advantage, the student would make a different decision.

- ◆ takes on some responsibility to care for and improve the community
- ◆ shows a developing ethical sense
- ◆ accepts responsibility for helping others and participating in community life
- ◆ follows rules and laws consistently



TRANSCRIPT

Wallet

I return the wallet to who it belongs to by checking the Identification

Drunk Driving

Call the police and give them the cars liscense plate number, give them where his location is.

Illegal Fisher

I would warn him incase he does not know or get the forest ranger.

Gym Runners

Try and locate the owner and within a few weeks I would keep them.

Marijuana Plants

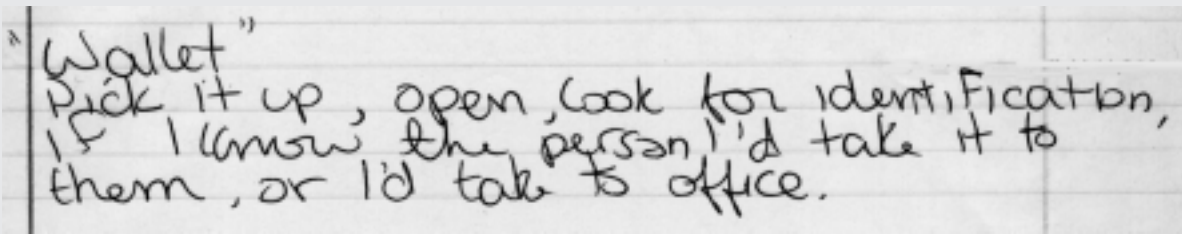
Since I don't smoke pot I would notify the police.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student's responses are consistently ethical and show a sense of responsibility to the community. The student avoids being judgmental and recognizes the complexity of taking action in some of the situations described.

- ◆ shows empathy and compassion; avoids reacting judgmentally
- ◆ fair and ethical
- ◆ accepts responsibility for taking actions in the interest of the community and being accountable for choices
- ◆ generally follows rules and laws, but exercises some independent judgment



"Wallet"
Pick it up, open, look for identification,
if I know the person I'd take it to
them, or I'd take to office.

TRANSCRIPT

Wallet

Pick it up, open, look for identification, if I know the person I'd take it to them, or I'd take to office.

Drunk Driving

If he has a cell and I am aware of his number, I'd call him to pull over. If he refused I'd have no choice but to call the police, he'd thank me later. But if he pulled over I'd tell him to lock the car up and I'd take him home.

Illegal Fisher

First of all I wouldn't look for that. But if I saw it I'd walk over and say "Any luck? You know that seasons closed or thats illegal." I'd make him aware of it and say something to an officer.

Gym Runners

I'd take them to the office cause obviously some one payed alot of money for them and are really worried. If they didn't claim them I'd take em!

Marijuana Plants

I could take em and sell them but I guess I'd get in trouble. I'd call the cops. I didn't like my neighbours anyway.

Sample 3: Mediating a Conflict

CONTEXT

This activity was conducted in several Grade 8 classes in a variety of districts. Teachers found that the activity was challenging for Grade 8 students and would be suitable for grades 8 to 12. Before beginning, students benefit from some background information about mediation and the role of mediators.

PROCESS

The teacher provided newspaper articles on controversial issues for students to select from. After reading an article independently, students who had read the same article met in small groups to list facts, opinions, and concerns of various parties involved in the issue described in the article. They then wrote individual reflections offering their own opinions.

Students were then asked to act as mediators in the issue or conflict and outline what they would tell each of the parties involved. They shared and discussed responses.

Finally, students were asked to follow the same process, working independently, using an article of their own choice. Evaluation was based on the mediated solution they proposed.

NOTE:

The following samples show students' individual work only.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student's response advocates increased use of force, rather than proposing a mediated solution.

- ◆ tends to be judgmental; appears insensitive
- ◆ reaction tends to escalate a conflict
- ◆ has difficulty stating opinion clearly; reasoning is often confusing
- ◆ has difficulty recognizing that more than one position on an issue may be valid
- ◆ fails to consider consequences

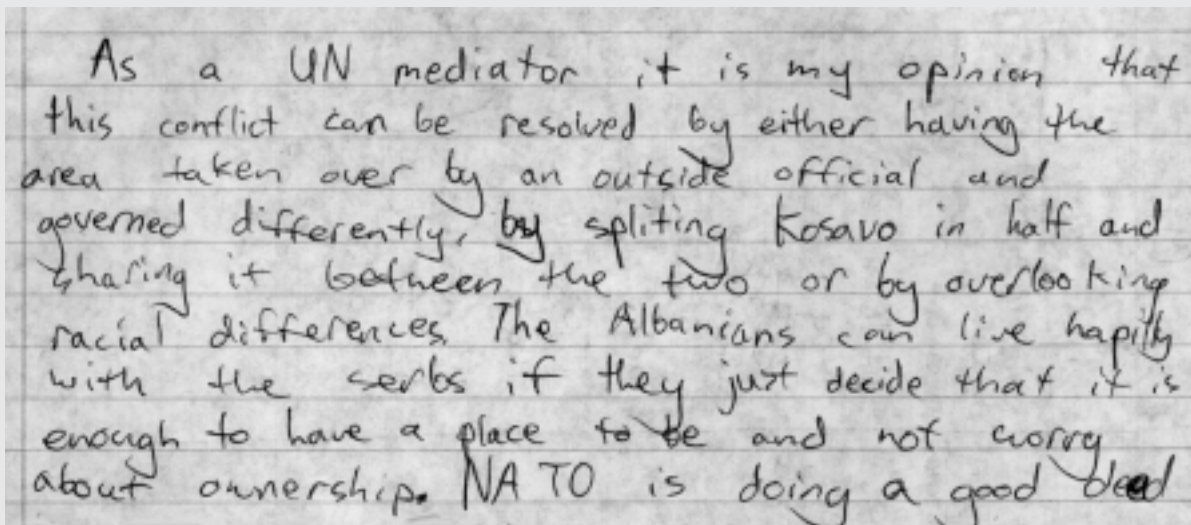
I think this plan will stop the Serbs from killing any more Albanians. We should take out the leader and that should stop the kill of the Albanians. If anyone takes his place we will just kill them . Once the government falls The killing will stop and the Albanians can go back to their homes. If the fall of the government doesn't stop the killing will just have to send in ground soldiers and tanks to take the rest of the Serbs that are causing the trouble out. That is my plan.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student addresses some aspects of the issue, but proposals are somewhat naïve: “The Albanians can live happily with the Serbs if they just decide that it is enough to have a place to *be* and not worry about ownership.”

- ◆ may show compassion, but often judgmental
- ◆ states opinions clearly; includes irrelevant or inaccurate information that detracts from the argument
- ◆ describes key aspects of a controversial issue and some of the values involved
- ◆ generates a limited range of strategies, solutions, or actions



As a UN mediator it is my opinion that this conflict can be resolved by either having the area taken over by an outside official and governed differently, by splitting Kosovo in half and sharing it between the two or by overlooking racial differences. The Albanians can live happily with the Serbs if they just decide that it is enough to have a place to be and not worry about ownership. NATO is doing a good deed.

TRANSCRIPT

Conflict in Kosovo

As a UN mediator it is my opinion that this conflict can be resolved by either having the area taken over by an outside official and governed differently, by splitting Kosovo in half and sharing it between the two or by overlooking racial differences. The Albanians can live happily with the Serbs if they just decide that it is enough to have a place to be and not worry about ownership. NATO is doing a good deed by helping the Albanians escape mass death and by showing that they aren't taking sides. What we want and the people of the world want is to avoid violence as much as possible.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student offers a fair description of various points of view and proposes a compromise.

- ◆ shows empathy
- ◆ states opinion clearly; develops a reasonable argument
- ◆ can assess and explain a variety of positions on controversial issues
- ◆ clarifies problems or issues
- ◆ generates potential strategies, solutions, or actions
- ◆ weighs positive and negative consequences

Current Events

Forest Lawn

Opinion #1: The people of Green Tree Village hate that the trees blocking Forest Lawn have been cut down. The trees were a fun place for kids to hang out in the summer and shaded some of Greentree from the hot sun. Now many people will have graves very close to their back yards because the trees were the only things between them and the graveyard.

TRANSCRIPT

Conflict Over Trees

Opinion #1: The people of Green Tree Village hate that the trees blocking Forest Lawn have been cut down. The trees were a fun place for kids to hang out in the summer and shaded some of Greentree from the hot sun. Now many people will have graves very close to their back yards because the trees were the only things between them and the graveyard.

Opinion #2: The people that own Forest Lawn Cemetery (SCI) said that the graveyard was there long before Greentree Village and, what would they expect. Some people are wondering why all the people in the neighborhood are making a big deal out of it now they already knew that the land belonged to the graveyard.

Opinion #3: The kids around the area are very upset about what is happening, the trees were a great place close to their houses that they could play in. Many children had forts and tree houses in the trees that were torn down. The hard work of many children, that sometimes took summers, went to waist.

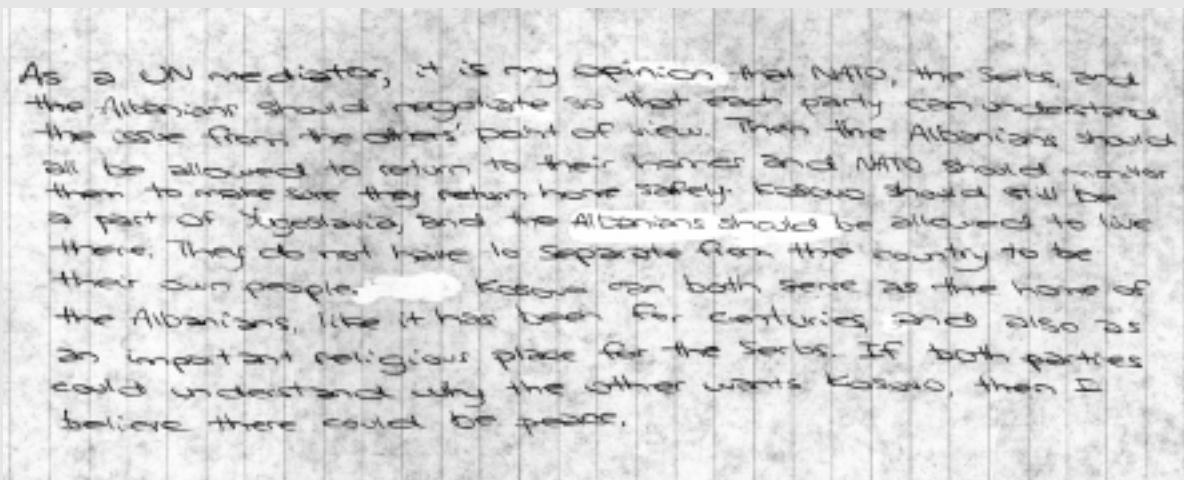
If I was a mediator in this situation I would Tell the SCI that they should cut down some of the trees and leave a little bit of forest for the kids and for shade. I would also tell the people of Greentree that the land does belong to the SCI and that if they left a little bit of trees they would still have some shade. If each of these parties listened to me the kids would be happy and there wouldn't be any conflict.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student shows a clear understanding of mediation, and attempts to create conditions that will satisfy key needs of each party.

- ◆ shows empathy and compassion; avoids reacting judgmentally
- ◆ maintains an objective tone
- ◆ fair and impartial
- ◆ states views clearly; develops soundly reasoned arguments
- ◆ shows insight into the reasoning behind various perspectives on controversial issues
- ◆ analyzes short- and long-term consequences



As a UN mediator, it is my opinion that NATO, the Serbs, and the Albanians should negotiate so that each party can understand the issue from the others' point of view. Then the Albanians should all be allowed to return to their homes and NATO should monitor them to make sure they return home safely. Kosovo should still be a part of Yugoslavia, and the Albanians should be allowed to live there. They do not have to separate from the country to be their own people. Kosovo can both serve as the home of the Albanians, like it has been for centuries, and also as an important religious place for the Serbs. If both parties could understand why the other wants Kosovo, then I believe there could be peace.

TRANSCRIPT

Conflict in Kosovo

As a UN mediator, it is my opinion that NATO, the Serbs, and the Albanians should negotiate so that each party can understand the issue from the others' point of view. Then the Albanians should all be allowed to return to their homes and NATO should monitor them to make sure they return home safely. Kosovo should still be a part of Yugoslavia, and the Albanians should be allowed to live there. They do not have to separate from the country to be their own people. Kosovo can both serve as the home of the Albanians, like it has been for centuries, and also as an important religious place for the Serbs. If both parties could understand why the other wants Kosovo, then I believe there could be peace.

Sample 4: Dealing With Controversial Issues

CONTEXT

Students in this Grade 8 class have recently focused on strategies for dealing with controversial issues. The teacher had presented a four-step reflection model, and students had practised applying it to a variety of community and school issues.

Four-Step Model

1. How am I involved? Where and how does the issue touch my life? How does it make me feel? What are my thoughts and opinions about it?
2. What are the pluses and minuses, and what do I find interesting?
3. What do I think could or should be done? If I were in charge, what would I do? What do I think needs to happen in this situation? What action(s) should be taken?
4. What can I do now? What steps could I take now (even small ones) to bring about a resolution to this issue?

(This approach is based on a model described by David Lazear in *Seven Ways of Teaching*, Palatine Ill.: Skylight Publishing, 1991.)

PROCESS

After a class discussion about some local incidents of vandalism, the teacher provided each student with a copy of an article about Michael Fay, an American boy living in Singapore who was caned for vandalism. After reading the article, each student recorded the main idea and a brief statement of her or his own opinion. They met in groups to share their opinions and then reconvened as a class to talk about some of the issues, opinions, and suggestions that developed in their groups.

The following day, the teacher reviewed the four-step reflection model described above and asked students to use the model to analyze and respond to the article about Michael Fay.

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

This student offered an extremely egocentric response. The response showed difficulty in identifying the issues and values involved, and in making connections to other situations. The proposed solution would escalate the problem: "I would bomb the Singapore president or at least bomb a small part of Singapore."

- ◆ tends to be judgmental; appears insensitive
- ◆ reaction tends to escalate a conflict
- ◆ reasoning is often confusing
- ◆ has difficulty recognizing that more than one position on an issue may be valid
- ◆ unable to identify values involved
- ◆ fails to consider consequences when planning a course of action
- ◆ tends to be egocentric

Singapore Whipping

Level 1: How am I involved?

This makes me not want to leave Canada. This makes me scared because I could go to Mexico and be put in the electric chair for not wearing a sunbraro, or something. I think that the kid didn't know the consequences because if he did do you think he would have done it.

Level 2: What are the consequences?

+	-	!
He learned his lesson	He could have died	He also got fined and jailed

Level 3: If I was in charge what would I do?

If I was in charge I would ~~(Not)~~ ~~(the)~~ bomb the Singapore president, or at least bomb a small part of Singapore.

Level 4: What can I do now? -

Not to go to Singapore and not to vandalize

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

This student identifies the problem, shows compassion, and offers some simple strategies. The response is uneven—some parts are more effective than others (e.g., the PMI section and the last section, “What can I do now?” are not well-developed), and the student does not make connections beyond the immediate situation.

- ◆ shows compassion
- ◆ states opinion clearly and presents some logical evidence
- ◆ describes key aspects of a controversial issue
- ◆ generates a limited range of strategies
- ◆ ideas for improvement tend to be somewhat general

Oct 6

4-Level Reflection Model

Level 1

How Am I Involved

- This issue touches my life because I was caught doing something like Michael Faye
- This makes me feel bad for Michael Faye.
- I feel bad for Michael Faye because the rules were too severe.
- According to our rules he got beat for a pretty small crime. I don't get what kind of point their trying to get across. That you get (the) beat or fined or put to jail for pretty small crimes.
- (Bastard) What I'm trying to say is that rules in Singapore are too strict.

Level 2

positive, Negative and Interesting Aspects.

	Positive Aspects	Negative Aspects	Interesting
- It might stop the kids from doing it, or give them second thoughts.		- It makes a mess - it will get you in trouble	

Level 3 What Do I Think Could/Should Be Done

- If I was in charge I would make the boy pay the fine and a couple months in jail.
- What I think needs to happen in this situation is less punishment.
- For ^{example} ~~(scrap)~~ ~~ent~~ maybe he could have got is a fine, time in jail and to re-paint and ~~(skip)~~ wash off the spray paints.
- If you ask me, the action that should be taken would be to move back to America.
- Why I think that is because the rules aren't as strict there as it is in Singapore. Plus you can chew gum.

Level 4 What Can I do Now

- Tell them to stop or you will waste parts of time in your life because you will be in jail.
- ~~(So)~~ stop or you will have to do Community hours.
- Tell the offenders to stop it to keep the ~~(inf)~~ environment clean.

FULLY MEETS EXPECTATIONS

Teacher's Observations

This student is able to connect the situation to the broader issue of human rights, and to offer both positive and negative perspectives. The student offers suggestions for improving the community that indicate some personal commitment.

- ◆ shows empathy and compassion
- ◆ states opinion clearly; develops a reasonable argument
- ◆ can assess and explain a variety of positions
- ◆ weighs positive and negative consequences
- ◆ speaks up in support of human rights
- ◆ can describe ways to improve the community

4 Level Reflection Model

Singapore Whipping

Level 1: How am I Involved?

This issue concerns me and everyone else because nobody should be treated without respect. It makes me mad because everyone has the right to be treated with rights and in this situation, Fay isn't. I think Singapore should somehow change the way they govern citizens.

Level 2: Pluses, Minus, and 'Interesting'

Positive Aspects: This is teaching Fay the lesson from right and wrong. Also, because of this type of government, Singapore is a very controlled country.

Negative Aspects: This type of treatment exploits human rights in all ways. You can't treat a vandalist the same way you treat murderers and serial rapists.

Interesting: This is quite interesting the way Fay is protesting about it since he is an adult and knows the difference from right and wrong.

Level 3: If I Were in Charge, What Would I Do?

If I were in charge, I'd definitely give him a jail sentence of a little while, fine him for the damage he caused, and make him clean up the cars. But I won't cane him because it's way too harsh for what he did. I mean, you can replace cars, but you can't replace memories or lives.

Level 4: What steps could I take now to bring a change in youth vandalism in Coquitlam?

If I knew anyone who vandalises, I would try to talk them out of it because it is our environment they are destroying. Although this doesn't seem like much help, I know that this person might change his/her mind about vandalising and tell some friends ^{of} his to stop too. Eventually, our city will be nicer.

EXCEEDS EXPECTATIONS

Teacher's Observations

This student offers thoughtful, elaborated responses to all parts of the activity. The response connects the incident to larger issues and shows empathy, not only with Michael Fay, but also with the people of Singapore. The student recognizes how cultural contexts affect personal views.

- ◆ shows empathy and compassion; avoids reacting judgmentally
- ◆ states views clearly; develops soundly reasoned arguments
- ◆ open-minded; willing to entertain divergent views
- ◆ shows insight into the reasoning behind various perspectives on controversial issues
- ◆ ethical; respects others' dignity
- ◆ shows awareness and appreciation of diversity
- ◆ is developing a coherent vision of a preferred future for the community



4 Level Reflection Model Singapore Whipping

Part 1:

The Singapore Whipping affects me because it changes my opinions on law and order. I believe we need laws and consequences because they help keep a society from going crazy. But if the punishment is to get hit with a cane they I don't think the consequences are suitable and that the government is wrong. (Finds) The whipping makes me feel bad and hatred to the country. I think it is unsanitary to do such things. As well, I believe a punishment should be more harsh if the crime is more extreme. The punishments should not be the same for vandalism, killing and rape.

Part 2:

<u>Plus +</u>	<u>minus</u>	<u>interesting</u>
- it got Canada and the USA to learn more about Singapore.	- ^{Michael} (he) got whipped	- they get a marshal arts expert to cane you
- we learned about the laws in Singapore.	- ^{Michael} (he) was fined 400 dollars and spent 4 months in jail.	- rattan is a very tough portion of the stem of a palm tree.
- Michael got Money for all the rights he sold to Hollywood producers.	- many say Michael gave America a bad name.	- it is used to make walking sticks, wicker furniture, cordes and ropes.
- (a movie) it is anticipated that a movie, tv special, and a book will come out about this story.	- the president tried to stop the caning from happening but only had the caning moved down from 6 to 4.	- apparently more people were vandalizing cars with Michael, but fled the country after his sentencing.

Hiboy

Part 3:

If I was the president of Singapore at the time, I would not have had him caned. I would have had him fined a lot more, but I wouldn't have caned him. However, if I had lived in Singapore all my life, it would be different. If I had been raised in Singapore I ~~(but I)~~ would probably feel different about their policies and believe caning is alright. Because I live in Canada, caning is not a custom here so I believe it's not right.

Part 4:

A step I could bring about to change youth vandalism would be not to do it myself. I could also ~~also~~ encourage others not to do it. I could support a group that helps tell kids not to vandalize public places. To get people to stop vandalizing, you need to make the rules and consequences known. A good way would be to put up posters at bus stops, public washrooms and other places that are being vandalized. As well, things like spray paint should not be sold to children, unless they are with a parent.

Sample 5: Drama Groups

CONTEXT

Students frequently work in groups or teams in this drama class. At the beginning of the year, the teacher established expectations for working together and supporting each other. The teacher emphasized that building community is an essential feature of drama.

PROCESS

The drama class was divided into groups, and the teacher instructed the class to make a scene that starts with “the hat” and ends with “close the door.” The groups had 15 minutes to work on the task. They then performed their dramatizations.

NOT YET WITHIN EXPECTATIONS

Teacher’s Observations

Nicole said nothing and did not participate. First, she lay on the floor with her face to the ground. Then she began to talk to students in another group.

- ◆ passive, appears apathetic
- ◆ avoids participating in group activities
- ◆ ineffective in many cooperative situations

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher’s Observations

Mary waited for someone else to start. Once Sean and Kaz were working on the skit, she took her part willingly and made a few suggestions.

- ◆ participates in group activities
- ◆ often works cooperatively

FULLY MEETS EXPECTATIONS

Teacher's Observations

Kaz supported Sean, who tried to get the group going: "Come on, you guys. We have to do this so let's listen to Sean." He began to offer ideas for the skit, often asking Sean for confirmation: "What do you think, Sean? Would that work?"

- ◆ shows commitment to group activities or goals
- ◆ works cooperatively
- ◆ frequently supports and encourages others

EXCEEDS EXPECTATIONS

Teacher's Observations

Sean said, "Hey group, let's get serious about this. Let's create a scene that involves all four of us. Why don't we start by thinking of something original. Come on, Nicole; we really need you. You were awesome last week when we did the mime."

- ◆ readily engaged in and shows commitment to group activities or goals
- ◆ works cooperatively and effectively
- ◆ tries to involve others; helps them feel good about their contributions
- ◆ displays leadership skills, including diplomacy

Sample 6: Group Consensus

CONTEXT

Students in this classroom frequently work in groups and are accustomed to assessing their own group skills and those of their peers.

PROCESS

The class reviewed the meaning of *consensus* and effective strategies for group consensus-building. The teacher posed some hypothetical issues, and the class suggested procedures a group might use to build consensus.

Then the teacher organized the class into small groups and described the following scenario.

An intramural sports team is caught cheating during a school tournament. The physical education teacher and the school administration investigate and find out the following facts:

- ◆ *several of the players tried to convince the others not to break the rules*
- ◆ *the team voted, and the majority agreed to break the rules*
- ◆ *all the players agreed to go along with the majority, even if they didn't think it was the right thing to do*

In this school, Student Council is responsible for running intramural activities. The school administration posed three alternative plans to Student Council. As a group, come to consensus on which of these plans you would support if you were the Student Council:

1. *Disqualify all members of the team from participating in school athletic activities for the rest of the year.*
2. *Disqualify only the members of the team who voted to break the rules. Let the team members who voted against breaking the rules play for other teams.*
3. *Ask each member of the team to do three hours of school community service, to write an essay about honesty and fair play, and to meet with members of the administration and Student Council to discuss team responsibility. Then, all members of the team continue participating in intramural activities.*

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

Group 1 spent a lot of time arranging and rearranging chairs, chatting among themselves, and bickering about what to do first. They ignored the outline provided by the teacher and did not work through the steps suggested. When the teacher reminded them that time would soon be up, they quickly voted. The majority then bullied the others into supporting their choice. Most students in this group did not cooperate, respect, or listen to each other for a significant portion of the time allotted for the task. They ran out of time without completing the written part of the task (i.e., listing reasons for their choice). The group's self-evaluation was inaccurate.

- ◆ avoids participating in group activities; shows little commitment or interest
- ◆ ineffective in many cooperative situations
- ◆ offers inappropriate comments or encourages negative behaviours
- ◆ tries to manipulate or dominate others
- ◆ inaccurate in evaluating group skills

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

Group 2 quickly engaged in the task and followed the process outlined by the teacher:

1. Hear from everyone.
2. Listen to everyone.
3. Defend your opinions.
4. Discuss the options.
5. Make a group decision.

They worked through the process quickly, without much discussion or debate. Those who disagreed with the majority decision quickly decided to go along. Their discussion did not have much depth, and they were finished long before the allotted time was up. The group was able to give some basic justification for their choice: "We agree to number three, because number one is not fair, number two is too kindergartenish, and three was okay." Their self-evaluation was unrealistic in places—they overestimated the group skills displayed.

- ◆ participates in group activities; shows some commitment to group goals

- ◆ often works cooperatively
- ◆ follows specified procedures
- ◆ uses established criteria to evaluate group skills; often at a surface level
- ◆ usually respectful and considerate

FULLY MEETS EXPECTATIONS

Teacher's Observations

Group 3 followed the same steps as Group 2, but was clearly engaged in the task and entered into more extensive debate and discussion. Students in the group defended their opinions vigorously but respectfully (although they occasionally interrupted each other). Students in the group clearly cared about the decision and demonstrated that the consensus had some value to them. Their self-assessment was realistic.

- ◆ shows commitment to group activities or goals
- ◆ works cooperatively in a variety of groups and situations
- ◆ follows specified procedures
- ◆ uses established criteria to evaluate group skills; sincere; generally accurate
- ◆ challenges others' opinions in responsible ways
- ◆ states opinion clearly; develops reasonable arguments
- ◆ respectful and fair

EXCEEDS EXPECTATIONS

Teacher's Observations

Group 4 was focused and committed to the task. Their discussion quickly moved beyond the immediate situation to more global and abstract issues of fairness and ethical behaviour. Their written reasons for their decision considered several facets of the issue and considered both short- and long-term implications.

The group functioned easily without a designated leader. Periodically, one or another of the students would make a suggestion about how to proceed or solve a problem, and the others readily concurred. Students frequently paraphrased each other's views and checked for

understanding. Although group members did not initially agree and often debated with some energy, their discussion was amiable. Their self-evaluation was accurate and included some specific examples.

- ◆ readily engaged and shows commitment to group activities or goals
- ◆ works cooperatively and effectively
- ◆ displays leadership skills, including ability to compromise and achieve consensus
- ◆ uses established criteria to evaluate group skills with some depth and insight
- ◆ maintains an objective tone
- ◆ open-minded
- ◆ analyzes short- and long-term consequences

Sample 7: Intramural Basketball

CONTEXT

This scenario was provided by a group of students. No teacher was present for most of the interactions described.

PROCESS

During a lunch hour basketball game, Angela, who is very competitive, tried hard to be the best. She tripped four times, ran into the wall, and began to cry. Later on, she told her friends that she had a concussion.

NOT YET WITHIN EXPECTATIONS

Observations

Cam laughed at Angela as she fell and yelled, “Hey turtle, you suck, get off the court.” He encouraged others to harass Angela as she cried on the court, saying, “Hey guys, yell louder. Maybe she’ll change schools!”

- ◆ offers inappropriate comments or encourages negative behaviours
- ◆ uses put-downs, insults, ridicule, or sarcasm
- ◆ embarrasses or hurts other’s feelings

MEETS EXPECTATIONS (MINIMAL LEVEL)

Observations

Scott said nothing at the time. Later in the day, when his friends weren’t around, he asked Angela if she was okay.

- ◆ generally courteous and friendly
- ◆ usually respectful and considerate

FULLY MEETS EXPECTATIONS

Observations

Jatinder felt sorry for Angela and told her so. He told Cam to quit yelling.

- ◆ routinely courteous, kind, and friendly
- ◆ frequently supports and encourages others
- ◆ shows empathy and compassion in many situations
- ◆ usually respectful and considerate

EXCEEDS EXPECTATIONS

Observations

Devi turned around to the group yelling at Angela and said, “Stop it.” She helped Angela off the court and told her to ignore the boys. She reminded Angela how successful she was in the volleyball season.

- ◆ courteous, kind, friendly; voluntarily helps and includes others
- ◆ tries to help others feel good about their contributions
- ◆ shows empathy and compassion
- ◆ respectful, considerate, fair, and ethical