



Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)

Table of Contents

Acknowledgements	iii
Introduction	1
Critical and Creative Thinking (CCT): An Overview	4
Personal and Social Development (PSD): An Overview	6
Integrated CCT and PSD Dispositions and Abilities: An Overview	8
Assumptions that underlay the Renewal of CCT and PSD	10
Implications for Instruction and Personal-Professional Development	13
Critical and Creative Thinking Objectives	16
Checklist for PreK-K CCT Learning Objectives	16
Checklist for Grades 1-3 CCT Learning Objectives	18
Checklist for Grades 4-5 CCT Learning Objectives	22
Checklist for Grades 6-9 CCT Learning Objectives	27
Checklist for Grades 10-12 CCT Learning Objectives	33
Guidelines for Developing Critical and Creative Thinking.....	37
Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: PreK-Grade 3.....	37
Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: Grades 4-5.....	54
Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: Grades 6-9.....	66
Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: Grades 10-12.....	80
Personal and Social Development Objectives	92
Checklist for PreK-K PSD Learning Objectives	92
Checklist for Grades 1-3 PSD Learning Objectives	99
Checklist for Grades 4-5 PSD Learning Objectives	107
Checklist for Grades 6-9 PSD Learning Objectives	116
Checklist for Grades 10-12 PSD Learning Objectives	125
Guidelines for Fostering Personal and Social Development.....	134
Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: PreK-3.....	134
Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: Grades 4-5.....	151
Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: Grades 6-9.....	170
Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: Grades 10-12.....	194

Integrated Objectives for Critical and Creative Thinking and Personal and Social Development	213
Checklist for PreK-K Integrated CCT and PSD Learning Objectives	213
Checklist for Grades 1-3 Integrated CCT and PSD Learning Objectives	215
Checklist for Grades 4-5 Integrated CCT and PSD Learning Objectives	218
Checklist for Grades 6-9 Integrated CCT and PSD Learning Objectives	221
Checklist for Grades 10-12 Integrated CCT and PSD Learning Objectives.....	226
 Appendix A: CCT Background Information.....	231
Thinking Contextually.....	231
Forms of Critical Thinking	236
Creative Development	238
 Appendix B: PSD Background Information.....	245
Spiritual Development: An Overview	245
 Appendix C: Communitarian Thinking and Dialogue.....	253

Acknowledgements

The Ministry of Education gratefully acknowledges the critical conceptual work of the project developer/writer:

Dr. Sandra Finney
Garden River Research Associates
E-mail: grra@sasktel.net

The Ministry of Education also wishes to acknowledge the professional contributions and advice of the provincial curriculum reference committee members:

Deborah Agema
Saskatchewan Association of School Councils
NORTH BATTLEFORD SK

Linda Allen-Hardisty
Saskatchewan Teachers' Federation
Regina RCSSD #81
REGINA SK

Barry Bashutski
Saskatchewan School Boards Association
REGINA SK

Joy Bastness
Saskatchewan Association of School Councils
SASKATOON SK

Louise Bear
Federation of Saskatchewan Indian Nations
Education and Training Secretariat
FORT QU'APPELLE SK

Doug Blakely
Saskatchewan Teachers' Federation
Meadow Lake S.D. #66
TURNOR LAKE SK

Mark Boots
Student Representative
Vanier Collegiate
MOOSE JAW SK

Carol Brown
Saskatchewan Teachers' Federation
Saskatoon S.D. #13
SASKATOON SK

Deborah Gibson-Dingwall
NORTEP/NORPAC
LA RONGE SK

Margaret Halabura
Saskatchewan Association of School Councils
SASKATOON SK

Barry Heron
Saskatchewan Chamber of Commerce
MOOSE JAW SK

Gerry Hurton
Special Education Specialist
Federation of Saskatchewan Indian Nations
SASKATOON SK

Dr. Richard Julien
College of Education
University of Saskatchewan
SASKATOON SK

Denise Lawson
Division Scolaire Francophone #310
SASKATOON SK S7H 2C6

Ghislaine Lepage
Division Scolaire Francophone #310
SASKATOON SK

Terry Marner
Regina Council of Churches
REGINA SK

Betty McKenna
Elder in Residence
William Grayson School
MOOSE JAW SK

Maxine McKenzie Cox
Multicultural Council of Saskatchewan
REGINA SK

Val Mulholland
Faculty of Education
University of Regina
REGINA SK

Orest Murawsky
ITEP
University of Saskatchewan
SASKATOON SK

Evelyn Novak
League of Educational Administrators, Directors
and Superintendents
WARMAN SK

Bob Pantel
Saskatchewan Teachers' Federation
Tiger Lily S.D. #54
GRONLID SK

Reverend Sandy Scott
Calvary United Church
PRINCE ALBERT SK

Sandy Sherwin-Shields
SUNTEP
PRINCE ALBERT SK

Zoria Shumay
Saskatchewan Teachers' Federation
Swift Current S.D. #94
SWIFT CURRENT SK

Nicole Smigiel
Saskatchewan Teachers' Federation
Estevan Rural S.D. #62
LAMPMAN SK

Danette Starblanket
Federation of Saskatchewan Indian Nations
REGINA SK

Elaine Sukava
SUNTEP
PRINCE ALBERT SK

Dr. Norbert Witt
Department of Indian Education
First Nations University of Canada
REGINA SK

Stephanie Wood
Student Representative
Melfort Comprehensive Collegiate
MELFORT SK

A special thank you is extended to the Elders who participated in an Elders' Consultation to review and provide advice to strengthen the Spiritual Development background section:

- Ken Goodwill
- Velma Goodfeather
- Brenda Mosquito
- Mike Pinay.

In addition, the Ministry of Education acknowledges the guidance of:

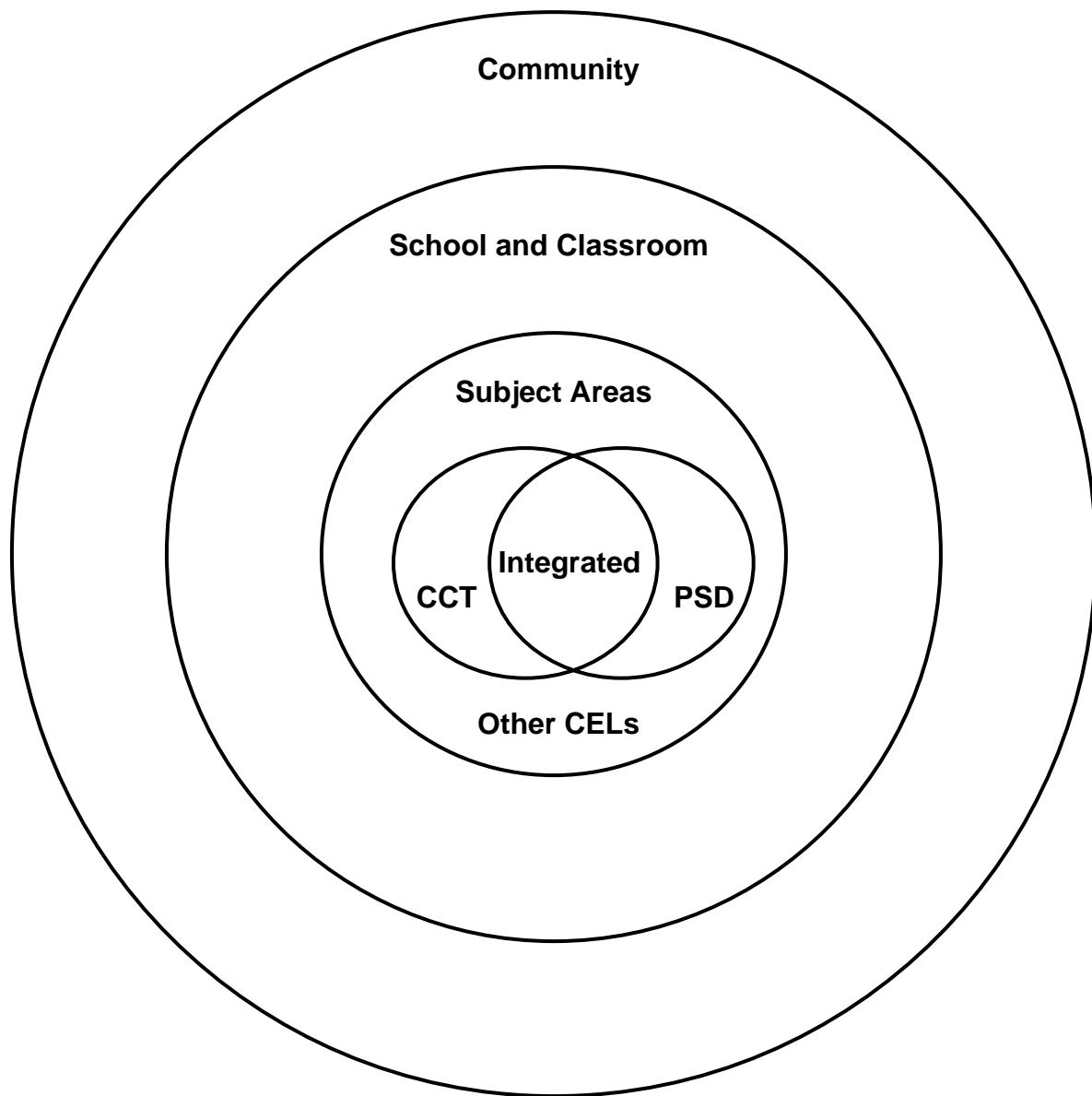
- program team members
- other educators and reviewers.

Introduction

The renewal of the objectives for the Common Essential Learnings (CELs) of Critical and Creative Thinking (CCT) and the former Personal and Social Values and Skills (PSVS) was undertaken together so that they might inform and strengthen each other in intentional and well thought out ways. As a result of the reading, reflection, and dialogue that marked the renewal process, some key changes were made. These changes include:

- PSVS is renamed as Personal and Social Development (PSD) to better reflect the developmental nature of emotional, social, and spiritual education.
- A Spiritual Development component has been further delineated within PSD to support teachers in responding to the goal of education in this area in a way that is consistent with the democratic and multicultural nature of Saskatchewan society.
- A third strand was developed – that of Integrated CCT and PSD – to more explicitly reflect the overlap and interconnections between many of the objectives in these two areas of education. For example, moral reasoning is based both in the development of particular values and virtues, and in processes of critical reflection.
- Emphasis on environmental awareness and ecological principles and values is increased. Objectives to reflect this emphasis are incorporated into PSD and the Integrated strand.
- The range, depth, and specificity of objectives in relation to all aspects of human diversity is increased to better meet growing needs in these areas.
- More attention is given to the development of creative abilities and a focus on the importance of contextualizing thinking is incorporated into critical thinking objectives.
- The learning objectives in the three areas of CCT, PSD, and Integrated CCT and PSD are detailed and extensive but designed in such a way that teachers can achieve several objectives within one lesson and many objectives from all three areas in a single unit.
- Instructional guidelines, sample activities, and annotated resource lists accompany the objectives for each area to support teachers and staffs in planning and implementation.
- The achievement of objectives is not designed to be the sole responsibility of classroom teachers within their lessons but rather school staffs working with students, parents/caregivers, and community members. Objectives can be incorporated within school routines, relationships, assemblies, extra-curricular activities, and possibilities for learning in the community.
- Background material is provided in the appendices for those areas where committee members felt more information was required to support understanding.

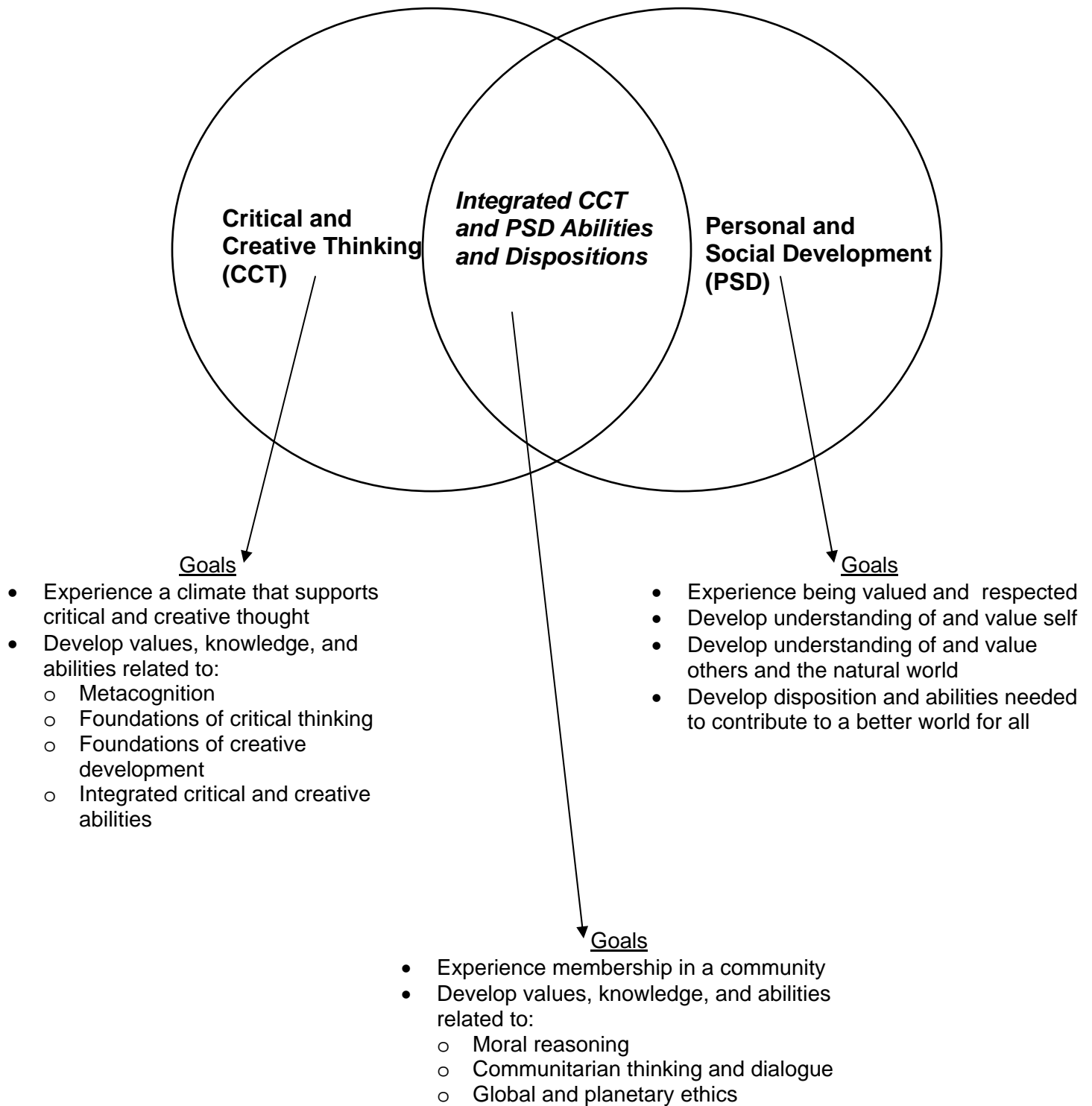
Contexts of Implementation for Renewed Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)



CCT, PSD, and Integrated CCT and PSD are implemented within:

- subject area teaching and through the supports offered by other Common Essential Learnings
- classroom and school climates through modeling, and caring and respectful social interactions
- whole school events and extra curricular activities through opportunities for direct and indirect instruction
- family and community through informal instruction, modeling, mentoring, provision of moral support and other forms of support, and opportunities for acts of service

Renewed Critical and Creative Thinking (CCT) and Personal and Social Development (PSD) at a Glance



Critical and Creative Thinking (CCT): An Overview

Aim

To graduate persons who use the full range of thinking abilities needed for personal growth and full participation in diverse and changing contexts.

Goals

Students will:

- Experience a climate of openness, mutual respect, and support for undertaking critical and creative thought.
- Develop the foundational knowledge, values, and skills/abilities needed for thinking critically.
- Develop the foundational knowledge, values, and skills/abilities needed for creative thinking.
- Integrate critical and creative dispositions and abilities to meet learning needs and real life challenges.

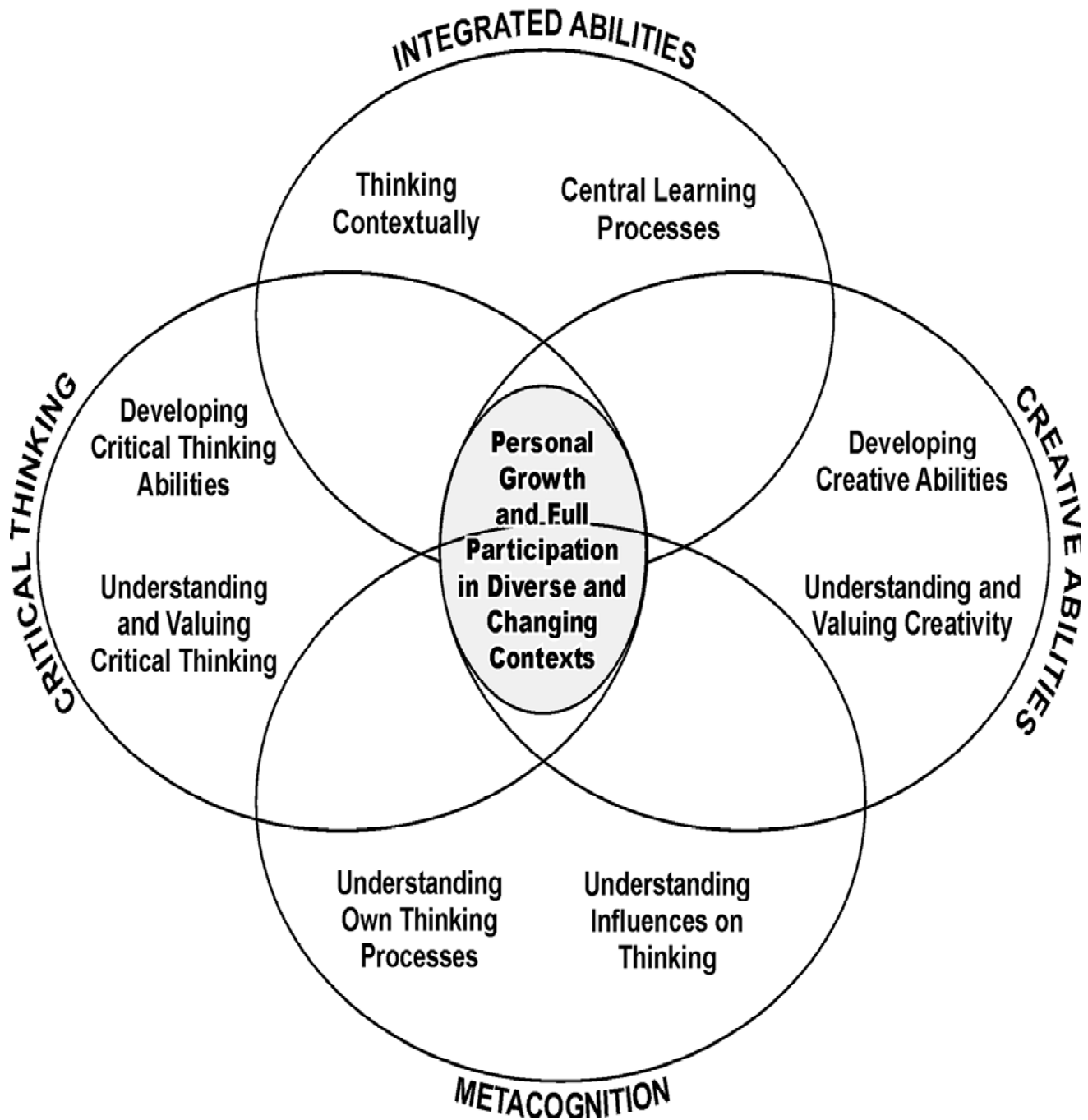
Foundational Objectives

Students will:

1. Develop awareness and understanding of their own thinking processes and those of others.
2. Develop understanding of the influences on thinking and the relationships between feelings, perceptions, thoughts, and behaviours.
3. Develop:
 - a) understanding of the meanings of “critical thinking” and its common elements.
 - b) understanding of, and appreciation for, the positive contributions of critical thinking to daily life.
4. Develop:
 - a) basic thinking skills/abilities that are foundational to critical thinking.
 - b) understanding and abilities needed to evaluate thinking processes and products including those associated with formal logic.
5. Develop understanding of, and appreciation for, creativity and creative thinking including:
 - a) its common components and uses
 - b) different forms it can take across individuals/cultures
 - c) values and actions that enhance or restrict its growth.
6. Become aware of and develop:
 - a) intuitive, imaginative, and expressive skills/abilities.
 - b) generative skills/abilities¹.
7. Develop understanding of and the abilities to integrate critical and creative thinking into central learning, communication, and problem-solving processes.
8. Develop appreciation for and the abilities to think contextually.

¹ “Generative” refers to the type of abilities needed to produce a large range of ideas and alternatives and to see phenomena from several perspectives. Such abilities contribute to greater fluency, flexibility, and confidence when faced with challenges.

Elements of Critical and Creative Thinking



Personal and Social Development (PSD): An Overview

Aim

To support children and youth in becoming authentic,² confident, and caring persons who use their understanding of self, others, and the natural world in positive, sustaining ways.

Goals

Students will:

- Experience being valued and respected.
- Understand, value, and care for self.
- Understand, appreciate, and respect others and the natural world.
- Contribute to co-operative endeavours, the growth of mutual understanding, and the creation of a better world for all.

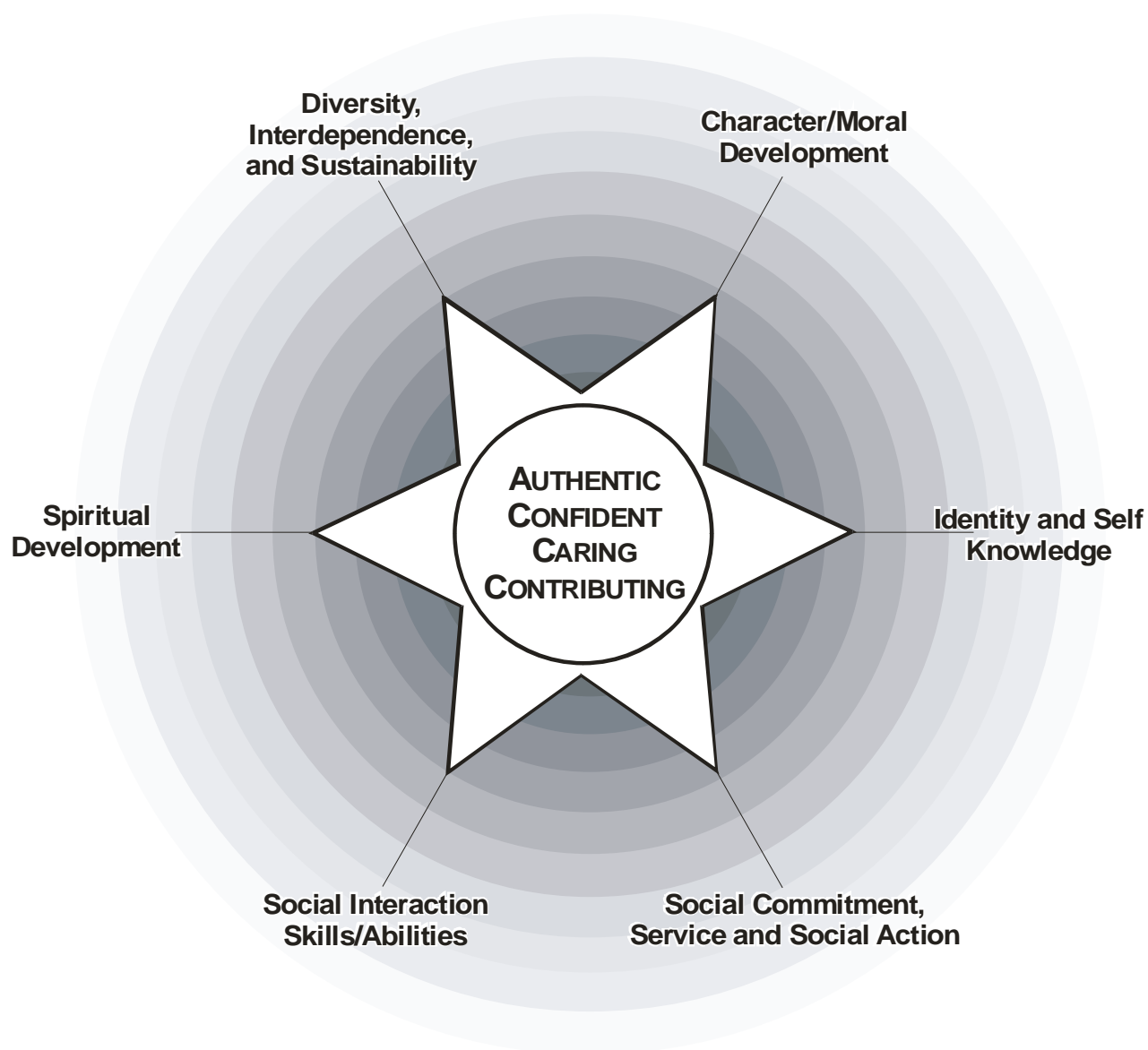
Foundational Objectives

Students will:

1. Grow in their understanding and appreciation of the spiritual dimension of life.
2. Develop a positive sense of identity that is based in self-understanding, a sense of purpose, and a commitment to personal growth.
3. Develop a caring disposition, strength of character, and the understanding and abilities related to moral development.
4. Value and respect human and biological diversity, develop understanding of our social and environmental interdependence, and the abilities and values related to sustaining life.
5. Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions.
6. Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world, and participate in social action.

² The term “authentic” is being used to denote people who understand themselves (i.e., feelings, motivations, and needs) and who are genuine and trustworthy.

Elements of Personal and Social Development



Principles of Personal and Social Development

- Personal development and social development are interdependent.
- The six areas of PSD are not mutually exclusive categories. Each area has a particular emphasis with elements that overlap and support other areas.
- Growth in one area of PSD promotes growth in all areas.

Integrated CCT and PSD Dispositions and Abilities: An Overview

Aim

To support the development of persons who recognize the intrinsic value of caring, inclusive, democratic, and sustainable communities and have the abilities needed to act on this recognition.

Goals

Students will:

- Experience membership in caring, respectful, and democratic³ classroom and school communities.
- Use personal integrity, “fair minded” critical thinking, and strong creative abilities to make decisions, and to generate and evaluate alternatives related to moral values, issues, and concerns.
- Understand, value, and participate fully and thoughtfully in communitarian thinking and dialogue.
- Appreciate the need for, and develop and use, a global and planetary ethic when responding to the moral, spiritual, and ethical concerns of community life.

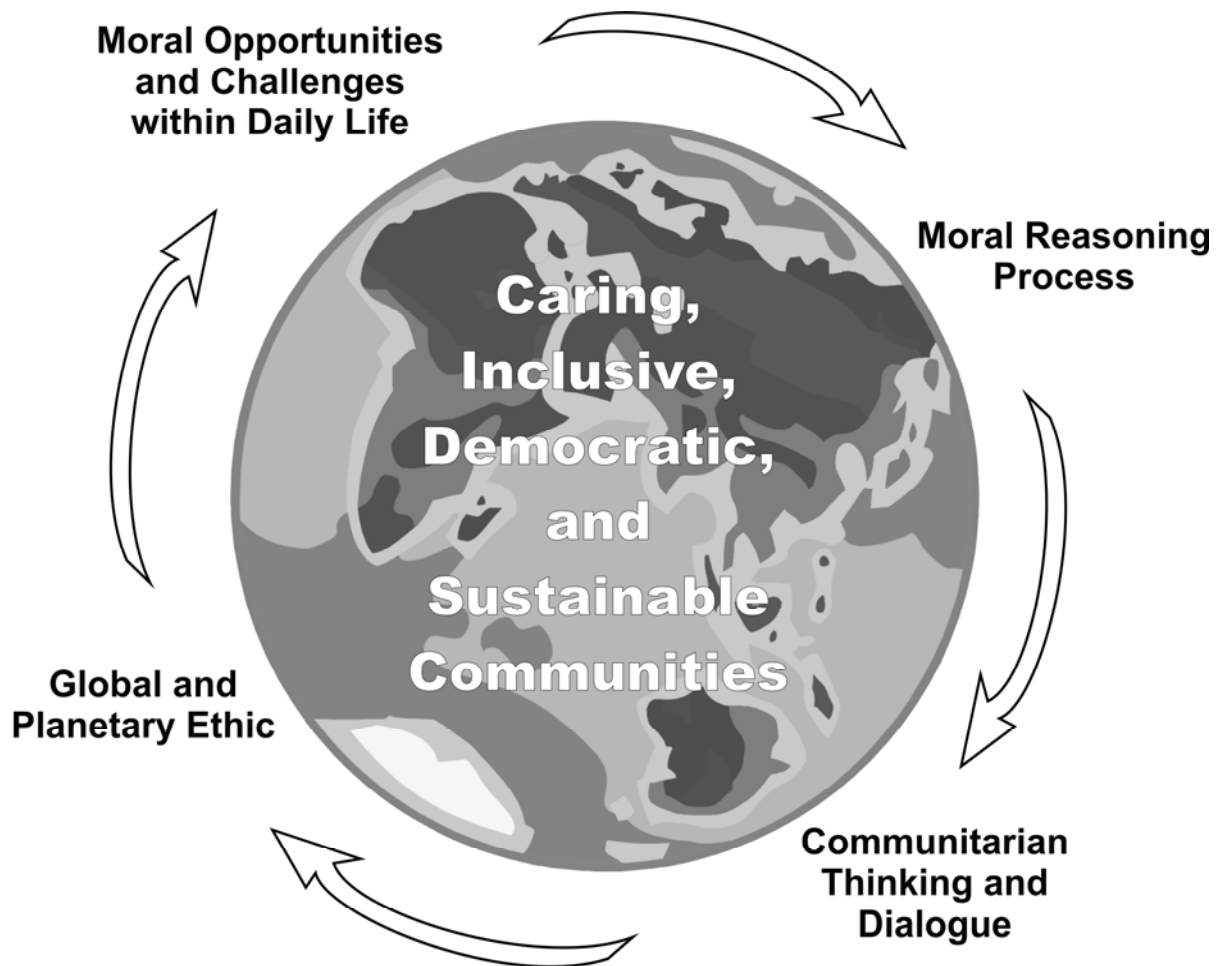
Foundational Objectives

Students will:

1. Develop the awareness to recognize moral opportunities and challenges within classroom and community life and the understanding, commitment, and abilities necessary to respond thoughtfully to them.
2. Develop understanding of, and appreciation for, the processes of moral reasoning and apply critical and creative thinking dispositions and abilities to reflection, discussion, and decision making related to moral concerns.
3. Develop understanding of, and appreciation for, communitarian dialogue and the dispositions and abilities of communitarian thinking.
4. Apply critical and creative thinking and the understanding and values related to *interdependence*, *diversity*, *sustainability*, and *community* to the establishment and use of a global and planetary ethic.

³ “Democratic” should be understood to denote values and practices that support the full participation of all persons in central aspects of community life – particularly in decision making that affects them personally, and practices and processes that ensure leadership is accountable to the community. This understanding of “democratic” does not limit democratic practices and processes to one particular model. Rather, it is intended to support exploration, reflection, and evaluation of a variety of models (formal and informal) for the development of democratic communities.

Elements of Integrated CCT and PSD Dispositions and Abilities



Assumptions that underlay the Renewal of (CCT) and (PSD)

Purpose of Assumptions

All educational materials are developed from foundational beliefs. While these beliefs shape the curriculum, teaching, and learning in important directions, beliefs are often not stated. The clarification of underlying assumptions is an important critical thinking process that supports the understanding and implementation of new educational materials. The assumptions underlying the renewal of CCT and PSD are described here in order to:

- stimulate thinking and raise awareness
- focus questioning and dialogue
- facilitate understanding.

Suggested Process for Staff and Community

It is hoped that school staffs, parents/guardians, and community members will have opportunities to reflect on and discuss the assumptions. The values and beliefs described in the assumptions may not be held by all persons in a group and some assumptions may be challenged. Disagreements may lead to positive results. This is more likely to be the case if:

- disagreements are accepted as a part of democratic processes
- all individuals participate respectfully
- local groups use such disagreements as opportunities to learn and grow together
- local groups share the results of their deliberations with interested others.

When local ideas are shared at the provincial level, the assumptions and the CCT and PSD renewed curriculum materials that flow from them may be further strengthened.

Assumptions

1. Student growth in the areas of CCT and PSD is not an end in itself but rather is necessary to improve and sustain the quality of daily life for all persons.
2. The school is a microcosm of the larger society and, as such, inherits and sometimes reflects its social ills. The reality of the lives of many children and youth is that they experience, witness, and suffer from forms of physical, sexual, and/or emotional abuse, neglect of basic needs such as the need for love and belonging, harassment, bullying, slurs, and name calling enacted in the home, the community and, in some cases, the school. These realities and the damage that results from them need to be recognized and responded to through⁴:
 - caring, respectful relationships
 - school and community programs and other supports
 - curriculum.

Many areas of PSD relate to the needs of children and youth in these areas.

3. The total school atmosphere is important in the learning and development of children and youth. School atmosphere is enhanced when:
 - staff, students, parents, and community work together for the good of all
 - desired behaviours are consistently modeled and supported
 - espoused values are lived.

⁴ It is important to recognize that school-based responses to the magnitude of needs are not and cannot be solely the responsibility of teachers. Programs and other supports need to be developed through a team approach where school staffs, parents/caregivers, students, and community members provide input and work together to develop supportive and preventative responses.

-
4. No education is “value free”. It is important, therefore, to be conscious of the ways that values are reflected in all aspects of the school environment and to be careful in ensuring that the values communicated (either explicitly or implicitly) are consistent with fundamental principles of democratic and multicultural society. The fundamental principles or overarching values that shape Saskatchewan curricula include:
 - a belief in democracy and democratic processes
 - a concern for equality and social justice
 - recognition of the need for people to develop independence and self-responsibility, as well as live together in harmony
 - recognition of the need to sustain life on the planet
 - a belief in the importance of lifelong learning
 - respect⁵ for all persons and the environment.
 5. Children and youth learn values and behaviours from and through their own experiences. For example, children learn to care for others when they are cared for and to be respectful when they are shown respect.
 6. Learning to question is as, or more, essential to learning and growth as acquiring “answers”. For growth to take place in CCT and PSD, student dignity must be supported in ways that grant students:
 - freedom to question
 - freedom to make mistakes without humiliation
 - the right to construct and defend personal meaning and purpose⁶.
 7. Spiritual development⁷ as a focus within Saskatchewan’s provincial curricula implies that:
 - humans are more than minds in bodies
 - the human spirit is an essential aspect of wholeness – one that inspires or animates living, learning, and growth.
 8. Teachers can strengthen or weaken students’ spirits⁸ by the ways teachers approach relationships and content – it is helpful and important to make these ways more conscious.
 9. Spiritual development is consistent with the democratic and multicultural nature of Saskatchewan society and the underlying philosophy of the Core Curriculum. This means that it needs to be based in some clear and respectful principles⁹.
 10. The natural environment is the ground of all life and necessary to the continued survival of humans and other living organisms. Biodiversity and environmentally sustainable practices are essential to planetary health. Education that does not focus upon understanding the needs and practices related to sustaining natural environments is incomplete and inadequate.

⁵ The concept of “respect” is fundamental to the establishment of a learning environment that its intended meaning here needs to be understood. “Respect” in Saskatchewan curricula is defined through reference to democratic principles, the Canadian Charter of Rights and Freedoms, the Canadian Bill of Rights, and Canadian and Saskatchewan multicultural policy. Therefore, “respect” is interpreted more as a matter of granting and preserving the dignity of others than as a purely authoritarian concept. This interpretation also implies that notions of “respect” should be reciprocal, and can be questioned for their more specific meaning and application within specific instances, and that recognizing and challenging injustice when circumstances warrant is a part of learning about how to act with respect.

⁶ It is recognized that students need support in learning to question, take risks, or construct personal meaning in *respectful* ways and that teachers need support in meeting these fundamental student needs.

⁷ See “Spiritual Development” in Appendix B for an overview of this area including central ideas and distinctions, and to develop further understanding of what spiritual development entails. See also the PSD grade level objectives for those pertaining to spiritual development.

⁸ “Spirit” should be understood here in its most universal sense as the core of a person’s feelings of self-worth and the centre out of which a sense of identity, purpose, and meaning develops.

⁹ These principles are described in “Spiritual Development” in Appendix B.

-
11. The attainment of values, attitudes, and dispositions can neither be forced nor guaranteed. We can teach *about* and model values and virtues but we cannot ensure that students will actually acquire them. The best guarantee of students developing the values outlined in Saskatchewan curricula is if children and youth:
- are cared for and respected
 - see the values in the actions of adults and peers
 - experience values consistently and first hand
 - receive support to understand the beliefs that underlie the values.
12. CCT and PSD are highly interrelated and interdependent – for example, the desire to undertake critical thinking, particularly to evaluate one's own thinking, is dependent upon acquiring PSD values such as fairness and respect.¹⁰

¹⁰ The "Integrated CCT and PSD" area reflects this interdependence.

Implications for Instruction and Personal-Professional Development

The more that all of us are given opportunities to actively participate in our own learning, the more likely all of us will learn, and learn from each other (Upitis, 1990, p.17).

1. A teacher's first responsibility is to respect each student as a person of innate worth and recognize and affirm each students' abilities and potential.
2. All teaching should take place within the context of concern for the student as a whole. This means that supporting students' thinking and personal and social development is a responsibility of teachers¹¹ at all grade levels and in all subject areas.
3. There are many ways to support students' thinking abilities and personal and social development. All of these ways are of equal importance. Teachers can support the achievement of CCT, PSD, and Integrated objectives through both implicit and explicit types of instruction.
 - a) Implicit forms of teaching CCT, PSD, and Integrated objectives include:
 - modeling them through your own behaviour
 - using literature, film, and other media with characters and themes that could inspire students' moral development or motivation to improve in some area
 - supporting students to develop desired dispositions and behaviours through the ways you respect and affirm them as worthwhile persons
 - pointing out opportunities to practise as they arise throughout the school day and within extra curricular activities.
 - b) Explicit forms of teaching include:
 - discussing the usefulness of developing particular knowledge, values, or abilities related to CCT, PSD, or Integrated objectives
 - integrating objectives into subject area teaching
 - focusing on specific aspects of CCT, PSD, or Integrated objectives within mini-lessons
 - using opportunities for incidental teaching and "teachable moments"
 - helping students to apply knowledge and abilities to daily life.

Examples of Mini-lessons

Focus upon:

- specific ideas (e.g., attributes of a critical thinker [CCT], or why biological diversity is necessary to continued life on the planet [PSD])
- generic skills (e.g., questioning skills (the when, why, and how of good questioning) [CCT], or developing skill in listening, observing, and sensing how someone *feels* about the topic under discussion [PSD])
- cross-curricular abilities (e.g., recognizing assumptions [CCT], or communicating respectfully [PSD])
- general processes (e.g., dialogue [Integrated], or moral reasoning [PSD]).

4. The area of Integrated CCT and PSD has been added to the original CCT and PSVS areas, and the learning objectives in each area are extensive and detailed. However, the large degree of interdependence among the three areas means that several objectives, and objectives from more than one area, can be achieved in a single lesson. Often, by working carefully with one focus, a teacher will find that s/he has supported other areas as well (e.g., a focus on developing the CCT abilities related to imagination, intuition, and personal expressiveness will support many of the PSD objectives related to developing a positive sense of identity).

¹¹ It should be understood, however, that this is not *solely* the responsibility of teachers. In all aspects of supporting student development, a team approach is recommended (i.e., an approach where the entire school staff, parents, students, and community members work together).

-
5. CCT, PSD, and the Integrated foundational and related specific learning objectives can be evaluated both within subject area learning and through reference to the larger context of school and classroom routines and relationships. Assessment¹² of these objectives should form an important part of reporting procedures and communications, and students and their families/caregivers¹³ should be supported to discuss these assessments.
 6. Class time should be taken to explain to students that CCT and PSD are part of their learning in all subjects and students should be provided with information as to what they will be learning in relation to these Common Essential Learnings (e.g., copies or simplified versions of CCT, PSD, and Integrated objectives for their grade level).
 7. The incorporation of the Common Essential Learnings offers teachers opportunities for group planning and problem solving, and the development of collegiality and community.
 8. The cultivation of intuition and imagination is an important form of teacher development.
 9. In supporting student development in CCT and PSD, the realities of and challenges within the teaching context need to be acknowledged. Supports for teachers, including the development of a team approach,¹⁴ resources, and professional development opportunities need to be continuously and consistently developed/provided.
 10. Options for finding resources to support PSD include:
 - personal and social development is receiving increasing attention in the publishing industry and new resources are becoming available on a regular basis
 - human resources are part of every community and can be sources of inspiration and information in relation to many aspects of personal and social development (e.g., elders, public health nurses, naturalists/environmentalists, respected athletes)¹⁵
 - literature for children and adolescents can be an excellent source for deepening and broadening understanding of themselves and others
 - experiences, materials, and objects from the arts can be a source of imaginative, thought-provoking and inspiring images (from music, poetry and other literature, all forms of visual art, dance, and drama)
 - many topics in science, social studies, health education, and physical education also have resources that support PSD
 - the natural environment is a rich and open-ended type of resource for personal, spiritual, and moral development.
 11. Teachers can only be effective in implementing and supporting those PSD objectives in which they believe and are committed to themselves – each teacher should be supported to select *as their starting point* those objectives:
 - which they see as most needed by their students
 - with which they feel most comfortable initially.

It is crucial to student growth in PSD that the implementation of this area be understood as a reciprocal process involving continuous teacher and student development. Next steps for teachers would include seeking further personal and professional development to support implementation of other areas of PSD beyond their initial selections.

12. No one (including teachers) behaves according to their highest ideals all of the time. Teachers do not have to be “perfect” in order to support their students’ growth – rather, they need to be:

¹² For guidance in relation to developmentally appropriate assessment see the *Teacher Guidelines* for each level.

¹³ It is recognized that there are some situations in which discussing achievements or concerns with a student’s family/caregivers does not apply (e.g., some teenagers live independently).

¹⁴ A team approach is one in which the entire school staff, parents/guardians, and community members work together.

¹⁵ In finding community members to speak to or work with classes/schools, it should be understood that care needs to be taken to ensure that such individuals are themselves caring, respectful persons who exemplify the behaviours and values of the PSD area.

- compassionate and self-aware
- willing to admit mistakes
- involved in continuous efforts to grow and learn.¹⁶

Personal-Professional Development Resource Suggestions

Costa, A. and Garmston, R. (1994). *Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christopher-Gordon Publishers, Inc.

*A valuable professional development tool based in peer coaching and emphasizing the importance of establishing and maintaining trust, facilitating mutual learning, and strengthening staff relationships. Also useful for developing teachers' critical and creative thinking abilities.

Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass. Livesay, R. in collaboration with Palmer, P. (1999). *The courage to teach: A guide for reflection and renewal*. San Francisco, CA: Jossey-Bass. (A companion document)

*Highly recommended for supporting the personal and spiritual development of teachers as individuals or in small groups. Palmer writes that, *The courage to teach* is a book "for teachers who have good days and bad, and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts because they love learners, learning, and the teaching life."

Saskatchewan Education. (2001). *Classroom Curriculum Connections: A teacher's handbook for personal-professional growth*. Regina, SK: Saskatchewan Education.

*Contains models and suggestions for three forms of personal-professional development.

Sizer, T. and Faust Sizer, N. (1999). *The students are watching: Schools and the moral contract*. Boston, MA: Beacon Press.

*Thought provoking discussion of the ways that the whole school context educates – how students learn not only from school subjects but also from the school's routines and relationships and the congruence or discrepancy between what teachers say and what they do. While Sizer and Sizer argue for high intellectual and moral standards for schools, they also emphasize and argue for reduced teacher-student workloads, and a range of other teacher supports.

Wascana Institute. (1995). *Towards diversity: A handbook on strategies promoting respect*. Regina, SK: Wascana Institute, SIAST.

*Practical, easy-to-use resource to support bias-free communication.

Whitin, P. (1996). *Sketching stories stretching minds: Responding visually to literature*. Portsmouth, NH: Heinemann.

*A good resource for teachers seeking to add depth to their own critical and creative thinking abilities and professional development. While focused on classroom-based research in language arts that was undertaken by an individual teacher, it has broader application for all teachers interested in expanding their understanding of ways to support the development of their students' thinking abilities and of the use of drawing as a teaching and professional development tool.

York-Barr, J., Sommers, W., Chere, G., and Montie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin Press.

*Thoughtful and practical resource. Contains chapters with ideas and guidance for supporting individual, pair, small group, and school staff reflection. Emphasizes applying reflections in concrete situations in order to improve some aspect of teaching/life in schools.

References

Uptis, R. (1990). *This too is music*. Portsmouth, NH: Heinemann.

¹⁶ *Classroom Curriculum Connections (2001)* provides a variety of tools and guidance to support teachers in these efforts.

Critical and Creative Thinking Objectives

Checklist for PreK-K CCT Learning Objectives

In the context of informal discussions and concrete experiences, the child will experience a climate of openness, mutual respect, and support for undertaking creative and critical thought.

1. Metacognition and Influences on Thinking	
	Begin to develop awareness of her/his thinking processes and those of others (e.g., awareness of something new they have learned).
	Begin to develop awareness of language related to thinking (e.g., <i>brain, think, thought, idea, plan, guess, wonder, imagine, question, remember</i>).
	Begin to develop awareness of her/his perceptual abilities (ways we use the senses to make discriminations such as between loud and soft sounds).
	Begin to develop awareness of her/his feelings, needs, wants, fears, and interests.
	Begin to explore her/his feelings and what caused them.
2. Critical and Creative Values, Skills, Abilities, and Processes	
Foundations	
	Experience recognition and support for her/his abilities to think and question.
	Experience an environment in which well structured and guided play is valued and supported.
	Show curiosity and interest in the world, new experiences, materials, and puzzling or surprising events.
	Use all of the senses to observe, explore, experiment, create, and interact with the environment.
	Begin to use questions to meet her/his learning needs.
	Begin to develop awareness of <i>similarities, differences</i> , and the ability to <i>classify</i> and <i>order</i> objects and ideas.
	Recall a short <i>sequence</i> of events that s/he has experienced recently (e.g., getting up in the morning, dressing, having breakfast).
	Begin to develop understanding of <i>patterns</i> and the ability to recognize, reproduce, and create simple patterns (e.g., movement, number, or word patterns; patterns found in nature).
	Begin to develop awareness of <i>cause and effect</i> relationships in concrete situations and guided discussions.
Critical Thinking Skills/Abilities	
	Begin to distinguish between “ <i>true/untrue</i> ” statements and “ <i>real/imaginary</i> ” events and phenomena.
	Begin to appreciate the need for <i>clarity</i> and <i>truthfulness</i> in giving directions, solving problems, and sharing information and experiences.
3. Creative Development	
	Experience consistent opportunities and support for imaginative play and the use of the imagination in learning activities.
	Experience a sense of awe and wonder when supported to do so.
	Begin to value unique or original ideas or created products of self and others when supported to do so.
	Become aware of the effects of ridicule and kindness on the thinking of self and others.
	Begin to develop awareness of and the language to describe qualities of natural phenomena and created products (e.g., textures, sound qualities such as louder/softer).

	Begin to show sensitivity and respect for phenomena being explored or used in creative activities (e.g., how to handle living things or breakable materials).
	Begin to develop awareness of her/his preferences and begin to develop the ability to choose creative activities and materials to meet own needs.
	Participate in creative processes that have personal relevance and meaning.
	Begin to assume a pretend role, participate in, and contribute ideas for imaginative play –interacting with objects and other children.
	Begin to participate in group brainstorming and/or other activities for generating many ideas when supported to do so.
4. Central Learning Processes	
	Begin to understand that questioning is essential to learning.
	Begin to value having many ideas and ways to approach tasks and experiences.
	Begin to recognize the <i>topic</i> of focus in a discussion or activity and contribute ideas that are relevant to it.
	Begin to contribute ideas that are helpful or useful in some way to the learning activity being undertaken.
5. Thinking Contextually	
	Begin to realize that other people's ideas may differ from their own.
	Begin to develop awareness of the feelings and needs of others.
	Explore and discuss differences between <i>living</i> and <i>non-living</i> things and begin to understand the implications of these differences for her/his behaviour.
	Begin to develop understanding of the concepts " <i>part</i> " and " <i>whole</i> ".
	Begin to understand the idea that people and other life forms existed before s/he was born.

Checklist for Grades 1-3 CCT Learning Objectives

In the context of informal discussions and concrete experiences, the child will experience a climate of openness, mutual respect, and support for undertaking creative and critical thought.

1. Metacognition	
	Develop awareness of her/his thinking processes and those of others (e.g., awareness of different ways to think such as imagining, visualizing, or remembering).
	Develop awareness of her/his perceptual abilities and those of others (e.g., awareness of senses as sources of information).
	Develop understanding of their own knowledge base and gaps in their knowledge related to a specific topic (e.g., What do I know? What do I want to know?).
	Develop understanding of common language related to thinking (e.g., <i>brain, think, thought, idea, plan, guess, wonder, imagine, question, remember, topic</i>).
2. Influences on Thinking	
	Continue to develop awareness of her/his feelings, needs, wants, fears, and interests.
	Begin to develop understanding of the basic human needs that are shared by all persons.
	Develop awareness of the many ways that our thoughts and feelings are influenced (e.g., by needs, positive/negative experiences, television, peers).
	Begin to develop understanding of the ways s/he influences or can influence the thinking of others.
3. Understanding and Valuing Critical Thinking¹⁷	
	Experience recognition and support for her/his abilities to think and question.
	Begin to develop understanding of “critical thinking” as a way to evaluate ideas, information, and/or beliefs for their accuracy when supported to do so in concrete situations.
	Begin to develop understanding of critical thinking criteria (e.g., <i>clear/unclear, true/not true, relevant/irrelevant</i>) as they apply to ideas, information, and/or beliefs.
	Begin to develop understanding of the meaning of and differences between <i>facts, opinions</i> , and <i>preferences</i> .
	Develop understanding of and appreciation for the value of knowledge and learning.
	Begin to recognize opportunities to apply critical thinking abilities within the classroom (e.g., question when unsure of the truth/accuracy of a statement).
4. Developing Critical Thinking Abilities	
Foundations	
	Experience recognition and support for her/his abilities to think and question.
	Experience an environment in which well structured and guided play is valued and supported.
	Observe carefully using all senses as appropriate to the nature of phenomena being observed and her/his particular perceptual abilities/disabilities.
	Develop questions that relate to a particular topic/interest/problem.
	Develop ways to record her/his observations and understand the value of <i>accurate</i> record keeping.
	Recognize and describe <i>similarities</i> and <i>differences</i> that s/he observes.

¹⁷ Children of this age can become aware of terminology and begin to understand abstract concepts such as these only when they are supported to do so by teachers/peers pointing out concrete examples of them in classroom/daily life.

	Develop the abilities to <i>classify</i> and <i>order</i> objects using a variety of criteria (given and self-generated).
	Recognize, reproduce and create <i>patterns</i> of all types (e.g., movement, number, or word patterns; patterns found in nature).
	Make <i>comparisons</i> based in physical and personal characteristics and qualities.
Critical Thinking Skills/Abilities	
	Develop the ability to distinguish between “ <i>true/untrue</i> ” statements and “ <i>real/imaginary</i> ” events and phenomena.
	Develop knowledge, values, and abilities related to <i>clarity</i> , <i>accuracy</i> , and <i>truthfulness</i> within concrete situations: <ul style="list-style-type: none"> • appreciate the need for communicating clearly and truthfully • develop the ability to increase the clarity and accuracy of directions, questions, and the sharing of information and experiences.
	Begin to develop the ability to clarify problems (e.g., What can’t I understand/do? What do I need to know/do?).
	Begin to distinguish between <i>facts</i> , <i>opinions</i> , and <i>preferences</i> .
	Begin to question opinions for their backing (e.g., How did you know that/find that out?)
	Question whether a <i>cause and effect</i> relationship exists.
	Repeat actions or experiments to see if they lead to the same results.
	Begin to develop understanding of ways to test or evaluate <i>opinions</i> and <i>evidence</i> .
	Begin to question the appropriateness of actions in relation to the purpose/s they are intended to serve.
	Begin to develop the ability to change her/his mind when it is warranted.
5. Understanding and Valuing Creativity	
	Experience consistent opportunities and support for imaginative play and the use of the imagination in learning activities.
	Begin to understand creativity as related to imagining, having ideas, and making or changing things according to one’s own ideas.
	Begin to understand that everyone has creative abilities.
	Begin to understand that ridicule can harm or limit creative thinking and kindness can support it.
	Respond sensitively and respectfully to the comments, ideas, and/or products of others.
	Demonstrate a belief in self and own ideas.
	Begin to develop ways to make repetitive tasks more interesting or challenging.
	Become aware of her/his negative or discouraging thoughts and begin to understand their effects on the development of creative abilities.
6. Developing Creative Abilities	
Foundations	
	Show curiosity and interest in the world, new experiences, and puzzling or surprising events.
	Use all of the senses to explore, experiment, create, and interact with the environment.
	Develop the ability to calm oneself, focus, and concentrate.
Intuitive, Imaginative, and Expressive Abilities	
	Begin to appreciate and develop a sense of awe and wonder (e.g., in relation to the diversity in nature).

	Develop awareness of and begin to develop appreciation for aesthetic qualities of natural phenomena and created products (e.g., intricacy, detail, symmetry).
	Show sensitivity and respect for phenomena being explored or used in creative activities (e.g., how to handle living things, or fragile materials).
	Visualize objects, people, and places – both real and imaginary.
	Develop awareness of her/his interests and preferences and choose creative activities and materials to meet own needs.
	Design and construct original ¹⁸ objects that are useful and/or personally meaningful.
	Assume a pretend role, participate in, and contribute ideas for imaginative play – interacting with objects and other children.
Generative Skills/Abilities	
	Contribute to group “brainstorming” and/or other activities for generating many ideas (including drawing ideas, manipulating concrete objects, acting ideas out using people and things).
	Add details, and change or remove elements to improve overall quality of an individual or group creation.
	Develop several ways to demonstrate her/his learning (e.g., drawing, movement, simple charts, or graphs).
	Begin to develop ways to make repetitive tasks more interesting or challenging.
	Imagine and discuss a situation or event from the perspective of another person or living thing.
	Demonstrate the ability and desire to grow and change.
	Express the same idea in more than one way.
7. Central Learning Processes	
	Develop the understanding that questioning is essential to learning.
	Develop an appreciation for having many ideas and ways to approach tasks and experiences and begin to demonstrate this appreciation in a variety of learning situations (e.g., in categorizing, solving problems, creating solutions, and/or making decisions).
	Participate in brainstorming activities that are focused upon real life problems/concerns/interests.
	Begin to understand that a concept map, Venn diagram, table, or chart is a way to show categories of ideas/information and develop the ability to create a simple representation for a topic of interest.
	Develop the ability to recognize the topic of focus in a discussion or activity and contribute ideas that are relevant to it.
	Contribute ideas that are helpful or useful in some way to the learning activity being undertaken.
8. Thinking Contextually	
	Realize that other people’s ideas and beliefs may differ from her/his own.
	Develop awareness of and begin to understand the feelings and needs of others.
	Begin to develop the ability to take the perspective of another person or living thing.
	Develop understanding of differences between living and non-living things and the implications of these differences for behaviour towards/involvement with them.
	Develop understanding of the concepts of “part” and “whole”.
	Begin to understand that many problems have more than one solution and that there are often several ways to accomplish a task, and/or achieve a goal.

¹⁸ “Original” should be understood as having qualities of authenticity and personal expressiveness (i.e. as stemming from own ideas and self understanding), and as *original to that particular student and/or cohort group* but not necessarily original in any more universal sense.

	Begin to draw connections or see relationships within and/or between ideas or objects (e.g., recognition that someone's behaviour is "just like" someone in a familiar story).
	Develop the understanding that templates and models are forms of simplification and the abilities to distinguish between templates or models and real living and non-living things.
	Develop the abilities to make comparisons based in physical, personal, and aesthetic characteristics and qualities (e.g., comparing textures, comparing the different ways people laugh).
	Begin to develop the abilities to question the appropriateness of actions in relation to the purpose/s they are intended to serve.
	Develop interest in and begin to ask questions about and seek understanding of phenomena that existed and events that happened before s/he was born.

Checklist for Grades 4-5 CCT Learning Objectives

In the context of subject area learning and school and classroom routines and relationships, the student will experience a climate of openness, mutual respect, and support for undertaking creative and critical thought.

1. Metacognition	
	Begin to develop understanding of her/his thinking processes and those of others (e.g., awareness of concentration/distraction, recognition of positive/negative thoughts and understanding of their effects).
	Begin to develop understanding of the way that perceptions and perceptual abilities influence thinking (e.g., relationships between perceptions and actions).
	Continue to develop understanding of her/his knowledge base and gaps in knowledge related to a specific topic (e.g., asking, "What do I know? What do I want to know? How might I come to know it?").
	Begin to extend understanding of language related to thinking to include more formal language ¹⁹ (e.g., <i>reflect, define, hypothesize, inquire, test, evidence, fact/factual, category, attribute, concept, quality, theory, conclusion</i>).
	Develop understanding ²⁰ of the different thinking abilities or forms of intelligence that humans possess (e.g., abilities to think "with the body" such as is displayed by dancers and athletes, ability to understand and relate well to others, mathematical intelligence, emotional intelligence).
	Begin to develop understanding of <i>reflection</i> as a thinking process focused on achieving a better understanding of a topic/concept by clarifying what one believes, feels, knows, and does not know about it.
2. Influences on Thinking	
	Continue to develop awareness and understanding of her/his feelings, needs, wants, fears, and interests and begin to understand ways these may influence her/his thinking.
	Develop understanding of the basic human needs that are shared by all persons and begin to understand the tendency in human thinking to focus on ways to meet one's own needs.
	Develop understanding of the many ways that our thoughts and feelings are influenced by external phenomena (e.g., by family values, persuasive language, influence of mass media, or factors in our immediate environment such as extreme noise).
	Begin to develop understanding of the relationships between feelings, thoughts, and behaviours.
	Develop understanding of the ways s/he influences or can influence the thinking of others.
3. Understanding and Valuing Critical Thinking ²¹	
	Develop understanding of " <i>critical thinking</i> " as a way to evaluate thinking, ideas, information, beliefs, and/or actions and develop <i>criteria</i> for evaluation.
	Begin to develop the understanding that creative abilities support critical thinking and are used within critical thinking processes.
	Begin to understand typical behaviours of a critical thinker and develop a profile of a <i>critical thinker</i> as one who: <ul style="list-style-type: none"> • is not easily fooled or manipulated • asks questions when uncertain • takes the time to think things through • seeks <i>evidence</i> or "proof" • recognizes <i>complexity</i> (e.g., understands when something or some aspect of life <u>cannot</u> be described in "black and white" terms, or recognizes when there are several approaches to a problem) • values knowledge and the use of reason (i.e., unbiased, logical, evidence-based thinking).

¹⁹ Such understanding would be developed through teachers using the terminology frequently and consistently in concrete situations and does not imply memorization of definitions.

²⁰ Teachers might provide the terminology of multiple intelligence theory (e.g., *inter-personal, logico-mathematical, bodily-kinesthetic*) but would not expect students to use it consistently at this point. Rather, what is desired is that students become aware of and begin to understand that there are many forms of intelligence or ways to be "smart". We would also want them to understand that this means that we cannot simply say a person is "smart" or "not smart" but need to look further at the particular types of intelligence or "smartness" s/he possesses.

²¹ Refer also to *Communitarian Thinking and Dialogue* in Appendix C.

	Begin to understand the intellectual virtues needed for critical thinking and good scholarship (e.g., <i>perseverance, open-mindedness</i>).
	Begin to understand that critical thinking can be used in the service of self and/or others and for better or worse purposes.
	Begin to develop the understanding that “ <i>fair-minded</i> ” critical thinkers use their abilities to contribute to a better world for all.
	Begin to develop the understanding of and abilities to describe and distinguish between <i>uncritical</i> and <i>critical thinking</i> .
	Continue to develop understanding of critical thinking criteria such as <i>accurate/inaccurate, relevant/irrelevant, trivial/important</i> as they apply to ideas, information, and beliefs.
	Develop understanding of the meaning of and differences between <i>facts, opinions, and preferences</i> .
	Begin to develop the understanding that a body of knowledge or “facts” can change as new knowledge is constructed and sounder understanding is achieved.
	Begin to develop understanding of the concept of “ <i>argument</i> ” within the context of critical thinking (i.e., <i>an argument is a point of view that is intended to convince others</i>).
	Develop the understanding that opinions and arguments require <i>backing</i> or <i>evidence</i> (e.g., sound reasoning, factual information, corroboration from other objective observers).
	Develop understanding of ways to test or evaluate opinions and evidence.
	Understand that some sources of information are better than others and begin to develop understanding of some criteria for evaluating sources of information (e.g., <i>useful, comprehensive</i>).
	Begin to develop understanding of the concept of a “ <i>contradiction</i> ” (i.e., <i>the idea that a statement cannot be both true and untrue at the same time</i>).
	Begin to develop understanding of the concept of “ <i>assumption</i> ” (i.e., understand that <i>some beliefs depend upon other beliefs that may or not have been made explicit</i>).
	Begin to recognize and appreciate instances of critical thinking as exemplified by individuals or groups (e.g., in classroom interactions, discussions, stories, articles, or on radio and television).
4. Developing Critical Thinking Abilities	
Foundations	
	Develop the understanding that memory can be fallible and know and use ways to verify individual’s memory of an experience.
	Understand the need for <i>accurate</i> records and develop appropriate ways to record observations, ideas, information, and questions.
	Develop the abilities to classify ideas using a variety of <i>criteria</i> .
	Recognize, reproduce, and create complex patterns of all types (e.g., visual, auditory, linguistic patterns).
Critical Thinking Skills/Abilities²²	
	Distinguish between <i>true, untrue, and partially true</i> statements.
	Develop the ability to give directions, ask questions, and/or share information clearly and accurately.
	Begin to recognize when it is necessary to <i>clarify</i> the meaning of terms and concepts and develop ways to do so.
	Develop the ability to <i>clarify</i> problems (e.g., What is this disagreement about? Why is this concern important?).
	Develop the ability to distinguish between <i>facts, opinions, and preferences</i> .
	Begin to recognize a particular preference, opinion, or point of view within discussions, and/or written material.
	Question opinions for their <i>backing</i> (e.g., What reasons do you have for believing that? What evidence can you provide for that opinion?).
	Question whether a <i>cause and effect</i> relationship exists and seek further <i>evidence</i> before drawing a conclusion.
	Show openness to sounder arguments, more accurate information, and/or stronger evidence.

²² Refer also to the Integrated learning objectives for *Communitarian Thinking and Dialogue*.

	Develop the abilities to question the <i>appropriateness</i> of actions in relation to their purpose/s and context. ²³
	Change her/his mind when this is warranted.
5. Understanding and Valuing Creativity	
	Experience consistent opportunities and support for imaginative activities, creative processes, and the use of the imagination in learning activities.
	Begin to understand attributes of creative thinking such as <i>originality</i> , <i>flexibility</i> , <i>generation of many ideas (fluency)</i> , and <i>openness</i> .
	Begin to understand that something can be described as a <i>creative</i> thought or action when it involves: <ul style="list-style-type: none"> • putting ideas and elements together in own unique fashion within a creative process • development of something original to an individual in the sense of it originating from the individual's unique sense of the world and her/his authentic personal expression • development of something original or new to a peer or cohort group • development of something original and of worth in a more universal sense.
	Understand that everyone has creative abilities in some form and that creative abilities can be enhanced with appropriate support.
	Begin to understand that creative abilities differ dependent upon the subject area or field in which they are used.
	Begin to understand that creativity can be an attribute of an individual or of a group working together.
	Begin to develop a profile of a creative individual as someone who may have some/all of the following personal qualities and characteristics: <ul style="list-style-type: none"> • curiosity • courage and the ability to take risks • tendency to question • willingness to go against the ideas of the group • non-conforming or unconventional ideas or behaviours • strong commitment to particular personal or cultural values • the ability to persevere in the face of obstacles • willingness to practise and improve skills and abilities in an area of interest.
	Begin to understand some factors that support or restrict creative development including understanding that: <ul style="list-style-type: none"> • ridicule can stifle creative thinking and respect and consideration can enhance it • one's own negative thinking and discouraging thoughts can be a deterrent to creative thinking • belief in self and one's own ideas is necessary to creative development • creative ideas and products are the result of both imagination and spontaneity, and continuous effort and sustained thinking • creative skills and abilities can be improved through practice and with support.
	Begin to understand that creativity is essential to human survival and to appreciate the many ways that creative thinking contributes to daily life (e.g., building houses using only materials that are available locally or substituting new materials when others are in short supply, inventing a game).
	Begin to recognize and appreciate the use of creativity demonstrated by persons in fiction and non-fiction books and other media, and classroom experiences.
	Begin to support the creative development of self and others: <ul style="list-style-type: none"> • develop a belief in self, own ideas, and creative abilities • begin to understand and activate personal motivations for creative work • develop the desire and preparation needed to achieve a personal goal • begin to use problems or challenges as a motivation to exercise imagination and creativity • begin to develop humour and the ability to see the comic within and use humour appropriate to difficult situations • develop ways to make repetitive tasks more interesting and/or challenging²⁴ • decrease negative or discouraging self talk and increase positive affirmations (i.e., develop a "can do" attitude) • develop the abilities and disposition to respond sensitively to the ideas or products of others.

²³ This objective also supports development of the abilities to think contextually.

²⁴ This is also a generative skill/ability.

6. Developing Creative Abilities	
Foundations	
	Extend her/his abilities to: <ul style="list-style-type: none"> • show curiosity and interest in the world • use all of the senses to explore, experiment, create, and interact with the environment • calm oneself, focus, and concentrate.
Intuitive, Imaginative, and Expressive Abilities	
	Extend her/his abilities to: <ul style="list-style-type: none"> • appreciate and develop a sense of awe and wonder in relation to the complexity, beauty, power, or magnificence of life • develop an appreciation of aesthetic qualities of natural phenomena and created products (e.g., <i>intricacy, detail, symmetry</i>) • show sensitivity and respect for phenomena being explored or used in creative activities • visualize objects, people, and places both real and imaginary • design and construct original²⁵ objects that are useful, attractive, and/or personally meaningful.
	Demonstrate self knowledge and awareness of own feelings and interests.
	Begin to use creative abilities to imagine: <ul style="list-style-type: none"> • self as the person s/he would like to become • different images of self , different purposes and roles s/he might fulfil, and envision different possibilities for her/his future.
	Initiate creative activities that have personal relevance and meaning, and contribute to group creative endeavours.
	Begin to develop to skills/abilities associated with learning and perfecting a craft (e.g., focus, concentrate, organize, discriminate, practise, reflect).
Generative Skills/Abilities (Fluency, Elaboration, Flexibility)	
	Develop a range of ideas through use of individual and group brainstorming, drawing, manipulating objects, and acting ideas out using people and things.
	Perceive many facets of an object, image, or person.
	Develop many ways to represent her/his learning, ideas, or feelings, respond to tasks, and solve problems.
	Extend abilities to generate a number of alternative classification systems for the same collection of objects or ideas.
	Develop abilities to translate an idea or concept from one medium into another (e.g., words into movement, picture into music, directions into a diagram).
	Add details, change, remove, combine, or separate elements to create new or improved objects, designs, patterns, relationships, or ideas.
	Begin to relate or apply ideas and experiences from one subject or event to another.
	Imagine and discuss a situation or event from more than one perspective.
	Demonstrate the ability and desire to grow and change.
	Show interest in and appreciation for diversity, difference, or uniqueness.
	Develop the courage to be true to her/his ideas or feelings even when they appear to differ from conventional norms or ideas of rest of class/group.
	Demonstrate the ability to change or improve ideas or constructed objects and/or start over when a new idea appears to be more workable.
	Begin to show an understanding of and comfort with <i>complexity</i> .
	Begin to develop the abilities to create and use <i>similes</i> and <i>analogies</i> to describe characteristics and qualities of living and non-living things, events/experiences, feelings, or ideas.
	Seek and make connections between seemingly unrelated objects, ideas, or experiences.

²⁵ "Original" should be understood as having the qualities of authenticity and personal expression stemming from the use of own ideas and self understanding, and as *original to that particular student and/or cohort group*, but not necessarily original in any more universal sense.

7. Central Learning Processes	
	Participate in problem-solving and decision-making discussions in ways that support the development of several ideas or alternatives.
	Develop many ways to demonstrate and/or represent what has been learned.
	Know and use several ways to find out something of personal interest.
	Design simple experiments to test beliefs about cause and effect.
	Begin to draw connections or see relationships within and/or between ideas, objects, or experiences (e.g., recognition that someone's behaviour is "just like" someone in a familiar story).
	Begin to interpret and create simple concept maps and other representations that show relationships between ideas.
	Begin to develop the ability to evaluate alternatives for their feasibility ("Might that work in our classroom?", "What else would we need to make that idea work for us?")
	Begin to understand that complex problems are never completely solved and work towards "best alternative/s for now" as opposed to "final" solutions.
	Begin to demonstrate <i>open-mindedness</i> in group problem-solving processes, class discussions, and other learning situations.
	Begin to understand that creative, inquiry, and problem-solving processes are human inventions that can be adapted to fit particular needs rather than ones that must be followed "lock-step".
8. Thinking Contextually	
	Begin to realize that other people's ideas and values may differ from one's own due to their differing life experiences.
	Develop understanding of the feelings, needs, and interests of others and the ability to incorporate these into her/his perspective regarding a particular situation.
	Begin to question the reasons and/or motives behind specific actions of others encountered in stories, films, and daily life.
	Continue to develop understanding of the concepts of "part" and "whole" and begin to understand the idea of a " <i>context</i> " as a larger whole made of parts (or sub-wholes) that are also "wholes" in themselves.
	Develop the understanding and abilities to distinguish between social, natural, and constructed phenomena and begin to develop understanding of and abilities to develop processes to study these phenomena that are congruent with their different natures.
	Begin to distinguish between quantitative and qualitative aspects of reality and the different ways these are "measured" or described (e.g., difference between measuring distances and describing the intensity of a feeling).
	Demonstrate the understanding that templates and models are forms of simplification and the abilities to distinguish between templates or models and real living and non-living things.
	Demonstrate the abilities to make comparisons based in those physical, personal, and or aesthetic characteristics and qualities most appropriate to the phenomena being compared.
	Develop the understanding that many problems have more than one solution and that there are often several ways to accomplish a task, and/or achieve a goal.
	Develop the ability to draw connections or see relationships within and/or between ideas or objects.
	Develop the abilities to question the appropriateness of actions in relation to the purpose/s they are intended to serve.
	Begin to appreciate the importance of the historical dimension in understanding the present.
	Begin to understand that there are many aspects of life in which one cannot achieve certainty.

Checklist for Grades 6-9 CCT Learning Objectives

In the context of subject area learning and school and classroom routines and relationships the student will experience a climate of openness, mutual respect, and support for undertaking creative and critical thought.

1. Metacognition	
	Develop understanding of her/his thinking processes and those of others (e.g., know her/his preferred methods for thinking and representing thinking such as manipulation of concrete objects or drawing a diagram of that which s/he is trying to understand).
	Develop understanding of her/his perceptual abilities (e.g., strengths and weaknesses related to particular abilities, ways perceptions are influenced by past events or preferences).
	Develop understanding of <i>reflection</i> as a thinking process focused on achieving a better understanding of a topic/concept by clarifying what one believes, feels, knows, and does not know about it.
	Continue to develop understanding ²⁶ of formal language related to thinking and begin to integrate it into own thinking processes (e.g., <i>argue/argument, assume/assumption, contradiction, consistency, hypothesize, fact/factual, category, attribute, concept, quality, theory, conclusion</i>).
	Begin to evaluate her/his own thinking processes: <ul style="list-style-type: none"> • recognize when s/he does not actually <u>understand</u> something but rather has merely memorized it • distinguish between what s/he actually <u>knows</u> and what s/he merely <u>believes</u>²⁷ • consider if the topic upon which thought is focused is one that is related to particular strongly-held attitudes or values of hers/his that might limit the ability to be open to all possibilities • question her/his ideas for the possibility that they may contain <i>bias</i> or be based more in <i>prejudice</i> than fact • question an idea or solution for its completeness • recognize when s/he may be <i>oversimplifying</i> or <i>overgeneralizing</i> and make appropriate qualifications • recognize those situations/ideas in which more than one <i>reasonable</i> viewpoint exists or to which several different perspectives could be applied • question whether s/he has thought of all possible alternatives • seek sources of knowledge/understanding.
	Develop understanding ²⁸ of the different thinking abilities or forms of intelligence that humans possess (e.g., <i>logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, linguistic</i>).
2. Influences on Thinking	
	Develop understanding of the relationships between feelings, attitudes, values, thoughts, and behaviours and the idea that our thinking is both influenced by and can influence others.
	Develop understanding of the tendency in humans to shape arguments in ways that might best meet their own needs and wants (e.g., recognize when someone is shaping an argument in such a way as to gain/maintain greater personal power over others).
	Explore, discuss, and describe the many ways thinking is influenced both externally (e.g., peer pressure) and internally (e.g., fear of failure that stems from past experience).
	Develop understanding of the ways that perceptions and perceptual abilities influence thinking (e.g., understand that witnesses to an event see or hear different things, have different memories of it, or perceive its meaning in different ways).
3. Understanding and Valuing Critical Thinking ²⁹	
	Understand the concept of “ <i>argument</i> ” as it applies within the context of critical thinking.
	Develop understanding of “ <i>critical thinking</i> ” as a way to strengthen thinking abilities and evaluate ideas, information, beliefs, and arguments (i.e., using standards such as <i>clarity, accuracy, completeness, relevance</i>).

²⁶“Understanding” does not imply memorization; rather, it is developed through teachers using the terminology frequently and consistently in a variety of concrete situations as well as within discussions and concept development activities.

²⁷This distinction is in relation to the realm of information and ideas that can be verified through logic and empirical evidence and should not be confused with the concept of “belief” as it is applied within religious traditions.

²⁸See footnote #26 above.

²⁹See also, *Communitarian Thinking and Dialogue* in Appendix C.

	Develop the understanding that creative abilities support critical thinking and are used within critical thinking processes.
	Develop understanding of typical behaviours of a <i>critical thinker</i> including that s/he: <ul style="list-style-type: none"> • is not easily fooled or manipulated • asks questions when uncertain • takes the time to think things through • seeks evidence or “proof” • draws upon creative skills/abilities to strengthen thinking • recognizes <i>complexity</i> (e.g., understands when something or some aspect of life <u>cannot</u> be described in “black and white” terms, or when there are several approaches to a problem) • values knowledge and the use of reason (i.e., unbiased, logical, evidence-based thinking).
	Develop understanding of and appreciation for the intellectual virtues needed for scholarship (e.g., <i>perseverance, open-mindedness, courage, integrity, fair-mindedness</i>).
	Develop a profile of a “ <i>fair-minded</i> ” <i>critical thinker</i> as one who, in addition to the typical critical thinking abilities, also exemplifies the following characteristics and qualities: <ul style="list-style-type: none"> • is honest (including with self) • has the courage to think for her/himself and to stand up for the strongest idea or argument even when this is not the popular view • is <i>compassionate</i> and <i>empathetic</i> • values and works for greater <i>social justice, sustainability</i>, and planetary health • seeks to understand long and short-term consequences of actions • values knowledge and the use of reason to find the fairest, most <i>equitable</i> solutions for all.
	Begin to develop knowledge of some common errors related to thinking: <ul style="list-style-type: none"> • pretending to know rather than admitting a lack of knowledge and seeking information • tendency to develop the same pattern of <i>bias</i> in most situations (e.g., bias for or against change, bias for or against majority/minority) • either/or (<i>dualistic</i>) thinking in relation to complex situations or phenomena • employing a <i>double standard</i> in relation to arguments (i.e., not criticizing or ignoring faulty thinking in an argument with which we agree) • <i>over-generalizing</i> or <i>stereotyping</i> • <i>over-simplifying</i> • <i>assuming more than is warranted</i> (i.e., taking too much for granted).
	Develop the understanding that a body of knowledge or “facts” can change as new knowledge is constructed and sounder understanding is achieved.
	Begin to develop the understanding of and abilities to describe and distinguish between uncritical, selfish, or <i>self-serving critical thinking</i> and <i>fair-minded critical thinking</i> .
	Begin to develop understanding of and the ability to apply the critical thinking criteria of <i>consistent</i> and <i>significant</i> to ideas, statements, or arguments.
	Develop understanding of the meaning and importance of criteria for evaluating sources of information (e.g., <i>credible, useful, comprehensive, fair/unbiased</i>).
	Develop understanding of the concepts of “ <i>assumption</i> ” and “ <i>contradiction</i> ” as they are used in formal logic.
	Begin to develop understanding of the meaning of “ <i>logical</i> ” and its use as a critical thinking criterion.
	Recognize and appreciate instances of critical thinking as exemplified by individuals or groups (e.g., in classroom interactions, discussions, stories, articles, or on radio).
	Begin to understand and appreciate the contributions of “fair-minded” critical thinkers to daily life (e.g., expose underlying motives, see long and short-term consequences).
4. Developing Critical Thinking Abilities	
	Apply critical thinking criteria of <i>clarity, accuracy, completeness, relevance, and importance</i> to ideas, information, beliefs, or arguments.
	Develop the abilities to evaluate sources for their overall adequacy and select sources most relevant, useful, and appropriate to a particular purpose.
	Begin to develop the ability to analyze an <i>argument</i> for its conclusions and the reasons for its conclusions.
	Begin to develop the ability to recognize irrelevant aspects of an argument.
	Give and seek evidence when assessing truth claims.

	Recognize when it is necessary to clarify the meaning of terms and concepts, and contribute to their clarification.
	Question the appropriateness of actions in relation to their purpose and context.
5. Understanding and Valuing Creativity	
	Experience consistent opportunities and support for imaginative activities, creative processes, and the use of the imagination in learning activities.
	<p>Continue to develop understanding of <i>creativity</i> as being related to:</p> <ul style="list-style-type: none"> • the use of the imagination and intuition • the generation or development of ideas • designing, producing, making, or adapting a range of concrete objects or mental phenomena according to one's own ideas and/or standards • seeing connections or drawing relationships between ideas, objects, and events <p>and of creative processes as including:</p> <ul style="list-style-type: none"> • experimenting and "playing with" ideas and elements • decision making and problem solving • reflection and revision.
	<p>Extend understanding of <i>creativity</i> to incorporate knowledge of ways that it differs within and across individuals and groups:</p> <ul style="list-style-type: none"> • develop the understanding that creative abilities differ dependent upon the subject area or field in which they are used • understand that creativity can be an attribute of an individual or a group • begin to understand that the standards for creative products such as artworks vary across time and place and that individuals or groups may value different types of creative abilities.
	Develop understanding of attributes of <i>creative thinking</i> such as <i>originality</i> , <i>flexibility</i> , <i>generation of many ideas (fluency)</i> , and <i>openness</i> .
	<p>Develop the understanding that creativity is difficult to define, that definitions vary within and across individuals and cultures, but that something can be described as a <i>creative</i> thought or action when it involves:</p> <ul style="list-style-type: none"> • putting ideas and elements together in a unique fashion within a creative process • development of something original to an individual in the sense of it originating from the individual's unique sense of the world and her/his authentic personal expression • development of something original or new to a peer or cohort group • development of something original and of worth in a more universal sense.
	<p>Develop the understanding of a creative individual as someone who may have some/all of the following personal qualities and characteristics:</p> <ul style="list-style-type: none"> • curiosity • strong intuitive and imaginative abilities • courage and the ability to take risks • tendency to question • willingness to go against the ideas of the group • non-conforming or unconventional ideas or behaviours • strong commitment to particular personal or cultural values • the ability to persevere • willingness to practise and improve skills and abilities in an area of interest.
	<p>Understand some factors that support or restrict creative development including understanding that:</p> <ul style="list-style-type: none"> • ridicule can stifle creative thinking and respect and consideration can enhance it • one's own negative thinking and discouraging thoughts can be a deterrent to creative thinking • belief in self and one's own ideas is necessary to creative development • creative ideas and products are the result of both imagination and spontaneity and continuous effort and sustained thinking • creative skills and abilities can be improved through practice and with support.
	Understand that creativity is essential to human survival and appreciate all the ways that creative thinking contributes to daily life (e.g., avoiding accidents, adapting recipes to meet health needs, repairing implements/vehicles).

	<p>Demonstrate and apply understanding of creativity and its value to support the creative development of self and others:</p> <ul style="list-style-type: none"> • demonstrate a belief in self and own ideas • understand and activate personal motivations for creative work • exhibit the desire and preparation needed to achieve a personal goal • extend knowledge of creative skills, abilities, and processes • develop willingness to explore her/his creative abilities in a variety of areas (e.g., inquiry processes, technical or mechanical invention, drama, comedy in daily life) • use problems or challenges as a motivation to exercise imagination and creativity • cultivate a sense of humour and the ability to see the comic within, and use humour appropriate to difficult situations • develop ways to make repetitive tasks more interesting and/or challenging • decrease negative thinking or discouraging thoughts/comments and increase positive ones • respond sensitively to the ideas, comments, or products of others • work to increase self confidence and support the confidence of others.
6. Developing Creative Abilities	
	Explore and discuss ways to strengthen creative abilities or “re-motivate” self if creative abilities appear to have been diminished.
Intuitive, Imaginative, and Expressive Abilities³⁰	
	<p>Develop and apply imaginative abilities to deepen understanding and increase meaning of aspects of school subjects and daily life:</p> <ul style="list-style-type: none"> • use imagination to explore the extremes and limits of human experience and/or phenomena in the natural world (e.g., most courageous act, most bizarre plant) • develop the ability to imagine or think about an aspect of life or a natural phenomena as “<i>heroic</i>”³¹ (e.g., the “<i>courage</i>” of a crocus to bloom in the spring and survive extremes of temperature, wind, snow, etc.) • develop the ability to associate themselves with the <i>heroic</i>, using the imagination to explore heroic qualities • imagine and express personal ideals and visions of how the world should be/work – exploring (through use of her/his imagination) roles that embody personal ideals • imagine oneself as an explorer, scientist, or collector as one way to understand why and how detailed information about some area of knowledge is compiled • explore in great detail some aspect of a subject area that is of personal interest and use the imagination to display/communicate these details as though there were a collection • develop her/his capacity to “humanize” knowledge or think about the human importance of some factual content through connecting it to some aspect of human life (e.g., ways it affects human life/lives, how this knowledge might be connected to human hopes, needs, fears, and interests).
	Develop the understanding of “ <i>awe</i> ” as having a sense of the mystery that underlies existence and increase her/his own capacity to experience and express awe.
	Develop the understanding of “ <i>wonder</i> ” as stemming from the perception of something as extraordinary, rare, or strange.
	Increase her/his own capacity to think of something as “ <i>wonderful</i> ” (i.e., to perceive the extraordinary in the ordinary) and to express this perception.
	<p>Begin to develop the abilities to:</p> <ul style="list-style-type: none"> • express/represent/convey aspects of life that are not easily described in discursive language (e.g., express in some form/media that which is elusive, seems contradictory, or inspires awe) • perceive and express the inner qualities of people, or other living or non-living things (e.g., <i>stillness</i>, <i>power</i>).
	Develop and extend skills/abilities associated with learning and perfecting a craft (e.g., focus, concentrate, organize, discriminate, practise, reflect).
	Demonstrate self-knowledge and awareness of own feelings and interests within creative processes s/he undertakes and/or her/his reflections on own creative processes and products.

³⁰ See Egan, K. (1992), *Imagination in teaching and learning: The middle school years* (London, ON: Althouse Press) for a full discussion of the ideas presented here. Egan develops the emphasis upon extremes and limits; the heroic; idealism, revolt, and resistance; interest in details; and the capacity to humanize knowledge from his analyses of characteristics of the imaginative interests of youth in the years between 8-15.

³¹ By “*heroic*” is intended the idea of a hero’s virtues and journey (i.e., the dispositions, abilities, and actions necessary to pursue a noble goal in the face of dangers and despite many obstacles).

	Begin to apply to own creative processes her/his understanding of the many meanings of “ <i>originality</i> ” and the ways <i>authenticity, originality, personal expressiveness, usefulness, or worth</i> are hampered or supported.
	Appreciate and develop the ability to be “true to one’s personal vision or ideas” within the creative processes s/he undertakes.
Generative Skills/Abilities (Elaboration, Flexibility, Openness)	
	Extend abilities to add details; change, remove, combine, or separate elements to create new or improved objects, designs, patterns, relationships, or ideas.
	Relate or apply ideas and experiences from one subject or event to another; seek and make connections between seemingly unrelated objects, ideas, or experiences; and begin to depict such connections within own creations.
	Demonstrate an appreciation for diversity, difference, and/or uniqueness through the ways s/he responds to artworks, products, or processes.
	Demonstrate the courage and integrity needed to stand up for rights of self and others to express ideas, and/or create products that seem to go against conventions, or opinions of the majority. ³²
	Begin to develop understanding of the meaning and uses of metaphor and apply this knowledge to achieve a better understanding of ideas in all subject areas and/or aspects of life.
	Develop the abilities to create and use similes and analogies to describe characteristics and qualities of living and non-living things, events/experiences, feelings, or ideas and to develop comparisons between phenomena.
7. Central Learning Processes	
	Understand that questioning is essential to learning and demonstrate the ability to generate relevant and personally meaningful questions in a variety of contexts.
	Develop the ability to move back and forth between critical and creative thinking within classroom discussions, and creative, inquiry, and problem-solving processes (e.g., use creative abilities to generate a number of solutions and critical abilities to develop standards for evaluating solutions).
	Develop understanding of and the abilities to design concept maps to show relationships between ideas and categories of ideas given a topic that is the focus of study or of personal interest.
	Develop the ability to evaluate alternatives for their feasibility within the constraints of particular situations (e.g., “Might that work in our community?”).
	Understand that complex problems are never completely solved and work towards “best alternative/s for now” as opposed to “final” solutions.
	Demonstrate open-mindedness and flexibility of thinking in group problem-solving processes, class discussions, and other learning situations.
	Understand that creative, inquiry, and problem-solving processes are human inventions that can be adapted to fit particular needs rather than ones that must be followed “lock-step”.
	Develop the abilities to shift from linguistic to visual, auditory, and/or other forms of representation as necessary to clarify or support understanding.
	Develop the ability to adapt learning processes to her/his needs or the demands of the particular situation (e.g., Ask for the incorporation of time for individual reflection before beginning a group brainstorming session. Use both writing and drawing to explore ideas).
8. Thinking Contextually	
	Understand that other people’s ideas and values may differ from one’s own due to differing life experiences, abilities, and interests and take this into account when analyzing and responding to the statements and/or behaviours of others.
	Demonstrate understanding of the feelings, needs, and interests of others and the ability to incorporate these into her/his perspective and responses in a particular situation.
	Question the reasons and/or motives behind specific actions of others encountered in narratives of all types.
	Question the underlying motives in and purposes of particular messages and communicative devices in advertising, politics, news, and media portrayal of events/controversies.
	Develop understanding of a “ <i>context</i> ” as a larger whole made of parts (or sub-wholes) that are also “wholes” in themselves and the ability to analyze a particular context for the ways that parts influence the whole and each other. ³³

³² This does not include a right to depict an individual or group in a disrespectful or demeaning way such as can be found in pornographic material. In cases where the borderline between acceptable and not acceptable expressions is not clear, teacher and class might study human rights laws and codes related to this area and the problems/concerns related to censorship.

³³ See *Thinking Contextually* in Appendix A for visuals and examples that support understanding of these concepts and ideas.

	Distinguish between personal, social, natural, and mechanical phenomena and begin to develop the abilities to use language, analogies, and processes appropriate to each when describing, comparing, or evaluating them.
	Distinguish between quantitative and qualitative aspects of reality and the different ways these are “measured” or described (e.g., difference between measuring distances and describing the intensity of a feeling).
	Begin to question which standards, criteria, or forms of measurement might apply to specific situations (e.g., In what ways does a dress code apply/not apply as a standard for students? Should “clarity” be a criterion for an artwork?).
	Begin to adopt multiple perspectives on complex and/or important problems (e.g., looking at an issue from the points of view of all those involved; using aesthetic, scientific, and historic lens on the same problem).
	Demonstrate the understanding that many problems have more than one solution and that there are often several ways to accomplish a task, and/or achieve a goal.
	Demonstrate the ability to draw connections or see relationships within and/or between ideas or objects.
	Develop the ability to recognize when a <i>concept</i> or <i>theory</i> is being treated as though it were a fact.
	Develop the abilities to analyze a group endeavour according to the behaviours and/or resources required and to recognize individual contributions and responsibilities within a larger context.
	Begin to understand and apply the principles of <i>reciprocity</i> and <i>mutuality</i> to social interactions and social analysis.
	Begin to understand the significant differences of meaning between myth/metaphor and “lies”, and the intentions behind different uses of myth, metaphor, and other literary or artistic devices.
	Develop appreciation for the historical dimension and its importance in coming to a fuller understanding of the present and begin to adopt an historical perspective on present situations of interest or concern.
	Begin to develop the disposition towards and practice of researching the history of a context from the point of view of more than one culture, gender, or socio-economic group.
	Develop the understanding that there are many aspects of life in which one cannot achieve certainty, and the abilities to qualify thinking and language in accordance with this understanding and remain open to further possibilities.
	Develop the abilities to maintain open-mindedness and flexibility and appreciate the role of <i>doubt</i> when involved in conflict, theorizing, or social problem solving.

Checklist for Grades 10-12 CCT Learning Objectives

In the context of subject area learning and school and classroom routines and relationships, the student will experience a climate of openness, mutual respect, and support for undertaking creative and critical thought.

1. Metacognition	
	Demonstrate understanding of <i>reflection</i> as a thinking process focused on achieving a better understanding of a topic/concept by clarifying what one believes, feels, and knows, or does not know about it.
	<p>Demonstrate understanding of and abilities to evaluate and improve her/his own thought processes and contribute to the improvement of thinking of others:</p> <ul style="list-style-type: none"> • recognize when s/he does not actually <u>understand</u> something but rather has merely memorized it • distinguish between what s/he actually <u>knows</u> from what s/he merely <u>believes</u>³⁴ • consider if the topic upon which thought is focused is one that is related to particular strongly-held attitudes or values of hers/his that might limit the ability to be open to all possibilities • question her/his ideas for the possibility that they may contain bias or be based more in prejudice than fact • question an idea or solution for its completeness • recognize when s/he may be <i>over-simplifying</i> or <i>over-generalizing</i> and make appropriate qualifications • recognize those situations/ideas in which more than one reasonable viewpoint exists or to which several different perspectives could be applied³⁵ • question whether s/he has thought of all possible alternatives • seek sources of knowledge/understanding • correct the tendency to engage in right/wrong or either/or forms of thinking in relation to complex problems and social or aesthetic situations or phenomena.
2. Influences on Thinking	
	Develop understanding of <i>egocentric, ethnocentric, sociocentric, androcentric, and anthropocentric</i> ³⁶ perspectives and the ways they influence persons' abilities to think deeply, clearly, and fairly.
3. Understanding and Valuing Critical Thinking ³⁷	
	Understand the concept of " <i>argument</i> " as it applies within the context of critical thinking.
	Develop understanding of " <i>critical thinking</i> " as a way to strengthen thinking abilities and evaluate ideas, information, beliefs, and arguments (i.e., using standards such as <i>clarity, accuracy, completeness, and relevance</i>).
	Understand that creative abilities support critical thinking and are used within critical thinking processes.
	Understand, appreciate, and demonstrate the intellectual values/virtues needed for good scholarship (e.g., <i>perseverance, open-mindedness, courage, integrity, fair-mindedness</i>).
	<p>Understand that a "<i>fair-minded</i>" <i>critical thinker</i>³⁸ is one who demonstrates the typical critical thinking abilities and also exemplifies the following characteristics and qualities:</p> <ul style="list-style-type: none"> • is honest (including with self) • has the courage to think for her/himself and to stand up for the strongest idea or argument even when this is not the popular view • is compassionate and empathetic • values and works for greater social justice, sustainability, and planetary health • seeks to understand long and short-term consequences of actions • values knowledge and the use of reason not only to meet own needs but also to find the fairest, most equitable solutions for all.

³⁴ This distinction is in relation to the realm of information and ideas that can be verified through logic and empirical evidence and should not be confused with the concept of "belief" as it is applied within religious traditions.

³⁵ This is also an objective of *Thinking Contextually*.

³⁶ See *Thinking Contextually* in Appendix A for a definition of these forms of bias.

³⁷ See also learning objectives related to *Communitarian Thinking and Dialogue*.

³⁸ See Appendix A for *Forms of Critical Thinking*.

	<p>Develop understanding of common errors related to thinking:</p> <ul style="list-style-type: none"> • pretending to know rather than admitting ignorance and seeking information • tendency to develop the same pattern of bias in most situations (e.g., bias for or against change, bias for or against majority/minority) • either/or thinking in relation to complex situations and phenomena • employing a double standard in relation to arguments (i.e., not criticizing or ignoring faulty thinking in an argument with which we agree) • overgeneralizing or stereotyping • oversimplifying • assuming more than is warranted (i.e., taking too much for granted) • using <i>circular arguments</i>.
	Understand that knowledge is <i>socially constructed</i> ³⁹ and demonstrate the understanding that a body of knowledge or “facts” can change as new knowledge is developed and sounder understanding is achieved.
	Recognize and appreciate instances of critical thinking as exemplified by individuals or groups (e.g., in classroom interactions, discussions, stories, articles, or on radio).
	Understand and appreciate the contributions of “fair-minded” critical thinkers to daily life (e.g., expose underlying motives, see long and short term consequences).
4. Developing Critical Thinking Abilities	
	Understand, describe, and distinguish between <i>uncritical, selfish or self-serving critical thinking, and fair-minded critical thinking</i> .
	Understand and apply critical thinking criteria of <i>clear, accurate, complete, relevant, logical, consistent, and important/significant</i> to ideas, information, beliefs, or arguments.
	Develop the ability to analyze an argument for its conclusions and the reasons for its conclusions.
	Develop the ability to recognize irrelevant aspects of an argument.
	Demonstrate the abilities to evaluate sources for their <i>credibility, usefulness, relevance, comprehensiveness, fairness, lack of bias, and overall adequacy</i> to meet a specific need.
	<p>Extend abilities to:</p> <ul style="list-style-type: none"> • give and seek evidence when assessing truth claims • clarify the nature of a problem and the meaning of terms and concepts.
	Demonstrate the ability to question the appropriateness of actions in relation to their purpose/s and context.
5. Understanding and Valuing Creativity	
	Experience consistent opportunities and support for imaginative activities, creative processes, and the use of the imagination in learning activities.
	<p>Demonstrate understanding of <i>creativity</i> as being related to:</p> <ul style="list-style-type: none"> • the use of the imagination and intuition • the generation or development of ideas • designing, producing, making, or adapting a range of concrete objects or mental phenomena according to one’s own ideas and/or standards • seeing connections or drawing relationships between ideas, objects, or events <p>and of creative processes as including:</p> <ul style="list-style-type: none"> • experimenting and “playing with” ideas and elements • decision making and problem solving • reflection and revision.
	Demonstrate an understanding of the ways that the adjective <i>creative</i> is used, the characteristics of <i>creative thinkers</i> , and the attributes of <i>creative thinking</i> – that take into account the different ways it can be/has been manifested by individuals across time and cultures.
	Understand that the standards for creative products such as artworks vary across time and place, and individuals or groups may value and develop different types of creative abilities.

³⁹ This means that knowledge is developed by humans for particular reasons and in particular contexts and is thus, influenced by the norms, values, and overall state of knowledge of that time and place.

	Develop an awareness of the boundaries or frameworks within an art form, genre, or field that place some restrictions upon what can be done while still staying within the limits of the particular art form or field.
	Demonstrate appreciation of <i>creative thinking</i> through: <ul style="list-style-type: none"> recognizing and describing examples of creative thinking/achievements of individuals and groups from subject area content and daily life explaining why a particular idea or action seems “creative” and how it benefits/might benefit self, others, or the world supporting the creative thinking and endeavours of self and others⁴⁰.
6. Developing Creative Abilities	
	Continue to explore and discuss ways to strengthen creative abilities or “re-motivate” self if creative abilities appear to have been diminished.
Intuitive, Imaginative, and Expressive Abilities⁴¹	
	Continue to develop and apply imaginative abilities to deepen understanding and increase meaning of aspects of school subjects and daily life: <ul style="list-style-type: none"> extend her/his capacities to “humanize” knowledge or think about the human importance of some factual content through connecting it to some aspect of human life (e.g., ways it affects human lives, how this knowledge might be connected to human hopes, needs, fears, and interests) develop the ability to find or create a central image or metaphor for a body of content (i.e., a visual image, poetic or musical phrase, etc. that expresses important features, recurring themes/patterns, and/or central purposes of a topic).
	Develop the ability to express aspects of life that are not easily described in discursive language (e.g., express that which is difficult, elusive, tragic, beautiful, joyous, or awe-inspiring).
	Use imaginative and intuitive abilities to express her/his sense of connectedness and interdependence with others, including other life forms/forces.
	Develop abilities to perceive and express the inner qualities of people, and other living and non-living things (e.g., <i>loneliness</i> , <i>harmony</i>).
	Continue to develop and extend skills/abilities associated with learning and perfecting a craft (e.g., focus, concentrate, organize, discriminate, practise, reflect).
	Use self knowledge and awareness of own feelings/emotions in developing the motivation and purpose necessary to design, undertake, and complete creative projects and achieve creative growth.
	Apply to own creative processes her/his understanding of the many meanings of “ <i>originality</i> ” and of the ways that the qualities of <i>authenticity</i> , <i>originality</i> , <i>personal expressiveness</i> , <i>usefulness</i> , or <i>worth</i> are hampered or supported.
	Appreciate and develop the ability to be “true to one’s personal vision or ideas” within the creative processes s/he undertakes.
Generative Skills/Abilities	
	Extend her/his abilities to: <ul style="list-style-type: none"> relate and apply ideas/experiences from one subject area or creative project to another seek, make, and describe connections between seemingly unrelated objects, ideas, and experiences depict relationships and connections that s/he has perceived within own responses/creations.
	Develop understanding of the meaning and uses of metaphor and the abilities to recognize, create, and use metaphors to understand ideas, represent learning in all subject areas, and/or express ideas and experiences.
	Develop imaginative powers through applying understanding of the role of mythology in cultures past and present to the creation of new myths.
	Continue to develop appreciation for diversity and originality and the abilities to stand up for the rights of self and others to achieve and express personal visions, or express ideas and create products that appear to go against present norms, conventions, or opinions of society. ⁴²

⁴⁰ See the list of ways to support creative development in the CCT Learning Objectives for Grades 6-9.

⁴¹ See Egan (1992), *Imagination in teaching and learning: The middle school years* for a full discussion of the ideas presented here.

⁴² This does not include a right to depict an individual or group in a disrespectful or demeaning way such as can be found in pornographic material. In cases where the borderline between acceptable and not acceptable expressions is not clear, teacher and class might study human rights laws and codes related to this area and the problems/concerns related to censorship.

7. Central Learning Processes	
	Demonstrate the ability to move back and forth between critical and creative thinking within classroom discussions, and creative, inquiry, and problem-solving processes.
	Use critical and creative thinking abilities to develop and/or evaluate a variety of forms of concept maps and other representations that show main ideas of a topic/area and the relationships between them.
	Demonstrate the ability to shift between linguistic, visual, auditory, and/or other forms of representation as necessary to support understanding.
	Demonstrate the ability to adapt learning processes to her/his needs or the demands of the particular situation.
	Develop the abilities to recognize, appreciate, respond to, and represent the complexity and <i>multi-dimensionality</i> of reality and to critique oversimplified/generalized, or one-dimensional depictions of an aspect of human life.
8. Thinking Contextually	
	Demonstrate understanding of a “ <i>context</i> ” as a larger whole made of parts (or sub-wholes) that are also “wholes” in themselves and the ability to analyze a particular context for the ways that parts influence the whole and each other ⁴³ .
	Distinguish between personal, social, natural, and mechanical phenomena and develop the abilities to use language, analogies, and processes appropriate to each when describing, comparing, or evaluating them.
	Recognize the uses and limitations of analogies.
	Question which standards/criteria might best be applied in specific situations and contribute to the development of appropriate, fair, and equitable standards consistent with the nature of particular contexts (e.g., achievement standards for multi-age teams in a community sports event).
	Develop the ability to look at something from several perspectives or theoretical frameworks (e.g., personal interest, historical, ecological, economic, religious).
	Continue to demonstrate the ability to draw connections or see relationships within and/or between ideas or objects.
	Recognize when a concept or theory is being treated as though it were a fact (e.g., The truth of the statement, “America is a <i>free</i> country” depends upon the meaning of the concept “ <i>free</i> ”. “Decreasing corporate taxes will increase the number of new jobs a corporation generates” is a theory not a fact).
	Demonstrate the abilities to analyze a group endeavour according to the behaviours and/or resources required and to recognize individual contributions and responsibilities within a larger context.
	Understand, appreciate, and explain the need for <i>reciprocity</i> and <i>mutuality</i> in human relationships and recognize instances when it is present/not present within social interactions.
	Develop understanding of the significant differences between myth/metaphor and the use of personal voice and “lies” and the intentions behind different uses of myth, metaphor, and other literary and artistic devices.
	Appreciate the importance of the historical dimension in understanding the present and adopt an historical perspective on present situations of interest or concern.
	Develop the disposition towards and practice of researching the history of a context from the point of view of more than one culture, gender, or socio-economic group.
	Demonstrate the understanding that there are many aspects of life in which one cannot achieve certainty and the abilities to qualify thinking and language in accordance with this understanding and remain open to further possibilities.
	Maintain open-mindedness and flexibility and appreciate the role of <i>doubt</i> when involved in conflict, theorizing, or social problem solving.

⁴³ See *Thinking Contextually* in Appendix A for visuals and examples that could be used with students in order to develop this understanding.

Guidelines for Developing Critical and Creative Thinking

Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: PreK – Grade 3

Guidelines⁴⁴

The headings in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of CCT.

1. Understand:

The development of critical and creative abilities helps children fulfill their needs to:

- think for themselves, and question and evaluate ideas, opinions, media presentations, behaviours, and social situations
- anticipate and solve personal, social, and moral problems
- strengthen their understanding in all subject areas
- see relationships and understand motivations
- focus their attention
- develop self reliance
- entertain themselves in productive ways and find meaning in daily life
- become lifelong learners.

Critical Thinking

Understand that:

- children of all ages can think critically when they have powerful and personal reasons to do so
- children's critical thinking abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- thinking critically often involves questioning and/or challenging the ideas of others – this requires a safe and supportive environment
- children can learn to question and challenge ideas in a respectful manner
- the development of critical thinking abilities is supported by the use of larger and deeper questions (ones that seek the “why” of things) and restricted by an emphasis on right/wrong answers
- the abilities to work with ambiguity and complexity are supported through the use of real life problems and limited by tasks of a more artificial and contrived nature.

Creative Development

Understand that:

- **all** children have creative abilities and individual children's creative abilities may be naturally demonstrated more strongly in some subject areas or aspects of life than others
- creative abilities develop from internal, personal motivations rather than through the use of external rewards
- creative thinking can be supported by learning particular skills, abilities, and technical processes but this, by itself, will not guarantee creative development – skills must be integrated into personally meaningful projects of a more sustained nature
- tasks of a trivial, superficial, or contrived nature tend to stifle creativity
- competitive activities tend to work against the atmosphere needed to support the creative development of *all* children
- creative activities involve time to look both inward and outward for ideas and sources of inspiration.

⁴⁴ The guidelines in this section also support the development of Integrated CCT and PSD objectives.

Critical and Creative Thinking

Children's abilities to think critically and creatively depend upon their:

- awareness of their own thinking
- development of self knowledge
- awareness of many types of thinking abilities and ways "good" thinking is demonstrated
- belief in their ability to improve their thinking and strong internal motivation to do so

And their being provided with:

- opportunities to think *with* others
- exposure to both explicit teaching of thinking skills/abilities and opportunities to see them modeled
- a safe, welcoming, and comfortable environment
- support from teachers who believe in the ability of every child to learn and grow.

2. Provide:

- opportunities for exploring, wondering, creating, and interacting
- activities that have both openness and structure
- learning centres that are purposeful, related to children's interests, and responsive to children's ideas
- experiences and support for children to think *with* others and learn respectful speaking and listening behaviours⁴⁵
- a wide variety of materials (natural materials, found objects, collections, as well as manufactured learning materials)
- occasions for children to choose what they will do/learn, which materials they will use, and with whom they will work
- adequate time for structured play or use of learning centres
- a quiet area where children can go to think, imagine, or wonder
- opportunities to use the community and natural environments as places to learn.

3. Find many ways to:

- create a puzzling or surprising experience that gets attention and causes children to think and question
- evoke wonder and reflection
- incorporate activities of an *open*⁴⁶ nature and a focus on understanding concepts rather than acquiring facts
- draw children's attention to the many types of thinking abilities they and others have and the many ways that people demonstrate their thinking (movements, spoken language, artworks, friendships)
- value and appreciate children's questions and ideas, and connect to children's interests
- incorporate natural materials (e.g., sand, water, stones, twigs, shells, clay, wool)
- interact with and care for living things
- experience the outdoors in a variety of local settings
- use the playground and community as a classroom
- use real objects or experience real phenomena instead of looking at pictures of objects/phenomena
- give children some ownership of the creating process they use to produce a design, model, object, artwork, or response to their learning (e.g., the order in which they do things, how they will attach the parts of a model)
- incorporate role playing related to subject area themes

⁴⁵ These experiences and supports lay the foundation for children to participate in dialogue and develop Communitarian Thinking and Dialogue abilities. See Appendix C and the Integrated Objectives.

⁴⁶ "Open" in this instance means activities that have several possible approaches and solutions as opposed to a single correct process or solution. "Open" is also intended to mean open to student direction and supportive of full student involvement.

- ask open-ended questions and focus on “big ideas”⁴⁷
- develop children’s awareness of patterns and relationships (e.g., in the natural environment, in clapping sequences, in stories)
- show your own enthusiasm for learning.

4. Limit or Avoid:

- the use of stereotypical images (e.g., cartoon type pictures instead of real objects and photographs) and templates (wooden/plastic copies of living things that are often used for tracing their outline as a way to draw)⁴⁸
- production line type of activities where all children are expected to make exactly the same product in exactly the same way
- evaluative comments of a general nature (e.g., good, nice)
- evaluating or judging one child’s ideas, behaviours, or creations by comparing them with those of another class member
- competitive games/activities – particularly those in which students compete with each other as opposed to themselves and those which incorporate time limits or focus on “getting the answer first”
- questions that seek a “right” answer or imply one “best” answer
- monopoly of discussion time by any one individual (teacher or student).

5. Develop CCT abilities through your responses and interactions by:

- appreciating unique perspectives
- valuing genuine questions
- showing respect to all, and modeling respectful behaviours (particularly in heated moments)
- modeling and teaching the skills/abilities needed for democratic discussion and dialogue (e.g., being respectful, being concise, *really* listening)
- developing your abilities to appreciate specifics rather than offering general praise
- having many ways to respond to children’s work/creations
- responding to many aspects of students’ work
- valuing children’s work/creations for their power, uniqueness, and simplicity as well as for their detail, intricacy, or beauty⁴⁹
- asking about intentions, meanings, and methods rather than assuming you know what a child has made, what meaning it holds for them, or how they set about it
- respect a child’s desire not to discuss their ideas/creations.

6. A few Starting Points for Reflection⁵⁰

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about thinking.

¶

*“[In relation to thinking] two challenging questions might be, ‘What is intelligence?’ and ‘Where is Intelligence?’ We have all heard too much about the first one, and most of us are pretty tired of answers that talk only about IQ. The second one is much more interesting. Most of us take it for granted that intelligence is in the head, buried somewhere in the brain But a provocative contemporary position says something quite different: Intelligence is **distributed**. Our intelligence, in the sense of how well we function as thinking and understanding organisms, spreads out from the mind to include physical, social, and symbolic support systems. We operate more intelligently because we make use of things like notepads and computers; because we think together with other*

⁴⁷ “Big ideas” are those ideas in each subject area that are central to understanding the relevant and more specific information in the area of interest. They are the more important ideas, issues, or concerns – ones that promote deeper thinking and stronger understanding. For a full discussion of the use of “big ideas” and many examples from all subject areas see Wassermann’s (1990) *Serious Players in the Primary Classroom*.

⁴⁸ In situations where imitations must be used instead of real objects/phenomena, be sure to question the ways that these differ from the things they are intended to portray.

⁴⁹ Conceptions of “beauty” are relative to persons and cultures. Children should be encouraged to explore many conceptions of beauty and to develop their own ideas and taste. A teacher’s sense of beauty might be shared but should not be imposed – particularly as “**a/the**” standard.

⁵⁰ Material in italics is quoted verbatim.

people; and because we employ language, mathematics, and other symbol systems to guide and focus our thinking and understanding. (Emphasis added). The implications of this for teaching and learning include that intelligence is not fixed but rather can be improved and extended given the right sort of environment. (Tishman, S. and Andrade, A., 1997, p. ix)

▮

Creativity is a maturational process that unfolds through a combination of inborn talent and exposure to encouragement, opportunities, and respected role models. Creativity's fullest bloom occurs when individuals are motivated by internal reasons, such as curiosity, determination, and passion, rather than for external rewards, such as praise, recognition, and good grades. (Marks-Tarlow, T., 1996, p. x)

▮

Originality does not mean being unlike the past or unlike the present; it means being the origin, acting out of your own centre. Out of your spontaneous heart you may do something reminiscent of the very old, and it will be original because it will be yours. Under the spell of wanting to appear original, you may end up rejecting your first thoughts and dredging up something far out –not yourself. ... Because you are the unique product of evolution, culture, environment, fate, and your own quirky history, what is obvious and humdrum to you is guaranteed to be thoroughly original. ... Paradoxically, the more you are yourself, the more universal your message. (Nachmanovitch, S., 1990, p. 179)

▮

Sample Activities

1. Observing, Comparing, Classifying, Wondering

Sample Critical and Creative Thinking activities provided here are ones that a teacher can incorporate easily into class routines such as Morning Circle or Sharing Time, and/or use within subject areas. These types of activities meet the needs of children from pre-kindergarten to grade three. In addition to developing critical and creative thinking skills/abilities, these activities lay important foundations for further understanding of key concepts and processes in all subject areas.

The purpose of these types of activities is to support children to:

- observe details
- notice qualitative differences such as graduations of texture
- become comfortable with complexity
- keep thinking and develop many ideas (fluency)
- reduce black/white, or either/or types of thinking and develop openness and flexibility
- begin to understand the need for evidence when deciding if an idea is “right” or “wrong”.

a) Observing Natural Objects

- Provide individuals or pairs of children with a natural object to observe closely (e.g., stones, shells, leaves, flowers, feathers, twigs with buds). Natural objects are good for initial observation tasks because they contain **more variation and detail** than manufactured objects.
- Set students the task of observing or finding out as much as possible about their object without damaging it in any way and encourage them to use all of their senses as appropriate.
- Use open questions such as “*What do you notice about your _____ (shell, stone, flower)?*” or “*What are all the things you can tell me about your _____?*” Allow ample wait time; continue asking until a variety of ideas have been discussed and/or children begin to tire. Show appreciation for all ideas.
- Incorporate a time for wondering and imagining by:
 - encouraging “why” questions
 - modeling this type of thinking yourself (e.g., saying, “*I wonder if flowers feel*” or “*I wonder if shells are alive.*” “*I wonder if a new feather grows in the place of one a bird has lost?*”)
 - asking students, “*What are you wondering about your _____? (shell, stone, flower) ”* “*What questions do you have? What are you puzzled about?*”
- Show interest in students’ questions and ideas, but do not answer them – you want to encourage reflection, not end it. Rather, you might say things such as, “Yes, I’ve wondered that myself. How might we find out?” or “What an interesting question! You are really thinking deeply today.”
- On a separate occasion, and in those cases where children show particular interest, follow up the children’s wonderings and questions with a lesson, set of activities, or mini-unit which teaches some ways to answer the question “*How might we find out?*” A key to success in initial lessons related to research processes is to draw the ideas (for ways to find answers to questions) from the children themselves. If you keep the emphasis of these lessons on designing simple experiments to test ideas rather than consulting books or other authorities, you will be more likely to support further growth in critical and creative thinking.

- As well, the more that you can keep children from PreK to Gr. 3 involved in “hands on” activities with concrete/natural objects, the stronger will be their understanding and the greater their confidence in their own thinking.
- **Extensions:**
 - Put individuals into pairs, or pairs into fours, and ask them to find all the ways their objects are the same and the ways they are different.
 - Put all objects together for a group classification activity or invite ideas for ways to order all the objects such as from smallest to largest.
 - Have students draw their object putting in as many details as they can.
 - Invite students to imagine that they are the rock, shell, or flower and ask where they are living, what they might do in a day, and/or who might visit them.
 - Encourage children to look for interesting objects in their immediate environment (yard, empty lot, neighbourhood park, school yard)⁵¹. A good focus might be “The World Under our Feet”. You can ask such things as, “*What can we find on the ground? Under a tree? In the sand?*” Ask children to think about all the things that interest them about their found object, share their observations, and invite others to discover more about the object being shared.

b) Comparing Living and Non-living Things

- Be alert for opportunities for children to compare living things or real phenomena with manufactured replicas (e.g., real houses/miniature toy houses, babies/dolls, live insects/cartoon pictures of insects).
- Encourage close observation of real and manufactured phenomena being compared.
- Use open questions such as those in the previous activity regarding Observing Natural Objects and provide time for wondering and imagining about aspects of the real or manufactured phenomena (e.g., how talking dolls “talk”/how babies talk or learn to talk).
- Provide a closure activity to support the synthesis of ideas (e.g., Experience Chart divided into two headings such Real Houses/Toy Houses, role play with half the class acting as dolls, half as babies).
- **Extensions:** This is a good time to develop children’s understanding of ways to find out or test their beliefs about cause and effect relationships. You might:
 - Design simple experiments with children to test some of their ideas about manufactured items. Be sure to focus these experiments and reflections on real objects students can observe and manipulate (e.g., “*How could we find out how noise-making toys make the sounds they do without damaging the toy?*” “*Do toys change as they get older/the longer we have them? If so, what are some of the changes you have noticed? What might be causing these changes? How could we find out?*”)
 - Develop further observation activities with children in order to test some of their ideas about living things. (e.g., “*Do dogs/trees/stones change over time? How can you tell? What are some of the changes you have noticed? What are some of the ways we could find out about what changes are taking place in the tree in our schoolyard?*”)
 - Develop and list students’ ideas about better and worse ways to handle or interact with living and/or fragile things.

⁵¹ Before this is done for the first time, teach children a general set of guidelines about what can be taken without doing harm to the object or environment. Be sure to enlist their ideas about ways to do no harm.

c) Open-ended Classification using Concrete Objects

Well structured, open-ended classification activities develop children's critical and creative thinking abilities in many ways. Such activities are suitable for all ages of children and can still offer challenges to adults. The thinking abilities developed through these activities are foundational to understanding in all subject areas. The teacher's challenge is to keep the activities fresh by adding new objects and new questions to extend and deepen thinking.

- Develop a large collection of interesting and diverse objects. The possibilities for objects to use in open-ended classification activities are endless. They could include items such as:
 - shoes, boots, hats, gloves, and other clothing
 - tools and parts of tools (including ones for which you do not know their name or use)
 - toys and parts of toys
 - screws, nails, nuts, bolts, and hooks
 - pieces of wool, thread, wire, ribbon, string, rope, laces, and belts
 - kitchen implements
 - common and uncommon small household objects (clocks, timers, calculators, calendars, mirrors)
 - classroom supplies and learning materials
 - natural objects (leaves, twigs, pebbles, shells, flowers, feathers).
- Develop many collections of objects of one type such as collections of buttons, stamps, marbles, stones, coins, leaves, paint chips, fabric samples, screws/nails, hockey cards, and words (on cards).
- Find regular opportunities for children to classify objects from your collections either individually, in pairs, or as a large group. Always set the task as one with many possibilities as opposed to "right/wrong" answers.
- **Large Group Activity:**
 - 1) Form a smaller yet diverse group of objects from your large collection. As you form your small collections, think of some categories for ways the collection might be divided into several smaller groups of things that are alike in some way. For example:
 - their predominant colour or the number of colours they have
 - their use, shape, texture, or weight
 - the room they are usually found in
 - something you can do with them
 - a quality they have such as transparency.
 - 2) Display the collection with children seated in a circle around them and encourage children to observe the objects closely. You might also invite 2 or 3 children at a time to explore the objects for a minute using as many senses as possible or appropriate.
 - 3) Explain the activity as one in which they will put objects together that are alike in some way. The first time very young children participate, you may need to demonstrate the activity by forming a sub group of like objects yourself. For example, you might say, "*We could put the boot and the sweater in one group because they are both brown*" or "*I could put all these things together because they are all things to wear.*" Demonstrate grouping objects in more than one way, and then put your objects back into the larger collection.
 - 4) Ask individuals to come and form other groups of things that belong together and explain why they belong together. As each child finishes, put objects back into one large collection. Continue to ask if there are any other ideas until no new ideas emerge but stop before children tire.

-
- 5) Encourage the development of students' thinking through your enthusiasm and interest in their ideas. Appreciate all ideas and efforts. This may seem counter-productive at first (if some ideas do not appear to make sense) but, over time, this practice will increase their confidence and confidence is the bed in which creativity grows and flourishes.
 - 6) Incorporate central vocabulary such as *classify*, *group*, and *attribute* through using the terms appropriately and frequently in these concrete situations.
 - 7) Gradually increase the complexity of the collections you use.
- **Extensions:**
 - Occasionally, further students' thinking by suggesting a new type of category yourself. Example: *I wonder if some of these make a sound when I tap them and if some of them don't. Let's try it and see if we can make some groups this way.*
 - Invite children to contribute objects or develop their own collections to share with others
 - When children appear ready, incorporate classification into subject areas using more abstract phenomena such as a set of photographs or print materials. You might classify a group of poems, a range of characters from familiar storybooks, or brainstormed lists of ideas related to a social studies or health concept. These could be on individual cards for individuals, pairs, or small groups to arrange in ways that show their ideas about things the poems, characters, or concepts have in common. This would be a natural progression into the development of concept maps, Venn diagrams, or other representations that show more complex relationships.
 - Find time before concluding each activity for children to share their thinking – for example, describing one group with a common attribute that they find particularly interesting or inventive.

Sample Assessment Tool for Observing, Comparing, Classifying, Wondering Activities⁵²

Check the level you feel most appropriately describes the child at present and incorporate comments, anecdotes, and examples.

Child's Name _____ Date _____

Skill, Ability, or Disposition	Beginning	Developing	Competent
Shows curiosity or interest			
Observes main/gross features			
Observes details			
Observes fine details			
Observes differences			
Observes similarities			
Uses all relevant senses			
Handles objects with care and sensitivity			
Uses technology to assist observations (as appropriate)			
Sorts and classifies in most obvious categories			
Has original ideas for classification (original to peer group)			
Demonstrates confidence in own ideas			
Asks questions relevant to object/s in question			
Shows imagination (i.e., ability to think beyond the immediate situation in order to wonder; for example, asks "What if...?")			
Comments			

⁵² Adapted from an observation checklist in Frost, J. (1997), *Creativity in primary science*, Bristol, PA/Buckingham, UK: Open University Press, p.54.

2. Learning to Ask Good Questions:⁵³ CCT and Integrated CCT and PSD Activities for Grades 2-3

Teachers will need to select from amongst the activities described those that best match the developmental level and knowledge base of their students. The examples given are intended as starting points only – many more can be generated by individual teachers to match students' interests, current events, or subject area themes and concepts.

Purposes

Supporting students to question and learn about what constitutes good questions can also lead to students developing:

- Greater reflective abilities, and deeper or more critical thinking in all subject areas, on any topic, and in daily life
- Increased and more active participation in learning
- Self motivation and the desire to explore further or find answers
- Deeper understanding of subject matter
- A greater tendency to see more than one possibility or several different perspectives, or to engage in “both/and” thinking rather than “either/or” or polarized views.

Processes

In order to support the habit of asking genuine, appropriate, and critical or important questions, some of the following activities could be used:

1. Stimulate interest in and support for student questioning by designing projects and incorporating activities on a regular basis that require students to develop a set of questions as a response.

Examples

- You might invite students to act as if they were the teacher by saying something like *“If you were the teacher and wanted to know not just if your students had read this material (or listened carefully to the program) but also whether they had understood it, what questions would you ask them?”*
 - Or, you could frame the activity by saying *“As you read, view, listen, or do this activity, think about what you feel is the most important idea or information it contains. Write 3 questions that would help you to understand this important idea even better”.*
 - Another approach would be to ask in relation to any aspect of the school day such as a problem on the playground or an item in the local paper that students have shown interest in or concern about, *“What else do we need to know in order to solve this problem, or be fair to everyone, or do something about this concern? What are some questions we need to ask? What else do we need to know and what kinds of questions could help us find this out?”*
2. After students have been given a few opportunities to ask their own questions, provide a structured activity/discussion that helps students explore the idea of “what makes a question good?”

Examples

- You might begin this activity by suggesting that some questions can lead to a good discussion while others just seem to fizzle and lead to silence. Ask students for their ideas about what makes for a good discussion question and/or what qualities the question should have in order to get people thinking and talking together
- Another focus for thinking about “what makes a question good?” is to pose a problem, dilemma, or puzzle and introduce the idea of *relevant/not relevant questions*. Give examples of each and then describe a different problem and ask students to think of relevant and not relevant questions to ask. Encourage students to defend their reasoning for a question that they felt was a good one to ask if other students thought it was irrelevant or unrelated to solving the problem.

⁵³ Adapted from a set of activities designed by S. Finney (2004), Garden River Research Associates, Saskatoon, SK.

-
3. Support students to evaluate questions for the extent to which they:
 - stimulate thinking
 - lead to a variety of different answers as opposed to only having one correct answer
 - invite use of the imagination or encourage wondering
 - are appropriate for the classroom context
 - are asked in a respectful way.
 4. Help children to compare types of questions. For example: “*What colour was the sky before the family left?*” as compared with “*What activities can you think of that can be done in any weather?*” or “*How could the family have changed their plan so it did not matter what it was like outside?*” Ask students to consider what type/s of thinking might be involved in answering each question and which question/s they feel would generate the most thinking.
 5. Ask students to imagine who might have asked a particular question. For example: “*How many people can you think of that might have asked each of the following questions? Why might they have asked them?*” (Encourage creative thinking and unusual but justifiable responses.):
 - *Which box does this go in?*
 - *May I leave now?*
 - *Can you jump this high?*
 - *Where does it hurt?*
 - *Are you feeling sad?*
 - *Do all leaves change colour in the fall?*
 6. Develop activities where you ask children to imagine what kind of question a variety of different people might ask of the same event/situation or about the same problem or need. For example: In relation to a concern with a problem on the playground where a child was hurt, what questions might the injured child ask? What questions might children who were not there ask? What questions might a teacher or parent ask? What questions would you ask your school principal if you wanted to know how to make the playground safer?

3. Activities to Support Children in Learning CCT Vocabulary and Beginning to Evaluate Ideas, Beliefs, and Actions using Critical Thinking Criteria

<p>The purpose of these activities is to support children to develop understanding of:</p> <ol style="list-style-type: none">a) central CCT terminology (e.g., describe, explain, true/not true, real/imaginary, clear/not clear, relevant/irrelevant, fair/not fair)b) reasons to evaluate ideas and beliefs
--

And the abilities to:

- | |
|---|
| <ol style="list-style-type: none">a) increase the clarity of their explanationsb) perceive and stick to the topic under discussionc) question ideas, beliefs, or statements for their accuracy, clarity, importance, and relevance. |
|---|

a) General Guidelines for Vocabulary Development

Young children can learn to understand abstract concepts when they experience them first hand and learn to use the terminology related to them within teacher-guided, concrete situations.

- Choose one or two concepts upon which to focus and keep these in mind throughout a school week (e.g., *clarity, clear, clearly*)
- Seize opportunities to refer to the concept/s as relevant situations arise (real life problem, playground game, new set of materials)

- Refer to the concept briefly but frequently and in a variety of different situations.⁵⁴ Use the word often with a concrete referent as opposed to defining it.
- In drawing children's attention to the concept/s, use open-ended questions as opposed to seeking "correct" answers
- Capture attention through exaggeration, humour, and dramatization –children remember things that make them laugh
- Keep question and answer discussions short –stop while everyone is still interested
- Turn concept development into "Thinking Games" where you use the terminology in the name of the game (e.g., "*Is this Relevant?*" Game)
- Use Thinking Games during transitions such as when children are lining up or waiting for a visitor, and as short activities to begin the day or refocus after a break.

b) "Teacher Talk"

- Draw attention to concepts that you have chosen to work on in a particular week, by referring to them as appropriate at story time. *"Today, I am going to read you a true story" or, "Today I am going to read an imaginary story. That means a story that could not really happen or is just make believe. As you listen, see if you can spot things in the story that could not really happen." "I don't think that was fair of ____ (a character in the book)?" or "Do you think that was fair or unfair of ____?"*
- Make a habit of asking, *"Was that clear? Does everyone understand it? Am I being clear?"* after giving directions, or explanations. If anyone does not understand, say things like, *"Let's see, how could I say that another way to help you understand?"* or *"I'd better try to be a little clearer."* Then reword your directions/explanations. This alerts children to the idea that people may not always understand each other and that sometimes we need to reword our stories, directions, or explanations.
- Show a concrete object, ask "What can you tell me about this object?" Tell children that you are going to help them learn to "describe things as clearly as they can". Support children in giving details by asking category questions (What colour is it? Is it bigger than a ____? Is it smaller than ____? Do you know anything else that looks like this? What is this used for? What does it do?). Use the same categories on several occasions until children begin to internalize them.
- Begin to develop the concept of "completeness" by exploring questions such as: *"Do you have any ideas about what is missing in this drawing/picture/object? What could we add to make it complete?" "Do we know everything we need to know in order to make this bread/take this trip/start this activity? Is our list complete? What else might we need to know?"*

⁵⁴ Underlined words in the activities are ones with which children may not be familiar and ones to which this strategy would apply (e.g., If you use phrases like, "let's describe this", or "who can describe ____?" or, "we need to describe this clearly so ____ will understand", children will begin to internalize the meaning of describe.)

c) Guess my Object

- Put a collection of concrete objects in a box. Include some that children may not have seen before.
- Have children work in pairs. Have half the children turn their backs while the others choose an object from a box, look at it carefully, and then hide it behind their backs.
- Ask those with an object to describe it to their partner without telling them what it is. Tell them they need to describe it really well (clearly, accurately) so that their partner will be helped to figure out what it is.
- As children become more competent at this game, encourage the partner without an object to think of useful questions to ask such as *“Is it bigger than my hand?”*

d) “Tall Tales”

- Develop “tall tales” about your own life including some details that are true and some that are greatly exaggerated.
- Write “*True/Untrue*” on a chart or blackboard. Explain that you are going to tell a story about your life and ask students to listen carefully to figure out what parts of your story are true or really happened, and which are not true or untrue because they could not really have happened or are not things that people can do. Show students where you have written “true/untrue”.
- Tell the story. Use props, especially for items with which all children may not be familiar.
- Ask for students’ ideas as to what students think is true and what they think is untrue. Accept all ideas. Ask a few children if they can explain why they think the way they do.
- After hearing from a few children, tell them which things in your story were really true. If children do not seem restless, you might also explain why the exaggerated parts could not be true.

Model Story

This morning a funny thing happened to me before I came to school. My alarm clock woke me up in a different way (show them an alarm clock). It usually just makes a noise like this (demonstrate) to wake me up, but this morning it jumped up from beside my bed and hit me on the head! I was really surprised. Yikes! I hope that doesn’t happen again. Well, after that, I got dressed in (describe outfit you are wearing) and brushed my teeth, combed my hair, ate 100 pieces of toast, and came to school.

e) “Is that Relevant?”

- Tell children you are going to teach them a new game called “Is that Relevant?” Have a parent, older student, or teacher associate help you to demonstrate the game. Choose a learning centre or activity area as your concrete situation. Explain that the game involves only talking about things that are in that centre/area or that you can do in this centre/area. You might refer to this as your topic in order to sensitize students to the concept of a “topic”.
- Have children practise a few times asking, *“Is that Relevant?”* Tell students to watch and listen as you and your helper play the game once. You begin by making a number of comments related to the centre/area. Then say something completely out of context such

as *"It's raining today."* Immediately, the volunteer will ask in a loud and clear voice, *"Is that Relevant?"* You say, "Oops!" or something likely to elicit a laugh, and explain that you just lost your turn.

- The volunteer then chooses a different centre, area, or object to describe and the game is repeated. Play the game once more and invite the children to join in with *"Is that Relevant?"* when they think they hear you say something that is not about your topic or is not relevant.
- Repeat this game several times over a week, finding new foci or topics each time and having children volunteer to say things or ask questions that are relevant to the focus or topic. Some examples of a focus are a familiar story book, or objects and activities that are connected to lunch time or recess. Examples of topics include our families, the weather, feelings, and colours.
- Watch for opportunities to ask children, *"Is that Relevant?"* in classroom discussions or other situations. (You will want to do this in a gentle, non-punitive manner to ensure a child is not embarrassed and to model respectful treatment of others.)

Resource Suggestions⁵⁵

Asselin, M., Pelland, N., and Shapiro, J. (1991). *Storyworlds: Linking minds and imagination through literature*. Markham, ON: Pippin Publishing.

*A sound approach to support the creative development of young children. Especially recommended for 4-6 year olds. Introductory section that explains the approach and the use of learning centers followed by ready to use lessons developed for specific story books. Supports the development of critical thinking and many PSD objectives as well.

Barell, J. (2003). *Developing more curious minds*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

*Provides a theory base and describes a wide variety of activities and the ways that teachers have used them in American elementary schools. Ideas are most applicable to grade three and up and require some modifications and more specific development for specific contexts. Useful sections on teaching students to use the worldwide web intelligently and on getting the most out of museum visits and field trips.

Beetlestone, F. (1998). *Creative children, imaginative teaching*. Bristol, PA/Buckingham, UK: Open University Press.

*Good resource for teachers who prefer to develop their own activities through establishing a theory base and reading about the classroom practices of others.

Cam, P. (1993). *Thinking stories 1 and Thinking stories 1: Teacher resource /activity book: Philosophical inquiry for children*.

*These two resources provide classroom teachers from grades 3-7 with complete and ready-to-use lessons that develop students' critical thinking abilities. Very consistent with the approaches suggested in these teaching guidelines. Practical and highly recommended.

Cam, P. (1993). *Thinking stories 2 and Thinking stories 2: Teacher resource /activity book: Philosophical inquiry for children*.

*The same approaches are used as the first series. Highly recommended.

Carreiro, P. (1998). *Tales of thinking: Multiple intelligences in the classroom*. York, ME: Stenhouse Publishers.

*Integrates theory and practice in illuminating practices that develop CCT and make use of all forms of intelligence. Entertaining classroom examples. Theory is consistent with these guidelines. Holistic as opposed to isolated skills' approaches. Many examples from kindergarten as well as with older children.

Costa, A. and Kallnick, B. (Eds.) (2000). *Habits of Mind: A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development. Individual titles are:

- *Discovering and exploring habits of mind*.
- *Activating and engaging habits of mind*.
- *Assessing and reporting on habits of mind*.
- *Integrating and sustaining habits of mind*.

*A series of four books that move from theory to practice and focus on 16 types of intelligent behaviour that authors refer to as "habits of mind". The behaviours upon which they focus are ones congruent with many of the CCT objectives. Teachers who work through the four books in this series could acquire greater understanding of these attributes of intelligence and ideas for ways school staffs can work together to develop their own thinking abilities and support their students to do the same.

Craft, A. (2002). *Creativity and early years education: A lifewide foundation*. London, UK: Continuum.

*Provides teachers with a philosophical and theoretical rationale for a focus on "little c" creativity; that is, on developing creativity in and for everyday life. Final chapter contains classroom examples of teachers both supporting creative development of their students and teaching creatively.

Dalton, J. (1985). *Adventures in thinking: Creative thinking and co-operative talk in small groups*. Melbourne, Australia: Thomas Nelson.

*Practical teacher resource containing background material related to creative development and the skilful management of co-operative groups in order to maximize the thinking, learning, and confidence of diverse learners. Also contains ready to use thematic units that incorporate a range of critical and creative thinking

⁵⁵ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or regional libraries, or Internet sites.

abilities. Some aspects of some units will need to be adapted for Canadian contexts. Concludes with tips for evaluation.

Ernst, K. (1994). *Picturing learning: Artists and writers in the classroom*. Portsmouth, NH: Heinemann Press.

*Rewarding reading for teachers interested in developing and supporting visual learning/literacy. An experienced teacher describes her classroom workshop approach to creative development – one that integrates student involvement in creating using visual art forms and personal writing, with reflecting and discussion. The approach is described with lots of classroom vignettes and samples of students' work and thinking. Use of the workshop approach Ernst describes would develop many of the objectives outlined in "Developing Creative Abilities" and would also support growth in critical thinking.

Frost, J. (1997). *Creativity in primary science*. Bristol, PA/Buckingham, UK: Open University Press.

*Another good resource for teachers who prefer to develop their own activities through establishing a theory base and reading about the classroom practices of others. Ideas are applicable in other subject areas as well as in science.

Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teachers College Press.

*Excellent examples of children's actual discussions and "high level thinking" are provided in the section on "Science Talks". Describes how Gallas supported this depth and breadth of thinking and wondering in her own classroom. Many examples of children's critical and creative work in many mediums (e.g., drawing, dance) and the strategies and processes Gallas used to achieve this quality of results.

Goodman, J. (1992). *Group solutions: Cooperative logic activities for grades K-4*. Great Explorations in Math and Science (GEMS) Series. Berkeley, CA: Lawrence Hall of Science.

*Complete and ready-to-use activities useful for the development of foundational critical thinking and mathematical abilities. Children learn some fundamental concepts in the area of logic implicitly and through concrete activities. Also supports the development of cooperative learning skills and abilities with young children. Activities focus on positive interdependence and offer ways to ensure that all children can and do participate. Has a section on using the activities in ESL classrooms. Suggests connections to children's literature. Highly recommended.

Goodman, J. (1997). *Group solutions, Too!: More cooperative logic activities for grades K-4*. Great Explorations in Math and Science (GEMS) Series. Berkeley, CA: Lawrence Hall of Science.

*Follows the same practical, ready-to-use format as is described above. Includes a focus on critical thinking using geometric concepts and spatial visualization skills and abilities.

Howe, A., Davies, D., and Ritchie, R. (2001). *Primary design and technology for the future: Creativity, culture, and citizenship*. London, UK: David Fulton Publishers.

*Excellent resource for both CCT and Technological Literacy. Also supports PSD. Theory is well illustrated and accessible. Integrates culture, values, service to community, along with sound evaluation and motivation theories.

Lynch, M. and Harris, C. (Eds.) (2001). *Fostering creativity in children, K-8: Theory and practice*. Needham Heights, MA: Allyn and Bacon.

*A collection of articles which look at creativity and supporting creative development from a number of perspectives. Last section focuses on best ways to support creative development in a variety of subject areas.

Mayesky, M. (2003). *How to foster creativity in all children*. Clifton Park, NY: Delmar Learning, Thomson Learning, Inc.

*A practical, teacher-friendly resource that provides teachers with a wide variety of ready-to-use activities in all subject areas. The resource also incorporates accessible theory with an emphasis on building children's positive self-acceptance, developmental guidelines, and short professional development activities for teachers.

Nachmonovitch, S. (1990). *Free play: Improvisation in life and art*. Los Angeles, CA: Jeremy P. Tarcher, Inc.

*Interesting and (at times) inspiring reading. A good resource for all teachers interested in understanding creative processes and ways to support creative development – their own and that of their students.

Starko, A. J. (2001). *Creativity in the classroom: Schools of curious delight (2nd Ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

*Contains a wide range of activities for the development of basic creative thinking skills and abilities, and extensive research and theoretical background material. Activities are not developed into lesson plans and must be adapted by teachers for specific age groups and subject areas.

Swartz, R. and Parks, S. (1994). *Infusing the teaching of critical and creative thinking into content instruction: A lesson design handbook for the elementary grades*. Pacific Groves, CA: Critical Thinking Books and Software.

*Very practical resource to support integration of skills instruction into all subject areas. Contains reproducible “thinking maps” and graphic organizers for student use, complete lesson plans, and a wide variety of activities across subject areas. Many examples are American and would need to be adapted for use in Saskatchewan classrooms.

Trister Dodge, D. and Colker, L. (1992). *Creative curriculum for early childhood (3rd Ed.)*. Washington, DC: Teaching Strategies Inc.

*Practical advice and concrete suggestions for setting up a learning-centred approach and supporting active learning.

Wassermann, S. (1990). *Serious players in the primary classroom: Empowering children through active learning experiences*. New York: Teachers College Press.

*Contains complete and ready to use thinking activities in each subject area – ones that focus on active learning in small cooperative groups. Activities are workable in all types of classroom situations. Book also provides a strong philosophical and theoretical framework for developing the critical and creative thinking abilities of young children and illustrates this discussion through use of concrete classroom examples. Highly recommended.

Wright, I. (2002). *Is that right?: Critical thinking and the young learner*. Toronto, ON: Pippin Publishing Corp.

*Easy to use, Canadian resource that focuses on understanding and developing critical thinking abilities in grades one to eight. Full of ideas for activities/lessons and strategies and tools for assessment. Examples of lessons in most subject areas and grade levels.

Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: Grades 4-5

Guidelines⁵⁶

The headings in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of CCT.

1. Understand:

The development of critical and creative abilities helps students to:

- think for themselves, question and evaluate ideas, opinions, media presentations, behaviours, and social situations
- anticipate and solve personal, social, and moral problems
- strengthen their understanding in all subject areas
- see relationships and understand motivations, along with implications
- focus their attention
- develop self reliance
- entertain themselves in productive ways and find meaning in daily life
- become lifelong learners.

Critical Thinking

Understand that:

- children of all ages can and *do* think critically when they have powerful and personal reasons to do so
- children's critical thinking abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- thinking critically often involves questioning and/or challenging the ideas of others – this requires a safe and supportive environment
- children can be taught to question and challenge ideas in a respectful manner
- the development of critical thinking abilities is supported by the use of larger and deeper questions (ones that seek the “why” of things) and restricted by an emphasis on right/wrong answers
- the abilities to work with ambiguity and complexity are supported through the use of real life problems and limited by tasks of a more artificial or contrived nature.

Creative Development

Understand that:

- **all** children have creative abilities and individual children's creative abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- creative abilities develop from internal personal motivations rather than through the use of external rewards
- creative thinking can be supported by learning particular skills, abilities, and technical processes but this, by itself, will not guarantee creative development – skills must be integrated into personally meaningful projects of a more sustained nature
- tasks of a trivial, superficial, or contrived nature tend to stifle creativity
- competitive activities tend to work against the atmosphere needed to support the creative development of *all* children
- creative activities involve time to look both inward and outward for ideas and sources of inspiration.

⁵⁶The guidelines in this section also support the development of Integrated CCT and PSD objectives.

Critical and Creative Thinking

Children's abilities to think critically and creatively depend upon their:

- awareness of their own thinking
- development of self knowledge
- awareness of many types of thinking abilities and ways "good" thinking is demonstrated
- understanding of what it means to think critically and creatively
- knowledge of ways to strengthen thinking
- belief in their ability to improve their thinking and strong internal motivation to do so

And their being provided with:

- opportunities to think *with* others
- exposure to both explicit teaching of thinking skills/abilities and opportunities to apply and integrate them
- a safe, welcoming, and comfortable environment
- support from teachers who believe in the ability of every child to learn and grow.

2. Provide:

- **A Focus on the Worthwhile** – questions that are worth answering, problems that are worth solving, and abilities that are worth persevering to acquire
- **Openness⁵⁷ with Structure** – learning centres that are purposeful, related to children's interests and responsive to children's ideas; activities that engage children's minds in reflecting, imagining, and discussing ideas
- **A Wide Variety of Materials** – materials for observation, exploration, creating, and problem-solving activities (natural materials, found objects, collections, as well as manufactured learning materials)
- **Choices** – occasions for children to choose what they will do/learn, which materials they will use, how they will proceed, and with whom they will work
- **Time** – adequate time for use of learning centres, reflection, deeper discussions, and creative processes
- **Space** – a quiet corner where children can go to think, imagine, wonder, calm themselves, and/or refocus; places to work together and alone
- **A Variety of Learning Environments** – opportunities to go out into the community and natural environments.

3. Find many ways to:⁵⁸

- draw children's attention to the many different types of thinking abilities they and others possess and are demonstrating (e.g., the abilities to understand the feelings of self and others or "emotional intelligence", physical abilities or "bodily-kinesthetic intelligence")
- incorporate concept development lessons that help children *understand* key concepts rather than recall definitions
- collect and use a variety of books, videos, newspaper articles, and other materials that portray individuals who use critical and creative thinking abilities (e.g., to help others or solve personal problems)
- support student involvement in the design of classroom rules, routines, procedures, and the solving of day to day problems
- pose problems (large and small, relevant/important to class, community, or larger world) and encourage students to generate a number of alternative solutions to them
- encourage the development of classroom-appropriate humour
- incorporate puzzles, dilemmas, or challenges that cause children to think and question beyond the obvious, change perspectives, or look from more than one point of view

⁵⁷"Open" in this instance means activities that have several possible approaches and solutions as opposed to a single correct process or solution. "Open" is also intended to convey student as well as teacher direction, and instruction that is supportive of full student involvement.

⁵⁸ Continue to focus upon the ideas/activities outlined in the K-3 Guidelines as needed as well as focus upon those outlined here.

- use the community as a classroom (e.g., to study local architecture, explore possibilities to reduce/reuse/recycle, classify local flora and fauna, develop social histories)
- involve children in the development of standards or criteria for evaluation and decision making (e.g., what qualities constitute a good friend, what criteria would you use to evaluate desks made for students of your age)
- give children some ownership of inquiry, creating, and/or problem-solving processes (e.g., the order in which they will do things, how they will divide co-operative tasks equally/fairly)
- support the development of a variety of ways to understand something or demonstrate learning (e.g., role play, movement, visual art, music, charts, graphs)
- promote reflection, ask open-ended questions, and focus on “big ideas”⁵⁹
- connect to children’s interests, current events, and real life concerns
- show your own enthusiasm for learning.

4. Limit or Avoid:

- the use of stereotypical images (e.g., cartoon type pictures instead of real objects and photographs) and templates (wooden/plastic copies of living things that are often used for tracing their outline as a way to draw)⁶⁰
- production line type of activities where all children are expected to make exactly the same product in exactly the same way
- evaluative comments of a general nature (good, nice)
- an emphasis on right/wrong answers
- evaluating or judging one child’s ideas, behaviours, or creations by comparing them with those of another class member
- competitive games/activities – particularly those in which students compete with each other opposed to themselves and those which incorporate time limits or focus on “getting the answer first”
- monopoly of discussion time by any one individual (teacher or student).

5. Develop CCT abilities through your responses and interactions by:

- appreciating unique ideas and perspectives
- valuing genuine questions
- showing respect to all and modeling respectful behaviours (particularly in heated moments)
- modeling and teaching the skills/abilities needed for democratic discussion and dialogue (e.g., being respectful, being concise, *really* listening)
- developing your abilities to appreciate specifics rather than offering general praise
- having many ways to respond to children’s work/creations/ideas
- appreciating and celebrating all the ways that individuals can and do contribute to classroom and community life and use their creative, critical, and communitarian⁶¹ abilities
- modeling a variety of ways to evaluate the work of others with an emphasis on the positive aspects (e.g., valuing originality, effort, simplicity, and impact, as well as detail, precision, or beauty⁶²)
- asking about intentions, meanings, and methods rather than assuming you know what children have made, what meaning it holds for them, or how they set about it
- respecting a child’s desire not to discuss their ideas/creations publicly while encouraging students to provide their ideas and self assessments through other means (e.g., through use of writing, audiotapes, puppets, drawings).

⁵⁹“Big ideas” are those ideas in each subject area that are central to understanding the relevant and more specific information in the area of interest. They are the more important ideas, issues, or concerns – ones that promote deeper thinking and stronger understanding. For a full discussion of the use of “big ideas” and many examples from all subject areas see Wassermann’s (1990) *Serious Players in the Primary Classroom* (New York: Teachers College Press).

⁶⁰ In situations where imitations must be used instead of real objects/phenomena, be sure to question the ways that these differ from the things they are intended to portray.

⁶¹See *Communitarian Thinking and Dialogue* in Appendix C and the Integrated Objectives.

⁶²Conceptions of “beauty” are relative to persons and cultures. Children should be encouraged to explore many conceptions of beauty and to develop their own ideas and taste. A teacher’s sense of beauty might be shared but should not be imposed – particularly as “**a/the**” standard.

6. A few Starting Points for Reflection⁶³

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about thinking.

▮

*"[In relation to thinking] two challenging questions might be, 'What is intelligence?' and, 'Where is Intelligence'? We have all heard too much about the first one, and most of us are pretty tired of answers that talk only about IQ. The second one is much more interesting. Most of us take it for granted that intelligence is in the head, buried somewhere in the brain But a provocative contemporary position says something quite different: Intelligence is **distributed**. Our intelligence, in the sense of how well we function as thinking and understanding organisms, spreads out from the mind to include physical, social, and symbolic support systems. We operate more intelligently because we make use of things like notepads and computers; because we think together with other people; and because we employ language, mathematics, and other symbol systems to guide and focus our thinking and understanding. (Emphasis added). The implications of this for teaching and learning include that intelligence is not fixed but rather can be improved and extended given the right sort of environment. (Tishman, S. and Andrade, A., 1997, p. ix)*

▮

Creativity is a maturational process that unfolds through a combination of inborn talent and exposure to encouragement, opportunities, and respected role models. Creativity's fullest bloom occurs when individuals are motivated by internal reasons, such as curiosity, determination, and passion, rather than for external rewards, such as praise, recognition, and good grades. (Marks-Tarlow, T., 1996, p. x)

▮

Originality does not mean being unlike the past or unlike the present; it means being the origin, acting out of your own centre. Out of your spontaneous heart you may do something reminiscent of the very old, and it will be original because it will be yours. Under the spell of wanting to appear original, you may end up rejecting your first thoughts and dredging up something far out – not yourself. ... Because you are the unique product of evolution, culture, environment, fate, and your own quirky history, what is obvious and humdrum to you is guaranteed to be thoroughly original. ... Paradoxically, the more you are yourself, the more universal your message. (Nachmanovitch, S., 1990, p. 179)

▮

⁶³ Material in italics is quoted verbatim.

Sample Activities

1. Concept Development – Distinguish between Uncritical and Critical Thinking

Many concept development activities are classification tasks, in which students reflect on whether or not a statement or idea fits into a particular category and develop their understanding of the target concept/s through discussion.

In this type of activity, the teacher is not looking for a single set of right answers but rather for how students think and justify their approach to the task. You want to promote critical and creative thinking through an open-ended task with more than one possible way to respond and a structure that encourages students to explain their reasoning or generate a new category as necessary.

An example of a 3-part classification activity follows. It is intended to help children understand and distinguish between the behaviours of Uncritical and Critical Thinkers and behaviours that might apply to either critical or uncritical thinking or are not relevant to this focus.

The activity is intended as a way to review material already taught and to strengthen understanding. In previous lessons you would have explored the meaning and main values and abilities related to critical thinking and presented a general portrayal of the behaviours and values of a critical thinking individual.⁶⁴

Materials

- Identical sets of statements about critical and uncritical thinking with each statement on a separate card (sample statements are included on page 60). You should have enough sets to divide your class into pairs or groups of 3-5 with each group having their own set of statements.
- A set of headings for each group (headings could be on paper of a different colour or larger than the other cards). The headings represent the 3 categories into which students are to sort the statements. The headings should read:
Critical Thinking Looks Like This
Uncritical Thinking Looks Like This
? (This heading would be used to describe behaviours that the group could not decide how to classify or for statements that they felt might apply to *either* critical or uncritical thinking or were irrelevant.)
- A large set of the statements and headings for teacher use.
- Masking tape.

Procedure

1. Prior to the activity, teach the characteristic behaviours of critical and uncritical thinkers and the characteristics and criteria that apply to critical thinking through some type of interactive lesson/s.
2. Divide class into small, heterogeneous groups for this activity. Give each group a set of statements (on cards) that relate to critical/uncritical thinking and ask them to sort them into 3 categories using the headings.
3. Allow adequate time for discussion within the groups and encourage students to explain their thinking to each other. Encourage groups to develop a new category and heading, if they feel a statement does not fit any of the categories well but suggest that most statements should be classified using the 3 headings provided. Remind students to use a group process that ensures everyone has equal opportunities to share ideas and is supported to use respectful language and behaviours.

⁶⁴ See the profile of a Critical Thinker described in the Gr. 4-5 learning objectives.

-
4. When all or most groups have finished categorizing statements into the 3 categories, begin a large group discussion. *Remember, you need to allow children time to grapple with the ideas and defend their thinking. You can support this through the use of open-ended questions that are sensitive to students' feelings. The idea is not to **tell** students "correct" answers but rather to appreciate good reasoning.*
 5. Put the three headings across the top of your chalkboard. Display one of the statements from the teacher set, and ask for volunteers to tell the way their group categorized it. Encourage groups with a different viewpoint on the statement to explain their reasoning. Continue discussion, until agreement is reached about the best category for the statement. Tape the statement under the agreed upon heading.
 6. Continue in this manner, taping each statement under the agreed upon heading until all statements are classified or you feel students' involvement is waning. Activities of this type can generate a lot of discussion and may be better done over two class periods than completed in one at the expense of student interest and concentration.
 7. Note any ideas that were particularly controversial and bring them into a discussion at another time.

Teacher Background in Relation to the Statements

- Research has demonstrated that a person can be considered to have critical thinking abilities in some areas and not others. Therefore, it would follow that a critical thinker might not achieve well in all subject areas.
- Many very intelligent people do/did not do well at school or do not work quickly. School achievement, neat work, finishing first, or being the first person with an answer are not necessarily criteria of critical thinking.
- Many of the statements could fit either category or are irrelevant to distinguishing between critical and uncritical thinking. The object of including them is to provoke student thought and develop the ability to qualify their arguments.

A sample set of statements for the concept development activity is shown below:⁶⁵

Listens carefully to what someone is saying and tries to decide whether or not it is true.

Believes that if it is reported on the television news it must be true.

Gets high marks in some subjects but not others.

Can figure out complicated problems.

Is usually the first to answer a question asked by a teacher.

Is good at convincing others that s/he is right, or has the best solution or idea.

Reads text books very quickly.

Asks someone, “How do you know that is true?” when s/he isn’t sure whether or not to believe what has been said.

Draws or paints pictures that everyone usually thinks are the best ones in the class.

Always has an idea of what to do at recess.

Can stick to the topic in a discussion and knows when someone else’s idea is not relevant.

Her/his assignments and reports are always finished on time and look neat and organized.

Is a slow worker at most school tasks.

Listens to everyone’s ideas before making up her/his mind.

Asks questions that help her/him understand something.

Always believes what adults tell her/him.

Seems to be very curious about how something works and will often take things apart to find out.

Has a “quick” answer for everything.

Is gullible (easily fooled).

Is easy to “boss around” and wants everyone to like her/him.

Sticks to her/his own idea no matter how strong the evidence is against it.

Believes that “seeing is believing”.

Likes mysteries and detective stories.

⁶⁵ Explain to students that “s/he” can be read as “she or he” and is intended to be inclusive of both genders (i.e., a statement that could be applied to either a male or female).

2. Learning to Ask Good Questions:⁶⁶ CCT and Integrated CCT and PSD Activities

Teachers will need to select from amongst the activities described those that best match the developmental level and knowledge base of their students. The examples given are intended as starting points only – many more can be generated by individual teachers to match students' interests, current events, or subject area themes and concepts.

Purposes

Supporting students to question and learn about what constitutes good questions can also lead to students developing:

- Greater reflective abilities, and deeper or more critical thinking in all subject areas, on any topic, and in daily life
- Increased and more active participation in learning
- Self motivation and the desire to explore further or find answers
- Deeper understanding of subject matter
- A greater tendency to see more than one possibility or several different perspectives, or to engage in “both/and” thinking rather than “either/or” or polarized views.

Processes

In order to support the habit of asking genuine, appropriate, and critical or important questions, some of the following activities could be used.

1. Stimulate interest in and support for student questioning by designing projects and incorporating activities on a regular basis that require students to develop a set of questions as a response.

Examples:

- You might invite students to act as if they were the teacher by saying something like “*If you were the teacher and wanted to know not just if your students had read this material (or listened carefully to the program) but also whether they had understood it, what questions would you ask them?*”
- Or, you could frame the activity by saying “*As you read, view, listen, or do this activity, think about what you feel is the most important idea or information it contains. Write 3 questions that would help you to understand this important idea even better.*”
- Another approach would be to ask in relation to any aspect of the school day such as a problem on the playground or an item in the local paper that students have shown interest in or concern about, “*What else do we need to know in order to solve this problem, or be fair to everyone, or do something about this concern? What are some questions we need to ask? What else do we need to know and what kinds of questions could help us find this out?*”

2. After students have been given a few opportunities to ask their own questions, provide a structured activity/discussion that helps students to explore the idea of “what makes a question good?”

Examples:

- You might begin this activity by suggesting that some questions can lead to a good discussion while others just seem to fizzle and lead to silence. Ask students for their ideas about what makes for a good discussion question and/or what qualities the question should have in order to get people thinking and talking together
- Another focus for thinking about “what makes a question good?” is to pose a problem, dilemma, or puzzle and introduce the idea of *relevant/not relevant questions*. Give examples of each and then describe a different problem and ask students to think of relevant and not relevant questions to ask. Encourage students to defend their reasoning for a question that they felt was a good one to ask if other students thought it was irrelevant or unrelated to solving the problem.

⁶⁶ Adapted from a set of activities designed by S. Finney (2004), Garden River Research Associates, Saskatoon, SK.

-
3. Support students to evaluate questions for the extent to which they:
 - stimulate thinking
 - lead to a variety of different answers as opposed to only having one correct answer
 - invite use of the imagination and encourage wondering
 - are appropriate for the classroom context
 - are asked in a respectful way.
 4. Help children to compare types of questions.
Examples:
“What colour was the sky before the family left?” as compared with “What activities can you think of that are dependent/not dependent upon the weather?” and “How might an activity be changed to make it less dependent upon the weather?” Ask students to consider what type/s of thinking might be involved in answering each question and which question/s they feel would generate the most thinking.
 5. Ask your students to imagine who might have asked a particular question.
Examples:
“How many people can you think of that might have asked each of the following questions? Why might they have asked them?” (Encourage creative thinking and unusual but justifiable responses):
 - *Which box does this go in?*
 - *May I leave now?*
 - *Who has the map?*
 - *Why would you believe my opponent when you know he has not told you the whole truth before this?*
 - *When did you add that part?*
 - *Could this have any harmful side effects?*
 6. Develop activities where you ask children to imagine what kind of question a variety of different people might ask of the same event/situation or about the same problem or need.
Example:
In relation to a concern with a problem on the playground where a child was hurt, what questions might the injured child ask? What questions might children who were not there ask? What questions might a teacher or parent ask? What questions would you ask your school principal if you wanted to know how to make the playground safer?

Resource Suggestions⁶⁷

Barell, J. (2003). *Developing more curious minds*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

*Provides a theory base and describes a wide variety of activities and the ways that teachers have used them in American elementary schools. Ideas are applicable to all grades but require some modifications and more specific development for specific contexts. Useful sections on teaching students to use the worldwide web intelligently and on getting the most out of museum visits and field trips.

Cam, P. (1995). *Thinking together: Philosophical inquiry for the classroom*. Sydney, NSW: Primary English Teaching Association and Hale and Iremonger.

*Excellent teacher resource for developing the critical thinking abilities of children/youth through classroom discussion which is supported by the use of specific strategies. Each strategy is described well and in most cases also portrayed through the use of a visual or chart. Good sections on developing understanding of what makes a question “philosophical” (Ch.2); how to help students to ask thought-provoking questions (Ch.4); and how to select and use stories to stimulate thinking and teach new thinking skills/abilities (See Ch. 3, pp. 23-33).

Use of this book would lay a foundation for the development of “fair minded” critical thinking but does not focus on this larger ability and its underlying values and dispositions directly. The emphasis in the book on social interaction and “thinking together” is very consistent with the CCT framework. Highly recommended.

Cam, P. (1993). *Thinking stories 1* and *Thinking stories 1: Teacher resource /activity book: Philosophical inquiry for children*.

*These two resources provide classroom teachers from grades 3-7 with complete and ready-to-use lessons that develop students’ critical thinking abilities. Very consistent with the approaches suggested in the teaching guidelines for the renewed CELs. Practical and highly recommended.

Cam, P. (1993). *Thinking stories 2* and *Thinking stories 2: Teacher resource /activity book: Philosophical inquiry for children*.

*The same approaches are used as the first series. Highly recommended.

Carreiro, P. (1998). *Tales of thinking: Multiple intelligences in the classroom*. York, ME: Stenhouse Publishers.

*Integrates theory and practice in illuminating practices that develop CCT and make use of all forms of intelligence. Entertaining classroom examples. Theory is consistent with these guidelines. Holistic as opposed to isolated skills’ approaches. Many examples from kindergarten as well as with older children.

Costa, A. and Kallnick, B. (Eds.) (2000). *Habits of Mind: A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development. Individual titles are:

- *Discovering and exploring habits of mind.*
- *Activating and engaging habits of mind.*
- *Assessing and reporting on habits of mind.*
- *Integrating and sustaining habits of mind.*

*A series of four books that move from theory to practice and focus on 16 types of intelligent behaviour that authors refer to as “habits of mind”. The behaviours upon which they focus are ones congruent with many of the CCT objectives. Activity suggestions and instructional guidelines useful for all grades K-12.

Dalton, J. (1985). *Adventures in thinking: Creative thinking and co-operative talk in small groups*. Melbourne, Australia: Thomas Nelson.

*Practical teacher resource containing background material related to creative development and the skilful management of co-operative groups in order to maximize the thinking, learning, and confidence of diverse learners. Also contains ready to use thematic units that incorporate a range of critical and creative thinking abilities. Some aspects of some units will need to be adapted for Canadian contexts. Concludes with tips for evaluation.

Egan, K. (1992). *Imagination in teaching and learning: The middle school years*. London, ON: The Althouse Press.

*Theoretical and philosophical background related to understanding the concepts of “imagination”, “intuition”, and “awe” and “wonder”. Also discusses the importance of imagination to education and the characteristics of

⁶⁷ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or regional libraries, or Internet sites.

students' imaginative lives between the ages of 8-15. Egan develops a particular model for imaginative teaching and learning and applies it to curriculum for this age group and in most subject areas. Includes a planning framework for teachers to use in developing their own units of work. Challenging but worthwhile reading.

Ernst, K. (1994). *Picturing learning: Artists and writers in the classroom*. Portsmouth, NH: Heinemann Press.

*Rewarding reading for teachers interested in developing and supporting visual learning/literacy. An experienced teacher describes her classroom workshop approach to creative development – one that integrates student involvement in creating using visual art forms and personal writing, with reflecting and discussion. The approach is described with lots of classroom vignettes and samples of students' work and thinking. Use of the workshop approach Ernst describes would develop many of the objectives outlined in "Developing Creative Abilities" and would also support growth in critical thinking.

Goodman, J. (1992). *Group solutions: Cooperative logic activities for grades K-4*. Great Explorations in Math and Science (GEMS) Series. Berkeley, CA: Lawrence Hall of Science.

*Complete and ready-to-use activities useful for the development of foundational critical thinking and mathematical abilities. Children learn some fundamental concepts in the area of logic implicitly and through concrete activities. Also supports the development of cooperative learning skills and abilities with young children. Activities focus on positive interdependence and offer ways to ensure that all children can and do participate. Has a section on using the activities in ESL classrooms. Suggests connections to children's literature. Highly recommended.

Goodman, J. (1997). *Group solutions, Tool!: More cooperative logic activities for grades K-4*. Great Explorations in Math and Science (GEMS) Series. Berkeley, CA: Lawrence Hall of Science.

*Follows the same practical, ready-to-use format described above. Includes a focus on critical thinking using geometric concepts and spatial visualization skills and abilities.

Howe, A., Davies, D., and Ritchie, R. (2001). *Primary design and technology for the future: Creativity, culture, and citizenship*. London, UK: David Fulton Publishers.

*Excellent resource for both CCT and Technological Literacy. Also supports PSD. Theory is well illustrated and accessible. Integrates culture, values, service to community, along with sound evaluation and motivation theories.

Lynch, M. and Harris, C. (Eds.) (2001). *Fostering creativity in children, K-8: Theory and practice*. Needham Heights, MA: Allyn and Bacon.

*A collection of articles which look at creativity and supporting creative development from a number of perspectives. Last section focuses on best ways to support creative development in a variety of subject areas.

Mayesky, M. (2003). *How to foster creativity in all children*. Clifton Park, NY: Delmar Learning, Thomson Learning, Inc.

*A practical, teacher-friendly resource that provides teachers with a wide variety of ready-to-use activities in all subject areas. The resource also incorporates accessible theory with an emphasis on building children's positive self-acceptance, developmental guidelines, and short professional development activities for teachers. Mayesky provides activities and advice specifically for grades 4 and 5.

Nachmonovitch, S. (1990). *Free play: Improvisation in life and art*. Los Angeles, CA: Jeremy P. Tarcher, Inc.

*Interesting and (at times) inspiring reading. A good resource for all teachers interested in understanding creative processes and ways to support creative development – their own and that of their students.

Starko, A. (2001). *Creativity in the classroom: Schools of curious delight (2nd Ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

*Contains a wide range of activities for the development of basic creative thinking skills and abilities and extensive research and theoretical background material. Activities are not developed into lesson plans and must be adapted by teachers for specific age groups and subject areas.

Swartz, R. and Parks, S. (1994). *Infusing the teaching of critical and creative thinking into content instruction: A lesson design handbook for the elementary grades*. Pacific Groves, CA: Critical Thinking Books and Software.

*Very practical resource to support integration of skills instruction into all subject areas. Contains reproducible "thinking maps" and graphic organizers for student use, complete lesson plans, and a wide variety of activities across subject areas. Many examples are American and would need to be adapted for use in Saskatchewan classrooms.

Tishman, S. and Andrade, A. (Project Zero, Harvard Graduate School of Education). (1997). *Critical squares: Games of critical thinking and understanding*. Englewood, CO: Teachers Ideas Press.

*Excellent and practical teacher resource containing 6 games that can be integrated into units of study in all subject areas for use with students in grades 3-12. Each game has a reproducible game piece and set of rules in poster format as well as teacher guidelines. The games are intended to foster critical thinking but support creative development as well. All games have been field tested at a variety of grade levels. Highly recommended.

Williams, W., Blythe, T., White, N., Li, J., Sternberg, R., and Gardner, H. (1996). *Practical intelligence for school*. New York: Harper Collins College Publishers.

*Practical teacher resource that addresses the need to help students understand thinking abilities and apply them to becoming more successful in school. The ready-to-use lessons in the book help students to expand their understanding of intelligence, recognize all the different forms of intelligence and ways of knowing that exist, and appreciate individual differences. Other sets of lessons focus upon: developing thoughtful reading abilities, improving expository writing, learning ways to make homework meaningful and useful, and developing abilities to better prepare for and use the feedback from tests. Also includes lessons on active listening and note taking. The lessons incorporate classroom discussions on topics relevant to students. Highly recommended.

Wassermann, S. (1990). *Serious players in the primary classroom: Empowering children through active learning experiences*. New York: Teachers College Press.

*Contains complete and ready to use thinking activities in each subject area – ones that focus on active learning in small cooperative groups. Activities are workable in all types of classroom situations. Book also provides a strong philosophical and theoretical framework for developing the critical and creative thinking abilities of young children and illustrates this discussion through use of concrete classroom examples. Although a main focus is on K-3 activities, these are easily adapted for grades 4 and 5 as well. Wassermann's approach is highly recommended for achieving many CCT objectives.

Wright, I. (2002). *Is that right?: Critical thinking and the young learner*. Toronto, ON: Pippin Publishing Corp.

*Easy to use, Canadian resource that focuses on understanding and developing critical thinking abilities in grades one to eight. Full of ideas for activities/lessons along with strategies and tools for assessment. Examples of lessons in most subject areas and grade levels.

Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: Grades 6-9

Guidelines⁶⁸

The headings in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of CCT.

1. Understand:

The development of critical and creative abilities helps children/youth fulfill their needs to:

- think for themselves, and question and evaluate ideas, opinions, media presentations, behaviours, and social situations
- strengthen their understanding in all subject areas
- anticipate and solve personal, social, and moral problems
- see relationships, understand implications and motivations, and appreciate and work with complexity
- focus their attention
- develop self reliance
- entertain themselves in productive ways and find meaning in daily life
- become lifelong learners.

Critical Thinking

Understand that:

- children/youth of all ages can and *do* think critically when they have powerful and personal reasons to do so
- middle years students' critical thinking abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- thinking critically often involves questioning and/or challenging the ideas of others – this requires a safe and supportive environment
- students can be taught to question and challenge ideas in a respectful manner
- the development of critical thinking abilities is supported by the use of larger and deeper questions (ones that seek the “why” of things) and restricted by an emphasis on right/wrong answers
- the abilities to work with ambiguity and complexity are supported through a focus on real life problems and limited by tasks of a more artificial or contrived nature.

Creative Development

Understand that:

- **all** children/youth have creative abilities and an individual's creative abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- creative abilities develop from internal personal motivations rather than through the use of external rewards
- creative thinking can be supported by learning particular skills, abilities, and technical processes but this, by itself, will not guarantee creative development – skills must be integrated into personally meaningful projects of a more sustained nature
- tasks of a trivial, superficial, or contrived nature tend to stifle creativity
- competitive activities tend to hamper or limit the development of creative abilities unless they are self-generated and a personal choice
- creative activities involve time to look both inward and outward for ideas and sources of inspiration.

⁶⁸ The guidelines in this section also support the development of Integrated CCT and PSD objectives.

Critical and Creative Thinking

The continued development of the abilities to think critically and creatively depend upon middle years students':

- awareness of their own thinking
- development of self knowledge
- awareness of many types of thinking abilities and ways "good" thinking is demonstrated
- understanding of what it means to think critically and creatively
- knowledge of ways to strengthen thinking
- belief in their ability to improve their thinking and possession of strong internal motivation to do so

And their being provided with:

- opportunities to think *with* others
- exposure to both explicit teaching of thinking skills/abilities and opportunities to apply and integrate these abilities
- a safe, welcoming, and comfortable learning environment
- support from teachers who believe in the ability of every child/youth to learn and grow.

2. Provide:

- **A Focus on the Worthwhile** – questions that are worth answering, problems that are worth solving, and abilities that are worth persevering to acquire
- **Ways to increase Relevance and Meaning** – analogies and examples that connect subject matter to students' daily life; support students to seek and make these connections themselves
- **A Variety of Learning Environments** – opportunities to go out into the community and natural environments
- **Openness⁶⁹ with Structure** – projects that are purposeful, related to middle years students' interests and questions, and responsive to students' ideas and input; activities that engage students' minds in reflecting, imagining, and discussing central ideas from many viewpoints
- **A Wide Variety of Materials, Resources, and Types of Resources** – resources for observation, exploration, creating, problem-solving activities, and research projects (e.g., concrete objects, natural materials, found objects, collections, manufactured learning materials, print, non-print, multi-media, and human resources)
- **Opportunities to Raise the Degree and Quality of Student Awareness** – quiet moments that stop the flow of a lesson/activity/discussion in order to focus students on what they are thinking, how they are feeling, the emotional climate, what else is happening around them, and what their senses are taking in at that time
- **Choices** – occasions for students to choose from amongst a range of alternatives in relation to topics, materials, procedures, products, or outcomes and with whom they will work
- **Time** – adequate time for exploration, experimentation, reflection, deeper discussions, and engagement in all stages of creative and learning processes
- **Opportunities and Support for Critical Questioning** – moments that interrupt the flow of a lesson in order to stand back from the ideas and question their relevance, usefulness, accuracy, clarity, completeness, inclusiveness of alternative perspectives, or bias⁷⁰
- **Models of Critical and Creative Thinking/Thinkers** – examples of critical and creative thinking in action that are drawn from daily life, past and present events, movies, and/or literature
- **Information for Students and Parents about Critical and Creative Thinking** – checklists of CCT objectives you will be developing; charts and handouts that describe the characteristics, behaviours, and qualities of good thinkers.

⁶⁹ "Open" in this instance means activities that have several possible approaches and solutions as opposed to a single correct process or solution. "Open" is also intended to convey instruction that is supportive of full student involvement.

⁷⁰ See the Gr. 10-12 sample activity "Who Wrote This?" for a description of some ways a teacher might approach this.

3. Find many ways to:

a) Develop Understanding of Thinking and Intelligence

- point out the variety of thinking abilities or forms of intelligence that students possess and are demonstrating without drawing attention to individual students publicly (e.g., *"In the group work today, I saw an example of a strong use of emotional intelligence or sensitivity to the feelings of others. This is also referred to as interpersonal intelligence."*).
- encourage students to recognize the differing forms of intelligence that students and other people demonstrate in daily life, and to look beyond and challenge limiting concepts of intelligence such as that of seeing people as either *"smart"* or *"dumb"*
- collect and use a variety of books, videos, newspaper articles, and other materials that portray individuals who use critical and creative thinking abilities, and the challenges and rewards they experience
- support the use of mentors and forms of apprenticeship in relation to learning critical and creative skills and abilities
- integrate mini-lessons that teach about specific aspects of critical thinking and thinkers (e.g., attributes of communitarian thinkers⁷¹) into subject area teaching.

b) Incorporate a Variety of Strategies that Promote CCT

- support the development of a variety of ways to understand something or demonstrate learning (e.g., role play, visual art, 3-dimensional models, music, charts, graphs)
- promote reflection, ask open-ended questions, and focus on *"big ideas"*
- model and encourage the use of critical questions in relation to social phenomena (e.g., *"Who benefits or benefits most from this system/practice?" "Do things have to be structured the way they are at present or could they be different?" "In what ways could this be done differently?" "What else would have to change in order to change this aspect of our present system?"*)
- step back from the material being presented in order to remind students that it was developed, structured, and written or created by humans with their own strengths, interests, values, and biases⁷²
- use scenarios and case studies⁷³, ask *"What if...?"*
- pose problems (large and small, relevant/important to class, community, or larger world) and encourage students to generate a number of alternative solutions to them
- incorporate puzzles, dilemmas, or challenges that cause students to think and question beyond the obvious, change perspectives, or look from more than one point of view
- use the community as a classroom (e.g., explore/make use of cultural community, study local architecture, explore possibilities to reduce/reuse/recycle, classify local flora and fauna, develop social histories)
- encourage and appreciate the seeking out and use of a variety of materials and resources – support students to look beyond the conventional sources and resources when undertaking research and/or creative projects
- leave some of the questions, concerns, or dilemmas that have arisen in the course of a school day open to further reflection, exploration, and experiences; avoid premature closure; model and support the development of tolerance for ambiguity, complexity, and uncertainty
- help students to appreciate change as a part of life and to view new or unexpected situations as opportunities to exercise personal creativity.

c) Increase Student Involvement

- involve students in the development of standards or criteria for evaluation and decision making (e.g., *"What qualities would you look for in a classmate to work with on a creative project? What criteria would you use to evaluate this historical research assignment?"*)

⁷¹See *Communitarian Thinking and Dialogue* in Appendix C for a profile of a communitarian thinker.

⁷²See the sample activity for Gr. 10-12, *"Who Wrote This?"*, for examples of ways this might be done.

⁷³See Wassermann (1994), *"Introduction to Case Method Teaching: A Guide to the Galaxy"* for detailed guidance on this approach and 6 fully developed cases.

- increase student ownership of inquiry, creating, and/or problem-solving processes (e.g., individuals or small groups decide on the steps to take in order to complete a project, in what order to undertake these steps, how to document the learning process)
- connect to middle years students' interests, current events, and real life concerns
- make risk taking safer and show its value – teach students to ask “What can I learn from this?” particularly in relation to what they perceive as a personal failure or mistake
- think *with* students about ways to make the learning environment more stimulating and challenging.

d) Make Teaching and Learning Enjoyable

- encourage the development of classroom-appropriate humour
- keep students alert and thinking – find many ways to incorporate the unexpected, and balance routines with unpredictable elements
- support student involvement in the design and development of a safe, respectful, comfortable, and inclusive classroom/school environment
- overtly value and encourage imaginativeness, resourcefulness, originality, questioning, and curiosity
- keep your teaching fresh
- show your own enthusiasm for learning.

4. Limit or Avoid:

- the use of clichés, stereotypical images, and stereotypes of all kinds
- production line type of activities where all students are expected to make the same product in the same way
- evaluative comments of a general nature (e.g., good, nice)
- an emphasis on right/wrong answers
- competitive games/activities – particularly those in which students compete with each other as opposed to themselves, and those which incorporate time limits or focus on “getting the answer first”
- evaluating or judging one student's ideas, behaviours, or creations by comparing them with those of another student in the class
- monopoly of discussion time by any one individual (teacher or student).

5. Develop CCT Abilities through your Responses and Interactions by:

- appreciating unique perspectives
- valuing genuine questions
- showing your willingness to acknowledge your mistakes, admit it when you do not know something, and remind students that not all questions have single or final answers
- showing respect to all, and modeling respectful behaviours (particularly in heated moments)
- modeling and teaching the skills/abilities needed for democratic discussion and dialogue (e.g., being respectful, being concise, *really* listening)
- inviting alternative viewpoints, and seeking several perspectives on a topic
- developing your abilities to appreciate specifics rather than offering general praise
- having many ways to respond to students' work/creations/ideas
- appreciating all the ways that individuals can and do contribute to classroom and community life and using their creative, critical, and communitarian⁷⁴ abilities
- modeling and discussing *intrinsic motivation* and how it differs from working for external rewards, and supporting students in developing greater awareness of their own interests and motivations
- modeling a variety of ways to evaluate the work of others with an emphasis on the positive aspects (e.g., valuing originality, effort, simplicity, impact, detail, precision, humour, multiple perspectives on the same topic)

⁷⁴ See *Communitarian Thinking and Dialogue* in Appendix C and the Integrated Objectives.

- asking about intentions, meanings, and methods rather than assuming you know what students have made, what meaning it holds for them, or how they set about it
- respecting individuals' desire not to discuss their ideas or creations publicly while encouraging students to provide their ideas through other means (e.g., in writing, audiotaped).

6. A few Starting Points for Reflection⁷⁵

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about thinking.

⌘

*"[In relation to thinking] two challenging questions might be, 'What is intelligence?' and, 'Where is Intelligence'? We have all heard too much about the first one, and most of us are pretty tired of answers that talk only about IQ. The second one is much more interesting. Most of us take it for granted that intelligence is in the head, buried somewhere in the brain But a provocative contemporary position says something quite different: Intelligence is **distributed**. Our intelligence, in the sense of how well we function as thinking and understanding organisms, spreads out from the mind to include physical, social, and symbolic support systems. We operate more intelligently because we make use of things like notepads and computers; because we think together with other people; and because we employ language, mathematics, and other symbol systems to guide and focus our thinking and understanding. (Emphasis added). The implications of this for teaching and learning include that intelligence is not fixed but rather can be improved and extended given the right sort of environment. (Tishman, S. and Andrade, A., 1997, p. ix)*

⌘

Creativity is a maturational process that unfolds through a combination of inborn talent and exposure to encouragement, opportunities, and respected role models. Creativity's fullest bloom occurs when individuals are motivated by internal reasons, such as curiosity, determination, and passion, rather than for external rewards, such as praise, recognition, and good grades. (Marks-Tarlow, T., 1996, p. x)

⌘

Originality does not mean being unlike the past or unlike the present; it means being the origin, acting out of your own centre. Out of your spontaneous heart you may do something reminiscent of the very old, and it will be original because it will be yours. Under the spell of wanting to appear original, you may end up rejecting your first thoughts and dredging up something far out – not yourself. ... Because you are the unique product of evolution, culture, environment, fate, and your own quirky history, what is obvious and humdrum to you is guaranteed to be thoroughly original. ... Paradoxically, the more you are yourself, the more universal your message. (Nachmanovitch, S., 1990, p. 179)

⌘

⁷⁵ Material in italics is quoted verbatim.

Sample Activities

1. Concept Development – Developing a Profile of a “Fair-minded” Critical Thinker

Many concept development activities are classification tasks, in which students reflect on possible categories, and develop an understanding of the target concept through discussion. In such activities, the teacher is not looking for a single set of right answers but rather for how students think and justify their approach to the task. The purpose is to promote critical and creative thinking through an open-ended task with more than one possible way to respond and a structure that encourages students to explain their reasoning or generate a new category as necessary.

An example of a 3-part classification activity follows. It is intended to help middle years students understand the concept of a “Fair-minded” Critical Thinker.

Please Note: The activity is intended as a way to review material already taught and to strengthen understanding. In a previous lesson, students would have explored the meaning and main values and abilities related to “fair-minded” critical thinking.⁷⁶

Materials

- Identical sets of statements about critical and uncritical thinking with each statement on a separate card (sample statements are included on page 73). You should have enough sets to divide your class into pairs or groups of 3-5 students with each group having their own set of statements
- A set of headings for each group (headings could be on paper of a different colour or larger than the other cards). The headings represent the 3 categories into which students are to sort the statements. The headings should read:
A “Fair-minded Critical Thinker” **May** be Like This
A “Fair-minded Critical Thinker” is **Always** Like This
A “Fair-minded Critical Thinker” is **Never** Like This
- A large set of the statements and headings for teacher use
- Masking tape.

Procedure

1. Prior to the activity, teach the characteristic behaviours of critical thinkers and the characteristics and qualities of “fair-minded” critical thinkers through some type of interactive lesson/s.
2. Divide class into small, heterogeneous groups for this activity. Give each group a set of statements (on cards) that relate to critical thinking and ask students to sort the cards into 3 categories using the headings as described.
3. Allow adequate time for discussion within the groups and encourage students to explain their thinking to each other. Encourage groups to develop a new category and heading, if they feel a statement does not fit any of the categories well but suggest that most statements should be classified using the 3 headings provided. Remind students to use inclusive and respectful discussion procedures.
4. When all or most groups have finished categorizing statements into the 3 categories, begin a large group discussion. *Remember, you need to allow students time to grapple with the ideas and to support this through the use of open-ended questions that are sensitive to students’ feelings. The idea is not to **tell** them “correct” answers but rather to appreciate good reasoning.*
5. Put the three headings across the top of your chalkboard. Display one of the statements from the teacher set, and ask for volunteers to tell the way their group categorized it. Encourage groups with a different viewpoint on the statement to explain their reasoning. Continue

⁷⁶ See the profile of a fair-minded critical thinker outlined in the Grades 6-9 learning objectives and in Appendix A.

discussion, until agreement is reached about the best category for the statement. Tape the statement under the agreed upon heading.

6. If necessary, make a further category to reflect a fourth possibility.
7. Continue in this manner, taping each statement under the agreed upon heading until all statements are classified or you feel students' involvement is waning. Activities of this type can generate a lot of discussion and may be better done over two class periods than completed in one at the expense of student interest and concentration.
8. Note any ideas that were particularly controversial and bring them into a discussion at another time.

Extensions

As a follow-up activity, ask students to write their own statements reflecting examples of attributes and behaviours of a "Fair-minded Critical Thinker", a "Critical Thinker who may or may not be Fair-minded", and those of an "Uncritical Thinker" and have students use these student-generated statements for a similar concept development activity. Before using students' statements, read them over and seek clarification in order to be sure that the message or intention of the statements is clear.

Teacher Background in Relation to the Statements

- Research has demonstrated that a person can be considered to have critical thinking abilities in some areas and not others. Therefore, it would follow that a critical thinker might not achieve well in all subject areas.
- Many very intelligent people do/did not do well at school. School achievement is not necessarily a criteria of a critical thinker.
- Basically, a "fair-minded" critical thinker must have both an unselfish orientation and critical thinking abilities. Such thinkers use their abilities for others and to sustain the natural world – not solely to protect or help themselves.

A set of sample statements for the concept development activity is shown below.

Gets high marks in some subjects but not others.

Can figure out complicated problems.

Stops to think before answering a question or deciding what to do.

Tries to understand what type of solution would be fair to everyone involved.

Is good at convincing others that s/he is right, or has the best solution or idea.

Listens to everyone's ideas before making up her/his mind.

Asks questions that help her/him understand something.

Cares about others and the environment.

Tries to act respectfully.

Likes to debate and will take the view opposite to what someone else believes just for the sake of the argument.

Cares about learning and is interested in ideas for their own sake.

Has a "quick" answer for everything.

Believes everything that is written in a newspaper or said on a news broadcast.

Wants to be fair to everyone when deciding on the best way to solve a problem or issue.

Is gullible (easily fooled) and easily swayed or manipulated by others.

Is not afraid to say what s/he believes to be true even when everyone else believes the opposite.

Sticks to her/his own idea no matter how strong the evidence is against it.

Is very good at sports.

Can listen to an argument and pick out ideas or statements that are not relevant to the topic.

Believes that "winning is everything".

Prefers to be with others that are like her/him in most ways and worries about doing or saying anything that might seem too "different" or not "cool".

Thinks you need to ask yourself why another person is trying to persuade you to believe something that you are hesitant to believe.

Invents and draws original and funny cartoons to entertain her/his friends.

Is often the one to say, "Well that depends ..." or "Maybe we need to look at this another way".

2. Learning to Ask Good Questions:⁷⁷ CCT and Integrated CCT and PSD Activities

Teachers will need to select from amongst the activities described those that best match the developmental level and knowledge base of their students. The examples given are intended as starting points only – many more can be generated by individual teachers to match students' interests, current events, or subject area themes and concepts.

Purposes

Supporting students to question and learn about what constitutes good questions can also lead to students developing:

- Greater reflective abilities and deeper, or more critical, thinking in all subject areas, on any topic, and in daily life
- Increased and more active participation in learning
- Self motivation and the desire to explore further or find answers
- Deeper understanding of subject matter
- A greater tendency to see more than one possibility, several different perspectives, or to engage in “both/and” thinking rather than “either/or” or polarized views.

Processes

In order to support the habit of asking genuine, appropriate, and critical or important questions, some of the following activities could be used.

1. Stimulate interest in and support for student questioning by designing projects and incorporating activities on a regular basis that require students to develop a set of questions as a response.
Examples:
 - You might invite students to act as if they were the teacher by saying something like “*If you were the teacher and wanted to know not just if your students had read this material (or listened carefully to the program) but also whether they had understood it, what questions would you ask them?*”
 - Or, you could frame the activity by saying “*As you read, view, listen, or do this activity, think about what you feel is the most important idea or information it contains. Write 3 questions that would help you to understand this important idea even better.*”
 - Another approach would be to ask in relation to any aspect of the school day such as a problem in the school hallway or an item in the local paper that students have shown interest in or concern about, “*What else do we need to know in order to solve this problem, or be fair to everyone, or do something about this concern? What are some questions we need to ask? What else do we need to know and what kinds of questions could help us find this out?*”
2. After students have been given a few opportunities to ask their own questions, provide a structured activity/discussion that helps students to explore the idea of “what makes a question good?”
Examples:
 - You might begin this activity by suggesting that some questions can lead to a good discussion while others just seem to fizzle and lead to silence. Ask students for their ideas about what makes for a good discussion question and/or what qualities the question should have in order to get people thinking and talking together.
 - Alternatively, you might say something like, “*Asking a good question can be as important as answering one that a teacher asks. Why might this be so?*”
3. Develop a collection of diverse questions related to the subject area/s that students study, aspects of students' lives in the school and/or community, and current events in which students

⁷⁷ Adapted from a set of activities designed by S. Finney (2004), Garden River Research Associates, Saskatoon, SK.

have shown an interest (questions may be ones that students have asked and you have recorded, ones from text books they use, or ones that you have developed). Select a few questions from this collection on each occasion that you work through this activity.

Support students (individually or in small groups) to evaluate the questions for the extent to which they:

- stimulate thinking
 - promote creativity, encourage the use of imagination, and lead to wondering
 - reflect diversity and/or support appreciation of diversity
 - help people to move beyond either/or thinking and see more perspectives on a topic
 - are appropriate for the classroom context
 - are asked in a respectful way.
4. Compare types of questions. After reading a story or piece of non-fiction or viewing a film or documentary, develop a set of questions for comparison that lead from a closed question asking for factual information to those that are open and encourage different types of thinking. For example, “What two things does the speaker in this poem call his ‘outer’ shell ?” as compared with “What does the speaker reveal about his feeling about his ‘outer’ shell?” and “What do the speaker’s thoughts reveal about him?” Ask students to consider what type/s of thinking might be involved in answering each question and which question/s would generate the most thinking. This activity would also work well as a co-operative group task.
 5. Imagine who might have asked a particular question. For example, “*How many people can you think of that might have asked each of the following questions? Why might they have asked them or under what circumstances might they have asked them?*” Encourage creative thinking and unusual but justifiable responses. Other examples follow:
 - *Which box does this go in?*
 - *How much was spent on health this year?*
 - *Do you think they will believe we didn’t know about this beforehand?*
 - *Why do you want us to move?*
 6. Imagine what kind of question a variety of persons from different contexts might ask of the same event/situation or about the same problem or need. Some examples follow:
 - In relation to a concern with increased crime in a community, what questions might a child/teenager ask? a police officer? a taxpayer? a politician? a researcher hired to do a study of the concern?
 - In relation to the publication of a study suggesting that there is no real poverty in Canada, what questions might be asked about the study and the research behind it by a low income group? a critical thinker? a communitarian thinker? a social worker working with the homeless?

3. Exploring Perspectives through Literature: CCT and Integrated CCT and PSD Activities

CCT and PSD are developed within classroom and school climates through modeling, and through caring and respectful social interactions. Language plays a key role in these interactions. Helping Middle Level students understand and appreciate the role of language and, in particular, language register and tone in their interactions requires students to become aware and sensitive to key communication variables such as audience, purpose, and the social situation.

Purposes

Developing students’ sensitivity to key communication variables can result in Middle Level students:

- becoming more aware of others
- considering other perspectives
- thinking critically and creatively

-
- recognizing the intrinsic value of building caring, inclusive democratic, and sustainable communities.

Processes

1. To help students begin to understand that other people's ideas, perspectives, and values may differ from their own, invite students to adopt a mental role-playing frame of mind as they listen to, read, or view different texts. Have students consider the different characters in a narrative text such as a short story. With whom do students identify? Who do they imagine themselves to be as they hear, read, or view the text? With whom do they not identify? How does this character feel, think, and view the world? Discuss and explore the tendency to limit thinking towards single perspectives or points of view by tending to shape ways of seeing things and arguments to best meet particular needs and wants. Invite students to try on a role that they might not have tried by considering how the character might see the world differently than they do.
2. Give the students a topic related to the listening, reading, or viewing experience. What perspective would the character that students chose have on this topic? Why might (s)he care about this topic? Where would students find out more about this perspective? Where would they find out more about this topic?
3. Briefly review/teach what is involved in respectful communication and communicating effectively. Effective speakers, writers, and representers are inclusive and effective when they consider other's perspectives and attend to several communication elements to ensure effectiveness. These important elements are represented by the acronym RAFTS (Role, Audience, Format, Topic, and Strong Verb) (Adler and Vandeventer, 1989). Each time effective speakers, writers, and representers set about to speak, write, or represent, they specifically consider the following variables and the related questions:
 - R (role): What role am I assuming as a speaker, writer, or representer? Who am I? What is my perspective on this topic?
 - A (audience): To whom am I communicating? What do I need to say to this audience? How should I communicate this? Formally? Informally?
 - F (format): Which format should I use to communicate my ideas?
 - T (topic): What is my topic? What do I need to say about that topic to this audience? Is it sufficiently focused?
 - S (strong verb): What am I trying to do in this communication? What key verb gives me a clear purpose and tone for my communication?These variables help speakers, writers, and representers make their communication clear, focused, inclusive, and effective.
4. Have students identify a particular issue that is relevant to a current event, concern, or unit that they are studying. Have them brainstorm possible roles (e.g., an expert, a parent, a friend, a scientist, an editor, an object, a mirror, a plant, or an animal) that students could assume in a communication about this issue. Encourage them not to be afraid to assume a role that they would not usually assume.
5. Review the types to critical thinkers with students (e.g., self-serving versus fair-minded).⁷⁸ How would the role that students have assumed demonstrate self-serving thinking? How would the role that they have assumed exemplify fair-minded thinking? As they progress in their control of roles, encourage students to assume more challenging roles and to consider how those roles would demonstrate critical thinking.

⁷⁸ Refer to *Forms of Critical Thinking* in Appendix A.

Resource Suggestions⁷⁹

Barell, J. (2003). *Developing more curious minds*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

*Provides a theory base and describes a wide variety of activities and the ways that teachers have used the activities in American elementary schools. Ideas are applicable to all grades but require some modifications and further development for specific contexts. Contains useful sections on teaching students to use the worldwide web intelligently and on getting the most out of museum visits and field trips.

Cam, P. (1995). *Thinking together: Philosophical inquiry for the classroom*. Sydney, NSW: Primary English Teaching Association and Hale and Iremonger.

*Excellent teacher resource for developing the critical thinking abilities of children/youth through classroom discussion supported by the use of specific strategies. Each strategy is described well and in most cases also portrayed through the use of a visual or chart. Good sections on developing understanding of what makes a question “philosophical” (Ch.2); how to help students to ask thought-provoking questions (Ch.4); and how to select and use stories to stimulate thinking and teach new thinking skills/abilities (Ch. 3, pp. 23-33).

Cam, P. (1993). *Thinking stories 1* and *Thinking stories 1: Teacher resource /activity book: Philosophical inquiry for children*.

*These two resources provide classroom teachers from grades 3-7 with complete and ready to use lessons that develop students’ critical thinking abilities. Practical and highly recommended.

Cam, P. (1993). *Thinking stories 2* and *Thinking stories 2: Teacher resource /activity book: Philosophical inquiry for children*.

*The same approaches are used as the first series. Highly recommended.

Costa, A. and Kallnick, B. (Eds.) (2000). *Habits of Mind: A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development. Individual titles are: *Discovering and exploring habits of mind*. *Activating and engaging habits of mind*. *Assessing and reporting on habits of mind*. *Integrating and sustaining habits of mind*.

*A series of four books that move from theory to practice and focus on 16 types of intelligent behaviour that authors refer to as “habits of mind”. The behaviours upon which they focus are ones congruent with many of the Saskatchewan CCT objectives. Teachers who work through the four books in this series could acquire greater understanding of these attributes of intelligence and ideas for ways school staffs can work together to develop their own thinking abilities and support their students to do the same.

Davidson, N. and Worsham, T. (Eds.) (1992). *Enhancing thinking through cooperative learning*. New York: Teachers College Press.

*A collection of articles that contain useful background material in relation to supporting both cooperative learning and thinking abilities. Many articles describe practical methods and activities that can be applied to a range of classroom settings and subject areas from kindergarten to high school but are particularly useful for students in grades 6-12. A good blend of theory and practice. Highly recommended.

Egan, K. (1992). *Imagination in teaching and learning: The middle school years*. London, ON: The Althouse Press.

*Theoretical and philosophical background related to understanding the concepts of “imagination”, “intuition”, and “awe” and “wonder”. Also discusses the importance of imagination to education and the characteristics of students’ imaginative lives between the ages of 8-15. Egan develops a particular model for imaginative teaching and learning and applies it to curriculum for this age group and in most subject areas. Includes a planning framework for teachers to use in developing their own units of work. Challenging but worthwhile reading.

Ernst, K. (1994). *Picturing learning: Artists and writers in the classroom*. Portsmouth, NH: Heinemann Press.

*Rewarding reading for teachers interested in developing and supporting visual learning/literacy. An experienced teacher describes her classroom workshop approach to creative development – one that integrates student involvement in creating using visual art forms and personal writing, with reflecting and discussion. The approach is described with classroom vignettes and samples of students’ work and thinking. Use of the workshop approach Ernst describes would develop many of the objectives outlined in “Developing Creative Abilities” and would also support growth in critical thinking.

⁷⁹ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or regional libraries, or Internet sites.

Lynch, M. and Harris, C. (Eds.) (2001). *Fostering creativity in children, K-8: Theory and practice*. Needham Heights, MA: Allyn and Bacon.

*A collection of articles by a variety of contributors who offer different perspectives on understanding and supporting the creativity of children/youth. Section IV: "Stimulating Creativity in Subject Areas" offers classroom suggestions for integrating the teaching of creative perspectives, skills, abilities, and processes across the curriculum.

Marks-Tarlow, T. (1996). *Creativity inside out: Learning through multiple intelligences*. Parsippany, NJ: Dale Seymour Publications and Addison-Wesley.

*Excellent and practical teacher resource containing 28 ready-to-use lessons organized into 4 units. Each lesson concludes with a number of extension activities that could become lessons in themselves. As well, the resource contains a subject index that lists activities that could be integrated into each subject area. The philosophical and theoretical underpinnings for the units and lessons are consistent with Saskatchewan's CCT framework. Highly recommended.

Nachmonovitch, S. (1990). *Free play: Improvisation in life and art*. Los Angeles, CA: Jeremy P. Tarcher, Inc.

*Interesting and (at times) inspiring reading. A good resource for all teachers interested in understanding creative processes and ways to support creative development – their own and that of their students.

Roukes, N. (1982). *Art synectics: Stimulating creativity in art*. Worcester, MA: Davis Publications, Inc.

*This classic resource in arts education contains many ready to use activities that are applicable to a range of subject areas and interdisciplinary thematic units, a wealth of ideas that could be used in all subject areas with minor adaptations, and background material related to a range of creative thinking skills/abilities.

Ruggiero, V. (1996). *Becoming a critical thinker*. (2nd Ed.) Boston, MA: Houghton Mifflin.

*Practical resource for teachers who want to develop their own critical thinking abilities through activities that could be adjusted for subsequent use with middle years students. Book provides brief explanations of a range of foundational critical thinking skills/abilities and practice exercises to be used to assess and apply your understanding. Many of the areas covered are ones useful to daily life such as "Thinking critically about commercials" and "Expressing your ideas persuasively". Written in a straightforward, clear manner and includes many examples to facilitate understanding of each concept or skill/ability. Developed for use by adults but many activities and explanations could also be used with students in grade eight and nine.

Starko, A. (2001). *Creativity in the classroom: Schools of curious delight* (2nd Ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

*Contains a wide range of activities for the development of basic creative thinking skills and abilities as well as theoretical background related to creative development. Activities are described in general ways but not developed into specific activities or lessons.

Swartz, R. and Parks, S. (1994). *Infusing the teaching of critical and creative thinking into content instruction: A lesson design handbook for the elementary grades*. Pacific Groves, CA: Critical Thinking Books and Software.

*Very practical resource to support integration of skills instruction into all subject areas. Contains reproducible "thinking maps" and graphic organizers for student use, complete lesson plans, and a wide variety of activities across subject areas. Many examples are American and would need to be adapted for use in Saskatchewan classrooms.

Tishman, S. and Andrade, A. (Project Zero, Harvard Graduate School of Education. (1997). *Critical Squares: Games of critical thinking and understanding*. Englewood, CO: Teachers Ideas Press.

*Excellent and practical teacher resource containing 6 games that can be integrated into units of study in all subject areas for use with students in grades 3-12. Each game has a reproducible game piece and set of rules in poster format as well as teacher guidelines. The games are intended to foster critical thinking but support creative development as well. All games have been field tested at a variety of grade levels. Highly recommended.

Wassermann, S. (1994). *Introduction to Case Method Teaching: A Guide to the Galaxy*. New York: Teachers College Press.

*Contains detailed guidance on this approach and 6 fully developed cases. Chapter 7, "Teaching a Case", contains excellent and practical advice for developing students' thinking abilities while debriefing the case study. Highly recommended.

Williams, W., Blythe, T., White, N., Li, J., Sternberg, R., and Gardner, H. ((1996). *Practical intelligence for school*. New York: Harper Collins College Publishers.

*Practical teacher resource that addresses the need to help students understand thinking abilities and apply them to becoming more successful in school. The ready-to-use lessons in the book help students to expand their understanding of intelligence, recognize all the different forms of intelligence and ways of knowing that exist, and appreciate individual differences. Other sets of lessons focus upon: developing thoughtful reading abilities, improving expository writing, learning ways to make homework meaningful and useful, and developing abilities to better prepare for and use the feedback from tests. Also includes lessons on active listening and note taking. The lessons incorporate classroom discussions on topics relevant to students. Highly recommended.

Williams, W., Markle, F., Brigockas, M., and Sternberg, R. (2001). *Creative intelligence for school: 21 lessons to enhance creativity in middle and high school students*. Boston, MA: Allyn and Bacon.

*Ready-to-use activities/lessons that focus on many areas of creative development. Sound theory base and many good ideas. Teachers are advised to read the 6-9 learning objectives and instructional guidelines carefully and adjust or adapt the lessons as needed to more fully match the intent and approaches recommended for Saskatchewan schools. Some material needs to be adapted to counteract gender bias (see the examples given on p. 24 and pp. 33-34 that focus almost exclusively on male leaders and innovators).

Wright, I. (2002). *Is that right?: Critical thinking and the young learner*. Toronto, ON: Pippin Publishing Corp.

*Easy-to-use, Canadian resource that focuses on understanding and developing critical thinking abilities in grades one to eight. Full of ideas for activities/lessons and strategies and tools for assessment. Examples of lessons in most subject areas and grade levels.

Teacher Guidelines, Sample Activities, and Resource Suggestions for CCT: Grades 10-12

Guidelines⁸⁰

The headings in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of CCT.

1. Understand:

The development of critical and creative abilities helps youth fulfill their needs to:

- think for themselves, and question and evaluate ideas, opinions, media presentations, behaviours, and social situations
- strengthen their understanding in all subject areas
- anticipate and solve personal, social, and moral problems
- see relationships, understand implications and motivations, and appreciate and work with complexity
- focus their attention
- develop self reliance
- entertain themselves in productive ways and find meaning in daily life
- become lifelong learners.

Critical Thinking

Understand that:

- youth of all ages can and *do* think critically when they have powerful and personal reasons to do so
- teenagers' critical thinking abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- thinking critically often involves questioning and/or challenging the ideas of others – this requires a safe and supportive environment
- students can be taught to question and challenge ideas in a respectful manner
- the development of critical thinking abilities is supported by the use of larger and deeper questions (ones that seek the “why” of things) and restricted by an emphasis on right/wrong answers
- the abilities to work with ambiguity and complexity are supported through a focus on real life problems and limited by tasks of a more artificial and contrived nature.

Creative Thinking

Understand that:

- **all** youth have creative abilities and an individual's creative abilities may be demonstrated more strongly in some subject areas or aspects of life than others
- creative abilities develop from internal personal motivations rather than through the use of external rewards
- creative thinking can be supported by learning particular skills, abilities, and technical processes but this, by itself, will not guarantee creative development – skills must be integrated into personally meaningful projects of a more sustained nature
- tasks of a trivial, superficial, or contrived nature tend to stifle creativity
- competitive activities tend to hamper or limit the development of creative abilities unless they are self-generated and a personal choice
- creative activities involve time to look both inward and outward for ideas and sources of inspiration.

⁸⁰ The guidelines in this section also support the development of Integrated CCT and PSD objectives.

Critical and Creative Thinking

The continued development of the abilities to think critically and creatively depend upon teenagers':

- awareness of their own thinking
- development of self knowledge
- awareness of many types of thinking abilities and ways "good" thinking is demonstrated
- understanding of what it means to think critically and creatively
- knowledge of ways to strengthen thinking
- belief in their ability to improve their thinking and possession of strong internal motivation to do so

And their being provided with:

- opportunities to think *with* others
- exposure to both explicit teaching of thinking skills/abilities and opportunities to apply and integrate these skills/abilities
- a safe, welcoming, and comfortable learning environment
- support from teachers who believe in the ability of every student to learn and grow.

2. Provide:

- **A Focus on the Worthwhile** – questions that are worth pursuing, problems that are worth solving, and abilities that are worth persevering to acquire
- **Ways to increase Relevance and Meaning** – analogies and examples that connect subject matter to teenagers' daily life; support for students to seek and make these connections themselves
- **A Variety of Learning Environments** – opportunities to go out into the community and natural environments
- **Openness⁸¹ with Structure** – projects that are purposeful, related to teenage students' interests and questions, and responsive to students' ideas and input; activities that engage students' minds in reflecting, imagining, and discussing central ideas from many viewpoints
- **A Wide Variety of Materials, Resources, and Types of Resources** – resources for observation, exploration, creating, problem-solving activities, and research projects (e.g., concrete objects, natural materials, found objects, collections, manufactured learning materials, print, non-print, multi-media, and human resources)
- **Opportunities to Raise the Degree and Quality of their Awareness** – quiet moments that stop the flow of a lesson/activity/discussion in order to focus students on what they are thinking, how they are feeling, the emotional climate, what else is happening around them, and what their senses are taking in at that time
- **Choices** – occasions for students to choose from amongst a range of alternatives in relation to topics, materials, procedures, products, or outcomes, and with whom students will work
- **Time** – adequate time for exploration, experimentation, reflection, deeper discussions, and engagement in all stages of creative and learning processes
- **Opportunities and Support for Critical Questioning** – moments that interrupt the flow of a lesson in order to stand back from the ideas and question their relevance, usefulness, accuracy, clarity, completeness, inclusiveness of alternative perspectives, or bias⁸²
- **Models of Critical and Creative Thinking/Thinkers** – examples of critical and creative thinking in action that are drawn from daily life, past and present events, movies, and/or literature
- **Information for Students and Parents about Critical and Creative Thinking** – checklists of CCT objectives you will be developing, charts and handouts that describe the characteristics and behaviours related to good thinking, and the qualities of good thinkers.

⁸¹ "Open" in this instance means activities that have several possible approaches and solutions as opposed to a single correct process or solution. "Open" is also intended to convey instruction that is supportive of full student involvement.

⁸² See the sample activity "Who Wrote This?" for a description of some ways a teacher might approach this.

3. Find many ways to:

a) Develop Understanding of Thinking and Intelligence

- point out the variety of thinking abilities or forms of intelligence that students possess and are demonstrating without drawing attention to individual students publicly. (E.G., *“In the group work today, I saw an example of a strong use of emotional intelligence or sensitivity to the feelings of others. This is also referred to as interpersonal intelligence.”*.)
- encourage students to recognize the differing forms of intelligence that students and other people demonstrate in daily life and to look beyond and challenge limiting concepts of intelligence such as that of seeing people as either “*smart*” or “*dumb*”, or as having a fixed IQ
- collect and use a variety of books, videos, newspaper articles, and other materials that portray individuals who use critical and creative thinking abilities and the challenges and rewards these individuals experience
- support the use of mentors and forms of apprenticeship in relation to learning critical and creative skills and abilities
- integrate mini-lessons that teach about specific aspects of critical thinking and thinkers (e.g., attributes of communitarian thinkers⁸³) into subject area teaching.

b) Incorporate a Variety of Strategies that Promote CCT

- support the development of a variety of ways to understand something or demonstrate learning (e.g., role play, visual art, 3-dimensional models, music, charts, graphs)
- promote reflection, ask open-ended questions, and focus on “big ideas”
- model and encourage the use of critical questions in relation to social phenomena (e.g., *“Who benefits or benefits most from this system/practice?” “Do things have to be structured the way they are at present or could they be different?” “In what ways could this be done differently?” “What else would have to change in order to change this aspect of our present system?”*)
- step back from the material being presented in order to remind students that it was developed, structured, and written or created by humans with their own strengths, interests, values, and biases⁸⁴
- use scenarios and case studies⁸⁵, ask “What if...?”
- incorporate more than one viewpoint on an issue or concern and support for students to look at a phenomenon from several perspectives
- pose problems (large and small, relevant/important to class, community, or world) and encourage students to generate a number of alternative solutions to them
- incorporate puzzles, dilemmas, or challenges – ones that cause students to think and question beyond the obvious, change perspectives, or look from more than one point of view
- use the community as a classroom (e.g., explore/make use of the cultural community, study local architecture, explore possibilities to reduce/reuse/recycle, classify local flora and fauna, develop social histories)
- encourage and appreciate the seeking out and use of a variety of materials and resources – support students to look beyond the conventional sources and resources when undertaking research and/or creative projects
- leave some questions or dilemmas open to further reflection, exploration, and experiences; avoid premature closure; model and develop tolerance for ambiguity, complexity, and uncertainty
- help students to appreciate change as a part of life and to view new or unexpected situations as opportunities to exercise personal creativity.

⁸³ See the Grades 10-12 learning objectives for other ideas for mini-lessons and the profile of a communitarian thinker in Appendix C.

⁸⁴ See sample activity “*Who Wrote This?*” for examples of how this might be done.

⁸⁵ See Wassermann (1994), “*Introduction to Case Method Teaching: A Guide to the Galaxy*” for detailed guidance on this approach and 6 fully developed cases.

c) Increase Student Involvement

- involve students in the development of standards or criteria for evaluation and decision making (e.g., What qualities would you look for in a classmate to work with on a creative project? What criteria would you use to evaluate this historical research assignment?)
- increase student ownership of inquiry, creating, and/or problem-solving processes (e.g., individuals or small groups decide on the steps to take in order to complete a project, in what order students will undertake these steps, and how students will document their learning process)
- connect to teenage students' interests, current events, and real life concerns
- make risk taking safer and show its value – teach students to ask “What can I learn from this?” particularly in relation to what they perceive as a personal failure or mistake
- think *with* students about ways to make the learning environment more stimulating and challenging.

d) Make Teaching and Learning Enjoyable

- encourage the development of classroom-appropriate humour
- keep students alert and thinking – find many ways to incorporate the unexpected; balance routines with unpredictable elements
- support student involvement in the design and development of a safe, respectful, comfortable, and inclusive classroom/school environment
- overtly value and encourage imaginativeness, resourcefulness, originality, questioning, and curiosity
- keep your teaching fresh
- show your own enthusiasm for learning.

4. Limit or Avoid:

- the use of clichés, stereotypical images, and stereotypes of all kinds
- production line type of activities where all students are expected to make the same product in the same way
- evaluative comments of a general nature (good, nice)
- an emphasis on right/wrong answers
- competitive games/activities –particularly those in which students compete with each other as opposed to themselves and those which incorporate time limits or focus on “getting the answer first”
- evaluating or judging one student's ideas, behaviours, or creations by comparing them with those of another student in the class
- monopoly of discussion time by any one individual (teacher or student).

5. Develop CCT abilities through your Responses and Interactions by:

- appreciating unique perspectives
- valuing genuine questions
- showing your willingness to acknowledge your mistakes; admitting it when you do not know something
- showing respect to all, and modeling respectful behaviours (particularly in heated moments)
- modeling and teaching the skills/abilities needed for democratic discussion and dialogue (e.g., being respectful, being concise, *really* listening)
- inviting alternative viewpoints, seeking several perspectives on a topic, and reminding students that not all questions have single or final answers
- developing your abilities to appreciate specifics rather than offering general praise
- appreciating all the ways that individuals can and do contribute to classroom and community life and using their creative, critical, and communitarian ⁸⁶ abilities

⁸⁶ See Appendix C and the Integrated Objectives.

- modeling and discussing *intrinsic motivation* and how it differs from working for external rewards, and supporting students in developing greater awareness of their own interests and motivations
- modeling a variety of ways to evaluate the work of others with an emphasis on the positive aspects (e.g., valuing originality, effort, simplicity, impact, detail, precision, humour, multiple perspectives on the same topic)
- asking about intentions, meanings, and methods rather than assuming you know what students have made, what meaning it holds for them, or how they set about it
- respecting individuals' desire not to discuss their ideas or creations publicly while encouraging students to provide their ideas through other means (e.g., in writing, audio taped).

6. A few Starting Points for Reflection⁸⁷

The ideas presented here can be used by individual teachers for reflection, groups of teachers for discussion, or with students as starting points to expand ideas about thinking.

▫

*"[In relation to thinking] two challenging questions might be, 'What is intelligence?' and, 'Where is Intelligence'? We have all heard too much about the first one, and most of us are pretty tired of answers that talk only about IQ. The second one is much more interesting. Most of us take it for granted that intelligence is in the head, buried somewhere in the brain But a provocative contemporary position says something quite different: Intelligence is **distributed**. Our intelligence, in the sense of how well we function as thinking and understanding organisms, spreads out from the mind to include physical, social, and symbolic support systems. We operate more intelligently because we make use of things like notepads and computers; because we think together with other people; and because we employ language, mathematics, and other symbol systems to guide and focus our thinking and understanding. (Emphasis added). The implications of this for teaching and learning include that intelligence is not fixed but rather can be improved and extended given the right sort of environment. (Tishman, S. and Andrade, A., 1997, p. ix)*

▫

Creativity is a maturational process that unfolds through a combination of inborn talent and exposure to encouragement, opportunities, and respected role models. Creativity's fullest bloom occurs when individuals are motivated by internal reasons, such as curiosity, determination, and passion, rather than for external rewards, such as praise, recognition, and good grades. (Marks-Tarlow, T., 1996, p. x)

▫

Originality does not mean being unlike the past or unlike the present; it means being the origin, acting out of your own centre. Out of your spontaneous heart you may do something reminiscent of the very old, and it will be original because it will be yours. Under the spell of wanting to appear original, you may end up rejecting your first thoughts and dredging up something far out – not yourself. ... Because you are the unique product of evolution, culture, environment, fate, and your own quirky history, what is obvious and humdrum to you is guaranteed to be thoroughly original. ... Paradoxically, the more you are yourself, the more universal your message. (Nachmanovitch, S., 1990, p. 179)

▫

⁸⁷ Material in italics is quoted verbatim.

Sample Activities

1. Who Wrote This and Why does that Matter?: Mini-lessons that Develop the Understanding that Written Information is Created by Humans with Particular Backgrounds and Interests

Brief mini-lessons devoted to furthering understanding of the ways humans influence the development of written materials – particularly those that purport to be factual, can be incorporated into all subject areas. The incorporation of these short CCT lessons is important for a number of reasons.

Activities of this sort strengthen a number of critical thinking abilities by:

- helping students to connect the motives and interests of individuals to the materials written by those individuals (e.g., the selections made, the content and perspectives neglected, and the arguments expounded)
- reminding students to question the source and seek alternative perspectives
- showing students ways that knowledge can be strengthened or changed.

Materials

Any and all of the following forms of written material can be used:

- textbook/s used in the subject area being taught
- newspaper and magazine articles
- teacher notes on chalkboard or student-created notes
- print versions of information on websites.

Procedure

There are a number of ways mini-lessons in this area could be approached including:

1. At the time that a textbook or website is first used, ask students to find any information they can about the author/s and speculate on relationships between author/s and contents and perspectives in the textbook or on the website. For example, you might ask:
 - *“Is the author male or female? Does this matter? As you read, can you find any evidence for gender bias? What might the examples and analogies look like if the author was female instead of male (or vice versa)?”*
 - *“When did the author/s write this book/article/information? Where did they write it? Do the date when, and the country or region where, the book/article/information was produced matter? If so, why?”*
2. Another example of seeking information about author/s and their backgrounds would be to draw attention to any information about the author/s given with the text, article, or information and asking students to reflect on ideas such as the following:
 - *“Why is it important to know that the writer of this book has/does not have a Ph.D.? Why might it be important to know more about the particular focus and research interests of the author?”*
 - *“Does the information about the author suggest that s/he has background knowledge and experiences related to a particular culture or ethnic group? Under what circumstances might knowledge and experiences related to a particular culture strengthen or weaken the information in some way?”*
 - *“Are the political preferences or moral viewpoints of the author relevant to evaluating the quality of (opinions in, selections made for) this source? If so, why? Are these usually given as part of the author’s background? How might you uncover them? Are their ways to detect biases of these types in written material?”*
 - *“What other types of background might be helpful for the writer of a school textbook, journal article, or website newsletter to have? What might this textbook/article/website read like if it had been written by a scholar and a teenager working together?”*

3. Look at the table of contents or headings of articles with students and ask them to imagine what else might be included that could make the text/article/information more useful, relevant, and/or easier to understand. Ask them to speculate on what type of person might have the right background to make these changes/improvements.
4. Stop at any point that students are working with written material and ask them to discover and think about who is writing the material and for what purpose/s. For example, is it meant to inform, persuade, or teach how to do something? Ask students to reflect on other ways these purposes might be fulfilled.
5. Point out or ask students to identify sections of a piece of written material where an idea or argument might be described in a way that is limited by its author's particular background or values. Ask students questions such as:
 - *"Are their places in the text/article/information where more and/or alternative viewpoints might be included? Which places?"*
 - *"What viewpoints need to be better represented? Who might be in a position to have alternative views or increase the breadth, depth, and inclusiveness of the material?"*
6. On occasions when you have put written material on the board for students to copy or have asked students to make notes as you present information, stop after students have developed or copied some written notes and ask students to reflect on whose ideas are being represented in those notes. You might ask,
 - Teacher chalkboard summaries/notes: *"Are these notes my ideas or summaries of the ideas of scholars who have written in this area? Are there any reasons that you can think of for a teacher to misrepresent knowledge from a particular field? Has this ever happened that you know of? Under what circumstances might you want to question the accuracy, fairness, or inclusiveness of material presented by teachers?"*
 - Students' own notes: *"When you are studying from these notes or using them for some other purpose, do you ask yourself whether you included the most important ideas or recorded information accurately? How might your notes be strengthened if you compared them with those of at least two other classmates and developed a synthesis set of notes through putting your understandings together? Can you see other instances in daily life when a practice like this might be a good idea?"*

2. Learning to Ask Good Questions:⁸⁸ CCT and Integrated CCT and PSD Activities

Teachers will need to select from amongst the activities described those that best match the developmental level and knowledge base of their students. The examples given are intended as starting points only – many more can be generated by individual teachers to match students' interests, current events, or subject area themes and concepts.

Purposes

Supporting students to question and learn about what constitutes good questions can also lead to students developing:

- Greater reflective abilities, and deeper or more critical thinking in all subject areas, on any topic, and in daily life
- Increased and more active participation in learning
- Self-motivation and the desire to explore further or find answers
- Deeper understanding of subject matter
- A greater tendency to see more than one possibility or several different perspectives, or to engage in "both/and" thinking rather than "either/or" or polarized views.

⁸⁸ Adapted from a set of activities designed by S. Finney (2004), Garden River Research Associates, Saskatoon, SK.

Processes

In order to support the habit of asking genuine, appropriate, and critical or important questions, some of the following activities could be used.

1. Stimulate interest in and support for student questioning by designing projects and incorporating activities on a regular basis that require students to develop a set of questions as a response.
Examples:
 - You might invite students to act as if they were the teacher by saying something like, *"If you were the teacher and wanted to know not just if your students had read this material (or listened carefully to the program) but also whether they had understood it, what questions would you ask students?"*
 - Or, you could frame the activity by saying, *"As you read, view, listen, or do this activity, think about what you feel is the most important idea or information it contains. Write 3 questions that would help you to understand this important idea even better".*
 - Another approach would be to ask in relation to any aspect of the school day such as a problem in the school hallway or an item in the local paper that students have shown interest in or concern about, *"What else do we need to know in order to solve this problem, or be fair to everyone, or do something about this concern? What are some questions we need to ask? What else do we need to know and what kinds of questions could help us find this out?"*
2. After students have been given a few opportunities to ask their own questions, provide a structured activity/discussion that helps students to explore the idea of "what makes a question good?".
Examples:
 - You might begin this activity by suggesting that some questions can lead to a good discussion while others just seem to fizzle and lead to silence. Ask students for their ideas about what makes for a good discussion question and/or what qualities the question should have in order to get people thinking and talking together.
 - Alternatively, you might say something like, *"Asking a good question can be as important as answering one that a teacher asks. Why might this be so?"*
3. Develop a collection of diverse questions related to the subject area/s students study, aspects of their life in the school and/or community, and current events to which students have shown an interest (questions may be ones that students have asked and you have recorded, ones from textbooks or websites they use, or ones that you have developed). Select a few questions from this collection on each occasion that you work through this activity. Support students to evaluate questions for the extent to which they:
 - stimulate thinking
 - promote creativity, encourage the use of imagination, or lead to wondering
 - reflect diversity and/or support appreciation of diversity
 - help people to move beyond either/or thinking and see more perspectives on a topic
 - are appropriate for the classroom context
 - are asked in a respectful way.
4. Compare types of questions. After reading a story or piece of non-fiction or viewing a film or documentary, develop a set of questions for comparison that lead from a closed question asking for factual information to those that are open and encourage different types of thinking. For example, "Who is Gilgamesh and what unusual quality does he have?" as compared with "How was Gilgamesh successful or unsuccessful in using his unusual quality?" and "What does his success or failure signify for humans?" Ask students to consider what type/s of thinking might be involved in answering each question and which question/s they feel would generate the most thinking.

-
5. Imagine who might have asked a particular question.

Examples:

- *How many people can you think of that might have asked each of the following questions, why might they have asked them, or under what circumstances might they have asked them?* (Encourage creative thinking and unusual but justifiable responses):
- *Which box does this go in?*
- *How much was spent on health this year?*
- *Do you think they will believe we didn't know about this beforehand?*
- *Why do you want us to move?*

6. Imagine what kind of question a variety of persons from different contexts might ask of the same event/situation or about the same problem or need.

Examples:

- In relation to a concern with increased crime in a community, what questions might a child/teenager ask? a police officer? a taxpayer? a politician? a researcher hired to do a study of the concern?
- In relation to the publication of a study suggesting that there is no real poverty in Canada, what questions might be asked about the study and the research behind it by a low income group? a critical thinker? a communitarian thinker? a social worker working with the homeless?

3. Understanding Different Voices and Points of View

Because an author's meaning is situated not only in the words on the page but also in the readers' head, teachers and students need to go beyond deciphering an author's singular, surface meaning. They need to question, challenge, and critique the ideas and perspectives of others in what they hear, read, or view. By juxtaposing texts (or parts of them), teachers can use contrapuntal readings to help students understand the different voices and points of view related to a similar subject and theme. Two texts that present a different perspective of place and the people who live and lived there are:

Text One: Paragraphs one-ten of Wallace Stegner, "The Question Mark in the Circle" in Mitchell.

Text Two: Paragraphs one-ten of Elizabeth Cook-Lynn's "Why I Can't Read Wallace Stegner", *Why I Can't Read Wallace Stegner and Other Essays*.

Purposes

- Evaluate the accuracy and usefulness of information presented
- Identify the effect created by the author's "voice", tone, and style and examine the methods by which they are achieved
- Explore human experiences and values reflected in texts
- Understand the ideas, values, and cultures of peoples past and present
- Develop understanding of egocentric, ethnocentric, sociocentric, androcentric, and anthropocentric perspectives (CCT).

Processes

1. Have students read "Where the World Began" and to use a split journal strategy to identify why a place carried such a special significance for Laurence. Then have students consider what words like "prairie" or "north" mean and what special place has significance for students on the prairie or in the north (Sample Unit, English Language Arts (ELA): A Curriculum Guide for the Secondary Level, April 1999, pp. 303-305).
2. Discuss how sometimes our worldview can limit our thinking and perspective of places, people, and ideas. When we place our reasoning within value contexts that privilege ourselves

(egocentrism), social/economic/cultural groups (socio or ethnocentrism), our gender (androcentrism), or humans over other life forms (anthropocentrism), we may have difficulty understanding or seeing our world through others' eyes. Have students consider Carlyle King's statement: "There is, however, another side of the coin." Note that students are going to consider two different views of Saskatchewan by two different authors. Although these two texts deal with similar subjects, they are juxtaposed because they present different voices, places, times, and perspectives.

3. Invite students to read Wallace Stegner's view of his world and then to respond to the personal response prompts on page 145 of the Secondary Level ELA curriculum guide. After students have given their first impressions of the text and the perspective of the place and people presented by Stegner, have students consider some of the critical prompts presented on page 145 of the curriculum guide including: Who constructed this text (age, gender, culture)? For whom was the text constructed? To whom was it addressed? When was the text constructed? For what purpose could the text be used? What are the author's views and beliefs? What has been left out? Whose point of view is presented and whose is not? Whose voice and positions are being presented? Whose voices are not heard?
4. Now ask students to read Elizabeth Cook-Lynn's response to Wallace Stegner's view and, again, to consider the personal response prompts on page 145 of the curriculum guide and the same critical prompts as they considered for the Stegner text.
5. Ask students to form small groups of no more than four students. Have each member of the small group read each text a second time and discuss how Stegner's and Cook-Lynn's thinking within their value contexts might have privileged themselves (egocentrism), their social/economic cultural groups (socio or ethnocentrism), their gender (androcentrism), or humans over other life forms (anthropocentrism). Encourage students to identify specific support for their conclusions.
6. Invite the students in each group to share what they discovered as a result of their second reading. How did their reading of each text compare with that of others in their group? Why was it different? Did the discussions with their peers reveal anything about the text, about themselves, or about their assumptions? Did students change their minds about any aspects of the text? About the author?
7. Have students consider what each of the authors knew and believed. Is each author's view of the place and its people comprehensive? Is it accurate? Is it inclusive? Is it truthful? Which perspective was more credible and why?
8. Finally, have students consider their view of the place and the people where they live. Is it comprehensive? Is it accurate? Is it inclusive? Is it truthful? Can they see the world using more than one lens or viewpoint? Why is it important to do so?

Resource Suggestions⁸⁹

Costa, A. and Kallnick, B. (Eds.) (2000). *Habits of Mind: A Developmental Series*. Alexandria, VA: Association for Supervision and Curriculum Development. Individual titles are: *Discovering and exploring habits of mind*. *Activating and engaging habits of mind*. *Assessing and reporting on habits of mind*. *Integrating and sustaining habits of mind*.

*A series of four books that move from theory to practice and focus on 16 types of intelligent behaviour that authors refer to as “habits of mind”. The behaviours upon which they focus are ones congruent with many of the Saskatchewan CCT objectives. Teachers who work through the four books in this series could acquire greater understanding of these attributes of intelligence and ideas for ways school staffs can work together to develop their own thinking abilities and support their students to do the same.

Davidson, N. and Worsham, T. (Eds.) (1992). *Enhancing thinking through cooperative learning*. New York: Teachers College Press.

*A collection of articles that contain useful background material in relation to supporting both cooperative learning and thinking abilities. Many articles describe practical methods and activities that can be applied to a range of classroom settings and subject areas from kindergarten to high school but are particularly useful for students in grades 6-12. A good blend of theory and practice. Highly recommended.

Nachmonovitch, S. (1990). *Free play: Improvisation in life and art*. Los Angeles, CA: Jeremy P. Tarcher, Inc.

*Interesting and (at times) inspiring reading. A good resource for all teachers interested in understanding creative processes and ways to support creative development – their own and that of their students. Many sections of the book could be used with senior students to deepen their understanding of creative processes and human creativity and its importance to the human spirit.

Marks-Tarlow, T. (1996). *Creativity inside out: Learning through multiple intelligences*. Parsippany, NJ: Dale Seymour Publications and Addison-Wesley.

*Excellent and practical teacher resource containing 28 ready-to-use lessons organized into 4 units. Each lesson concludes with a number of extension activities that could become lessons in themselves. As well, the resource contains a subject index that lists activities that could be integrated into each subject area. The philosophical and theoretical underpinnings for the units and lessons are consistent with Saskatchewan’s CCT framework. Highly recommended.

Roukes, N. (1982). *Art synectics: Stimulating creativity in art*. Worcester, MA: Davis Publications, Inc.

*This classic resource in arts education contains many ready to use activities that are applicable to a range of subject areas and interdisciplinary thematic units, a wealth of ideas that could be used in all subject areas with minor adaptations, and background material related to a range of creative thinking skills/abilities.

Ruggiero, V. (1996). *Becoming a critical thinker* (2nd Ed.) Boston, MA: Houghton Mifflin.

*Practical resource for teachers who want to develop their own critical thinking abilities with their students. Book provides brief explanations of a range of foundational critical thinking skills/abilities and practice exercises to be used to assess and apply understanding. Many of the areas covered are ones useful to daily life such as “Thinking critically about commercials” and “Expressing your ideas persuasively”. Written in a straightforward, clear manner and includes many examples to facilitate understanding of each concept or skill/ability.

Starko, A. (2001). *Creativity in the classroom: Schools of curious delight* (2nd Ed.). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

*Describes a wide range of activities for the development of basic creative thinking skills and abilities as well as theoretical background related to creative development. Teachers would need to “flesh out” the activities for classroom use.

Tishman, S. and Andrade, A. (Project Zero, Harvard Graduate School of Education). (1997). *Critical Squares: Games of critical thinking and understanding*. Englewood, CO: Teachers Ideas Press.

*Excellent and practical teacher resource containing 6 games that can be integrated into units of study in all subject areas for use with students in grades 3-12. Each game has a reproducible game piece and set of rules in poster format as well as teacher guidelines. The games are intended to foster critical thinking but support creative development as well. All games have been field tested at a variety of grade levels. Highly recommended.

⁸⁹ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or regional libraries, or Internet sites.

Wassermann, S. (1994). *Introduction to Case Method Teaching: A Guide to the Galaxy*. New York: Teachers College Press.

*Contains detailed guidance on this approach and 6 fully developed cases. Chapter 7, "Teaching a Case", contains excellent and practical advice for developing students' thinking abilities while debriefing the case study. Highly recommended.

Williams, W., Blythe, T., White, N., Li, J., Sternberg, R., and Gardner, H. (1996). *Practical intelligence for school*. New York: Harper Collins College Publishers.

*Practical teacher resource that addresses the need to help students understand thinking abilities and apply them to becoming more successful in school. The ready-to-use lessons in the book help students to expand their understanding of intelligence, recognize all the different forms of intelligence and ways of knowing that exist, and appreciate individual differences. Other sets of lessons focus upon: developing thoughtful reading abilities, improving expository writing, learning ways to make homework meaningful and useful, and developing abilities to better prepare for and use the feedback from tests. Also includes lessons on active listening and note taking. The lessons incorporate classroom discussions on topics relevant to students. Developed for use with students in grades five to nine but many lessons would be helpful for many high school students as well.

Williams, W., Markle, F., Brigockas, M., and Sternberg, R. (2001). *Creative intelligence for school: 21 lessons to enhance creativity in middle and high school students*. Boston, MA: Allyn and Bacon.

*Ready-to-use activities/lessons that focus on many areas of creative development. Sound theory base and many good ideas. Teachers are advised to read the 10-12 learning objectives and instructional guidelines carefully and adjust or adapt the lessons as needed to more fully match the intent and approaches recommended for Saskatchewan schools. Some material needs to be adapted to counteract gender bias (see the examples given on p. 24 and pp. 33-34 that focus almost exclusively on male leaders and innovators.)

Personal and Social Development Objectives

Checklist for PreK-K PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the child will:

1. Spiritual Development: Grow in her/his understanding and appreciation of the spiritual dimension of life. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a person of innate worth who has something of value to give to the world. 	
Understand and Appreciate Spiritual Dimension	
	Begin to develop awareness of her/his thoughts and feelings as parts of the self that cannot be seen.
	Begin to develop an understanding of the concept of an “ <i>inner self</i> ” ⁹⁰ as a part of the self that is important but not visible to others (e.g., ideas such as, “People can’t always tell how we are feeling on the inside unless we tell them.”).
	Begin to develop awareness that individuals and families may have different spiritual or religious beliefs and practices, and a sense that these differences should be respected.
Explore Questions of Meaning and Purpose	
	Engage in wondering, exploring, and discussing larger questions and ideas which are of particular importance/interest to her/himself when supported to do so ⁹¹ (e.g., questions such as, “What are stars for”? or “How did they get up in the sky?”).
Develop Sense of Connection/Create Meaningful Sustaining Life	
	Begin to develop the ability to be calm, still, and quiet and an awareness of and appreciation for experiences with these peaceful and focused qualities.
	Begin to develop the confidence and willingness to participate in new experiences designed to: <ul style="list-style-type: none"> increase her/his sense of connection to others and other life forms (e.g., nature walk, class celebration of mutual accomplishments) expand her/his interests and appreciation for all that life has to offer (e.g., collecting stones, exploring ways that each stone is unique, wondering about the origins of stones).
	Begin to develop a sense of <i>gratitude</i> for life – one that is larger and more encompassing than being grateful for possessions ⁹²
2. Identity, Self-understanding, and Self-care: Develop a strong, positive sense of identity, self-understanding and the abilities related to self-care. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a unique and valued individual whose particular abilities and personal qualities are recognized and appreciated experience being treated with kindness, care, and respect experience opportunities to make meaningful choices in relation to learning experience support to develop understanding of her/his needs and to <i>seek balance</i> in meeting her/his intellectual, physical, emotional, and spiritual needs. 	
Positive Sense of Identity	
	Explore and begin to become aware of her/his many abilities through participation in a range of activities, learning centres, and opportunities to choose learning tasks.
	Begin to develop a positive sense of self as an individual who has many abilities and good qualities but is not superior to anyone else.
	Begin to develop a sense of her/his ability to help others and contribute to a better world.

⁹⁰ All italicized words or phrases within the text of learning objectives denote concepts for which teachers need to support children’s understanding through use of concrete examples and other developmentally appropriate means.

⁹¹ Often, children’s “big” questions touch upon the deeper mysteries or aspects of life whose answers can be sensed but not fully known. The teacher’s role here is to **value** the questions and support the children to speculate and imagine how things come to be rather than to offer technical or philosophical explanations for which children are not ready.

⁹² Taffel, R. (1999), *Nurturing good children now: 10 basic skills to protect and strengthen your child’s core self* has an excellent description of ways to support the development of gratitude in the final chapter of the book.

	Begin to define and describe self in positive ways when supported to do so.
	<p>Begin to develop a positive sense of self as a member of social and cultural groups including the development of:</p> <ul style="list-style-type: none"> positive sense of her/his family as a group of people with strengths, abilities, and challenges⁹³ positive sense of children as an age group with unique value and a positive role in the world.
	Begin to develop awareness of self as an individual who has a specific family and particular experiences that may or may not be similar to those of others.
	Begin to develop an interest in the experiences and stories of members of her/his family and those of classmates.
	Begin to develop awareness of own physical characteristics and abilities, and the ways these differ from those of others.
	Begin to develop awareness of the groups or social designations that apply to her/himself and to others (e.g., gender/sex, age group, family members, culture/ethnic group/s).
	Begin to develop the understanding that “ <i>different</i> ” does not mean “ <i>better/worse</i> ”.
Emotional Intelligence	
	<p>Begin to develop emotional intelligence including the development of:</p> <p><u>Recognition and Language</u></p> <ul style="list-style-type: none"> language with which to talk about feelings (e.g., <i>happy, sad, afraid, hurt, “mad”/angry, excited, calm</i>) ability to identify particular feelings of self and others when encountered in daily life <p><u>Awareness</u></p> <ul style="list-style-type: none"> of feelings of <i>calmness</i> or <i>peacefulness</i> and development of the language to describe this feeling state (e.g., “I feel quiet inside”) of <i>confidence</i> as a feeling state and the language with which to describe it (e.g., “I feel good about myself”) <p><u>Understanding</u></p> <ul style="list-style-type: none"> that feelings are normal as opposed to “good” or “bad” that feelings convey important information to which s/he needs to attend of the difference between a feeling and an action related to the feeling (e.g., the differences between feeling hurt and crying or between feeling angry and hitting a person or object) the types of experiences that typically evoke feelings such as <i>happiness, fear, anger, sadness, or excitement</i> that there are more and less helpful ways to communicate and/or express⁹⁴ feelings <p><u>Knowledge</u></p> <ul style="list-style-type: none"> of non-harmful ways to express feelings and concerns when upset or afraid (e.g., tell someone how you are feeling or how her/his behaviour makes you feel, change your activity, seek help from a trusted adult) of ways to calm her/himself and ability to use them as the situation warrants (e.g., counting to ten slowly and quietly, withdrawing to a quiet corner, moving through a short sequence of stretches, engaging in an enjoyable and calming activity) <p><u>Abilities to</u></p> <ul style="list-style-type: none"> listen to learn about how others are feeling use words rather than physical aggression to communicate feelings calm her/himself communicate or express feelings in non-harmful ways.
Self-care	
	Begin to develop trust in own feelings and judgement, and a sense of self-reliance.
	Begin to develop personal interests and skills/abilities related to favourite games, sports, and activities.
	Begin to understand the idea that children have a variety of needs that, when met, help to make children both healthy and happy.

⁹³ Children need to be helped to develop a positive sense of their family as a whole – a sense of their family’s strengths that is not solely dependent upon the present behaviour of individual family members.

⁹⁴ “*Express*” is the term being used to denote representing feelings indirectly and/or privately and through use of a variety of media or art forms such as dance. “*Communicate*” is the term being used to denote the intention and action of sharing feelings with others directly through language including body language.

	<p>Begin to develop “<i>peer smarts</i>”⁹⁵ (i.e., “the abilities to resist peer pressure, and decrease excessive dependence on others.”):</p> <ul style="list-style-type: none"> • distinguish between enjoyable and not enjoyable play • suggest and initiate alternatives when play is not enjoyable • identify play involving harm to self and/or others • seek support to say “no” to harmful forms of play as needed • engage in work and play experiences with a variety of peers • identify and discuss hurtful behaviours and words • refuse to participate in ridiculing or <i>scapegoating</i> another child • stand up for everyone’s right to care about their schoolwork, others, and their personal interests and resist the norms related to acting “cool”.
	Begin to develop the understanding and skills/abilities related to <i>assertiveness</i> when they are modeled and practised (e.g., using words instead of aggression or withdrawal when someone does something to you that you do not like).
	Begin to recognize and develop understanding of “ <i>safe</i> ” and “ <i>not safe</i> ” behaviours and situations and explore sources of and ways to get help/support in the school, home, and community.
	<p>Begin to develop a non-violent disposition and the understandings and abilities related to protecting oneself from the violent, abusive, or harmful behaviour of others:⁹⁶</p> <ul style="list-style-type: none"> • understand that <i>violence</i> is behaviour that physically hurts or destroys people, places, or things • begin to understand the idea that people can be abused or harmed by the unkind or threatening use of words • begin to develop understanding of the rights of children to protect their bodies from harm including the unwelcome touches of others • identify violent and non-violent, or harmful and non-harmful behaviours and their effects on self and others • begin to understand that violent and abusive behaviour is a choice and begin to learn and use a range of non-harmful alternatives to violent or abusive behaviours • learn the basics of safety and self protection in relation to violence or danger (e.g., leave a scene of violence quickly, do not try to intervene, use the telephone to get help) • understand that s/he is not to blame for the violent or abusive behaviour of others • learn about helpful and important actions to take if s/he has been harmed or violated in some way (e.g., knowledge of which persons in her/his life can be trusted, under what circumstances it is important to tell someone else).
<p>3. Character/Moral Development: Develop a caring disposition, strength of character, and the understanding and abilities related to moral development.</p> <p>To support student achievement of this objective, teachers need to design learning environments so that students will:</p> <ul style="list-style-type: none"> • experience being treated with kindness and respect for her/his innate worth, cultural background, experiences, abilities, and desire to learn and grow • experience being held responsible for own moral choices and behaviours within a fair and supportive environment. 	
Foundations	
	Begin to develop a sense of self as separate from others in mind, body, and spirit.
	Begin to develop a sense of personal agency ⁹⁷ (i.e., see oneself as an initiator of actions and as an individual who can make and act on choices).
	Begin to develop a sense of responsibility for own thoughts, words, actions, and a belief in her/his ability to regulate them.
	Begin to develop understanding of the difference between a person and her/his behaviour (i.e., learning to criticize behaviour they do not like as opposed to saying they do not like a particular person).

⁹⁵“Peer Smarts” has been described in Taffel (1999), *Nurturing good children now: 10 basic skills to protect and strengthen your child’s core self* as the understanding and abilities to “make friends wisely, manage friendships when they’re working, and to know how to leave them when they’re not” (p. 129). For a fuller discussion and helpful suggestions for teachers and parents, see Chapter 5.

⁹⁶ This objective includes educating children in relation to all forms of child abuse and neglect. Such education involves factual information presented at the child’s level of understanding, guidance in relation to ways children can respond to and avoid abusive situations, clarity in relation to the fact that no child deserves to be abused or neglected, and sources of help and support.

⁹⁷ Children need to be supported to develop this sense of being the source of their own behaviour (speech, actions) but would not be expected to learn or use this terminology.

Moral Development	
	Begin to understand the meaning of <i>kindness</i> , <i>truthfulness</i> , and <i>fairness</i> through seeing them modeled in daily life, literature, television, film, and other media and supported by discussion and reflection on experiences in which they are present and absent.
	Begin to develop understanding of the idea of treating others as s/he would want to be treated.
	Begin to develop and act from a sense of empathy when supported to do so.
	Begin to understand and develop a range of ways to show genuine <i>kindness</i> and/or <i>gratitude</i> towards others.
	Begin to develop the abilities to distinguish between truthful and not truthful statements, understand their effects on self and others, and speak <i>honestly/truthfully</i> when supported to do so.
	Begin to understand: <ul style="list-style-type: none"> the difference between “<i>mistakes</i>” in which s/he had no intention to cause harm and “<i>wrongdoing</i>” where the intention was to secure one’s own way whether or not it harms others that everyone makes mistakes that mistakes can be productive and an important part of learning.
Character Development	
	Begin to develop the understanding, ability, and confidence to admit mistakes, admit to wrongdoings, and apologize when wrong when supported to do so.
4. Diversity, Interdependence, and Sustainability: Value and respect human and biological diversity, develop understanding of our social and environmental interdependence, and the values and abilities related to sustaining life. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience a positive and respectful classroom and school atmosphere in relation to human and biological diversity including the policies, rules, routines, physical environments, and social interactions. experience understanding and support in relation to becoming an increasingly respectful and caring human being – one committed to acting on the values related to interdependence and sustainability. 	
Foundations	
	Begin to develop understanding of own needs and those of others.
	Begin to develop the understanding that all living things have the same basic needs.
Human and Biological Diversity	
	Begin to develop a positive attitude toward individual and cultural diversity through concrete experiences and exploration of ideas such as: ⁹⁸ <ul style="list-style-type: none"> <i>differences are necessary</i> <i>differences exist and can be enriching</i> <i>the same thing can be done in many different ways</i> <i>one way of looking, being, or acting is not necessarily better than another.</i>
	Begin to develop awareness and respectful behaviours in relation to all forms of human difference when supported to do so. ⁹⁹
	Begin to develop awareness of and an appreciation for biological diversity through concrete experiences of the diversity that exists in plant and animal life, and life forms and forces in her/his own neighbourhood and surrounding areas.
	Explore and develop appreciation for natural environments in her/his community.
Interdependence	
	Begin to develop an understanding of the ways that s/he depends on others and nature in order to meet basic needs and a sense that s/he has a role to play in helping to sustain life and meet the needs of others.

⁹⁸ Adapted from Hall and Romberg, (1995), *The affective curriculum: Teaching the anti-bias approach to young children*, Toronto: Nelson Canada, p.11.

⁹⁹ See page 99 for examples of specific objectives related to human diversity (gender, sexual orientation, age, appearance, abilities/disabilities, culture, ethnicity, “race”, and language) and background related to *sexual orientation* and “*race*”.

Sustainability	
	<p>Begin to develop understanding of the concept of “<i>wasteful</i>” and an awareness of the need to share, conserve, and/or care for:</p> <ul style="list-style-type: none"> • nature’s resources and by-products such as foods • classroom materials and objects • possessions of self and others • living things.
5. Social Interaction Skills/Abilities: Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions. <p>To support student achievement of this objective, teachers need to design learning environments so that students will:</p> <ul style="list-style-type: none"> • experience effective, respectful social interaction skills/abilities being modeled in the classroom and the school. 	
Basic Interpersonal Skills/Abilities	
	<p>Begin to understand and acquire basic interpersonal skills when supported to do so:¹⁰⁰</p> <ul style="list-style-type: none"> • turn taking • sharing • asking for and giving help • listening without interrupting • acknowledging the presence or conversational openings of others • using people’s names • disagreeing politely • encouraging • praising or appreciating • nodding or eye contact (when culturally appropriate) • smiling • inviting.
Respectful Communication	
	<p>Begin to develop the understanding and skills/abilities related to active, respectful listening or listening to learn from others:</p> <ul style="list-style-type: none"> • is learning to avoid “name calling” and unkind criticism of others • is beginning to develop an understanding of <i>silence</i> as an opportunity to think about the topic and is learning to refrain from “jumping in” • is beginning to understand that <i>listening</i> is necessary to learning and to identify reasons for listening to others.
Co-operation	
	<p>Begin to develop a few basic co-operative skills for use in structured play and other forms of active learning when supported to do so:</p> <ul style="list-style-type: none"> • show willingness to participate and co-operate • share resources • take her/his turn and allow others to have an active role in the play/task • stay alert, listen to, and accept ideas of others • refrain from using “put downs” or unkind words • appreciate the contributions of the other • think and speak in terms of “we” rather than “I” when taking credit or accepting responsibility for group actions/accomplishments • stick up for self and others when something seems unfair or unsafe by naming the concern in a clear, respectful manner • seek help as necessary to resolve disagreements.
Conflict Prevention and Resolution	
	<p>Begin to understand the value of taking time to reflect or “stop to think” before acting in a way that might hurt or upset others, and learn to use a few basic questions to reflect upon when supported to do so (e.g., “Will this action hurt someone?”, “Who owns this? Does the owner want to share it?”).</p>
	<p>Begin to learn a simplified process for resolving conflicts or disagreements peacefully and fairly, and develop the ability to use it when supported to do so.</p>

¹⁰⁰ List of skills adapted from Chambers, Patten, Schaeff, and Wilson Mau (1996), *Let’s cooperate! Interactive activities for young children*, Toronto: Harcourt Brace Canada.

6. Social Commitment, Service, and Social Action: Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world, and participate in social action.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience fair treatment and opportunities and support to question fairness of actions, and rules/regulations and situations related to classroom, school, and community life
- experience opportunities and support to participate in acts of service and social action related to personal interests and concerns.

	Receive support to maintain hope and involvement in improving quality of life for self, others, and living things and in conserving natural environments.
	Become aware of and discuss her/his feelings of pride and satisfaction in new accomplishments and increasing self reliance.
	Begin to develop the understanding that others also like to learn and do things for themselves.
	Begin to develop awareness of times/situations in which others may need or might appreciate help and the abilities to offer help and give assistance.
	Begin to develop the abilities to include others in classroom/school activities and pay attention to other people's ideas, feelings, and needs.
	Begin to develop understanding of the concepts of <i>fairness</i> and <i>equality</i> through the provision of examples, modeling, and guided discussions.
	Begin to recognize <i>unfairness</i> and name those behaviours/situations that s/he perceives as unfair.
	Begin to develop a belief in her/his abilities to stand up for self and others in the face of unfairness.
	Begin to develop abilities to recognize and refrain from and challenge name-calling, physical barriers, or other forms of discrimination related to a person's age, gender, culture/ethnicity, physical characteristics, or disabilities when supported to do so.
	Begin to take responsibility for solving problems and offering ideas for action as problems arise in the classroom/on the playground.
	Begin to participate in planning and taking age-appropriate actions related to changing something perceived as unfair and/or increasing the quality of life for self, others, or living things in her/his own immediate environment.

Specific Objectives Related to Human Diversity

	Gender ¹⁰¹ <ul style="list-style-type: none"> Begin to understand that the designation of a person as either male or female (boy or girl) depends upon her/his anatomy and not upon how s/he dresses or what activities s/he likes to do. Begin to acquire accurate information, and correct and respectful terminology, in relation to sexual anatomy and gender identity. Begin to develop comfort with a range of activities and roles including those sometimes associated more with opposite gender than own. Begin to develop understanding of and respect for individual preferences related to dress, play, and work.
	Sexual Orientation <ul style="list-style-type: none"> Begin to develop awareness of and respect for differences in sexual orientation as awareness of these differences arises in concrete situations.¹⁰²
	Age <ul style="list-style-type: none"> Begin to acquire accurate information about growth and development and the aging process, and the understanding that people of all ages have something of value to offer. Begin to understand that our role in our family and community changes as our age changes. Begin to develop comfort with, and abilities to interact respectfully with, persons older and younger than self.
	Appearance <ul style="list-style-type: none"> Begin to understand that individuals differ from each other in physical appearance for many reasons. Begin to recognize derogatory comments related to any aspect of appearance, develop the understanding that such comments are hurtful, and refrain from making them. Begin to develop the understanding that a person's value does not depend upon their physical appearance or clothing.
	Abilities/Disabilities <ul style="list-style-type: none"> Begin to acquire accurate, developmentally appropriate information about disabilities (e.g., a person with a disability is different from others in one respect but similar to others in many other ways). Begin to resist and challenge stereotyping, name calling, and physical barriers directed against people with disabilities. (Children with Disabilities) Begin to acquire the information, language, and support for handling questions about her/his disability and learn ways to challenge prejudice/physical barriers.
	Culture, Ethnicity, "Race",¹⁰³ and Language <ul style="list-style-type: none"> Begin to develop awareness of scientific explanations for differing skin colour, hair texture, eye shape, and other physical characteristics. Begin to develop awareness that s/he belongs to a particular ethnic or cultural group/s. Begin to develop awareness of a range of individual physical differences and similarities <i>within</i> and <i>between</i> ethnic or cultural groups. Begin to understand that no ethnic/cultural group is superior to another and that persons from all groups should be treated with courtesy and respect. Begin to recognize and refrain from the use of racial slurs. Begin to develop interest in, and appreciation for, the variety of languages and dialects that exist, and the ability to respect the language of others including those with some form of disability related to language.
	Income <ul style="list-style-type: none"> Begin to develop understanding that individual worth is not dependent upon family income level, or degree and quality of possessions, when supported to do so.

¹⁰¹It is important for children's learning in this area that teachers understand the distinction between "sex" which refers to a designation of either male or female and is based on sexual anatomy and "gender" which refers to a complex of behaviours that develop as a result of socialization and modeling.

¹⁰²Children of this age do not have the foundation of knowledge and experiences necessary to understand sexual orientation but may have homosexual members within their immediate circle of family and friends and/or have witnessed slurs and prejudices related to homosexuality. It is important, therefore, that questions in this area be dealt with in a respectful and matter of fact way without going into more detail than the situation warrants. Many children's books exist that portray homosexual individuals and relationships in a positive manner and are one way to respond to children's interests or concerns in this area.

¹⁰³Ideas about "race" exist in Saskatchewan society and influence young children's attitudes, behaviours, and self-esteem. Therefore, while "race" is not a real phenomenon but rather a social construct, a belief in racial categories harms all people and teachers have a responsibility to understand and educate young children in this area. Specific teaching about physical characteristics that are inherited from birth parents needs to focus on an understanding that people are different but equally valuable and worthy of our care and respect. Much of the teaching in this area will be in response to children's comments and questions. Some will be specifically planned by teachers around a particular theme or unit of work. See PSD Instructional Guidelines for PreK-3 and the many recommended resources in this area for more guidance.

Checklist for Grades 1-3 PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the child will:

1. Spiritual Development: Grow in her/his understanding and appreciation of the spiritual dimension of life. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a person of innate worth who has something of value to give to the world. 	
Understand and Appreciate Spiritual Dimension	
	Begin to develop the understanding that every person has value that is not dependent upon her/his appearance, characteristics, or behaviours.
	Develop awareness and begin to develop understanding of her/his “ <i>inner self</i> ” ¹⁰⁴ as: <ul style="list-style-type: none"> the centre of thoughts and feelings that guide/influence behaviour a part of the self that is important but not visible to others (e.g., ideas such as, “It matters more who you are on the inside than how you look on the outside.”).
	Begin to develop awareness of the spiritual dimension of the inner self and of language sometimes used to describe it (e.g., important adults in the child’s life or characters in stories may refer to the “ <i>spirit</i> ” or one’s “ <i>soul</i> ”).
	Develop the understanding that individuals and families have differing spiritual beliefs and practices, and learn ways to show respect for the spiritual/religious beliefs and practices of others.
Explore Questions of Meaning and Purpose	
	Engage in wondering, exploring, and discussing larger questions and ideas which are of particular importance/interest to her/him but cannot be easily understood ¹⁰⁵ (e.g., “How did the stars get up there?” or “Where do people go when they die?”).
Develop Sense of Connection/Create Meaningful, Sustaining Life	
	Develop the ability to be calm, still, quiet, and free from extraneous external distractions, and an awareness of and appreciation for experiences with these peaceful and focused qualities.
	Begin to develop the confidence and willingness to participate in new experiences designed to: <ul style="list-style-type: none"> increase her/his sense of connection to others and other life forms (e.g., carefully observing a living thing; class ritual focused on appreciating each class member) expand and deepen her/his interests and appreciation for all that life has to offer (e.g., collecting stones, exploring ways that each stone is unique, wondering about the origins of stones).
	Develop a sense of <i>gratitude</i> for life – one that is larger and more encompassing than being grateful for possessions. ¹⁰⁶
2. Identity, Self-understanding, and Self-care: Develop a strong, positive sense of identity, self-understanding, and the abilities related to self-care. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a unique and valued individual with particular abilities and personal qualities that are recognized and appreciated experience being treated with kindness, care, and respect experience opportunities to make meaningful choices in relation to learning experience support to develop understanding of her/his needs and to <i>seek balance</i> in meeting her/his intellectual, emotional, physical, and spiritual needs. 	
Positive Sense of Identity	
	Continue to explore and become aware of her/his many abilities through participation in activities which draw upon a full spectrum of abilities.

¹⁰⁴ All italicized words or phrases within the text of learning objectives denote concepts for which teachers need to support children’s understanding through use of concrete examples and other developmentally appropriate means.

¹⁰⁵ Often, children’s “big” questions touch upon the deeper mysteries or aspects of life whose answers can be sensed but not fully known. The teacher’s role here is to **value** the questions and support the children to speculate and imagine how things come to be rather than to offer technical or philosophical explanations for which children are not ready.

¹⁰⁶ Taffel, R. (1999), *Nurturing good children now: 10 basic skills to protect and strengthen your child’s core self* has an excellent description of ways to support the development of gratitude in the final chapter of the book.

	Develop a positive sense of self as an individual who has many abilities and good qualities but is not superior to anyone else.
	Develop a sense of her/his ability to help others and contribute to a better world.
	Define and describe self in positive ways.
	Develop a positive sense of self as a member of social and cultural groups including the development of: <ul style="list-style-type: none"> positive sense of her/his family as a group of people with strengths, abilities, and challenges¹⁰⁷ positive sense of children as an age group with unique value and a positive role in the world.
	Begin to develop a sense of personal power based in understanding that s/he has choices and can make decisions.
Self in Social Context	
	Develop understanding of self as an individual who has had particular experiences that may or may not be similar to those of others.
	Begin to develop understanding of the concept of “ <i>heritage</i> ” and knowledge of her/his particular family and cultural/ethnic background.
	Develop awareness and understanding of self as an individual with <u>particular</u> physical and inherited attributes ¹⁰⁸ including the development of understanding: <ul style="list-style-type: none"> of her/his own attributes (<i>age, gender/sex, culture/ethnicity, physical characteristics, abilities/disabilities</i>) that her/his attributes and characteristics are sometimes the same as and sometimes different than, but not better or worse, than those of others.
	Begin to develop the understanding that people do not choose the attributes of identity by which others define them but rather are born with them (e.g., skin colour, sex), born into them (e.g., culture/ethnic group), or acquire them through socialization (e.g., gender roles).
	Develop awareness of differences in routines, practices, or preferences between one’s own family and cultural background and those of others and the understanding that “ <i>different</i> ” does not mean “ <i>better/worse</i> ”.
	Begin to develop the understanding that others develop particular ideas and impressions of us based on our appearance and behaviours.
	Develop the understanding that we can help others to understand us by describing or sharing our thoughts and feelings, and can choose whether or not to do so.
	Begin to learn ways to help others know her/him more fully.
Emotional Intelligence	
	Develop the language with which to talk about feelings (e.g., <i>happy, sad, afraid, hurt, “mad”/angry, excited, calm</i>).
	Develop the abilities to: <ul style="list-style-type: none"> identify particular feelings of self and others when encountered in daily life or stories, films/video, or other media recognize and describe the intensity of a feeling draw connections between own feelings and the experiences that may have preceded or “caused” them.
	Develop awareness of: <ul style="list-style-type: none"> feelings of <i>calmness</i> or <i>peacefulness</i> and development of the language to describe this feeling state (e.g., “I feel quiet inside”). <i>confidence</i> as a feeling state and the language with which to describe it (e.g., “I feel good about myself”).
	Develop the ability to calm her/himself.
	Explore, discuss, and develop understanding: <ul style="list-style-type: none"> that feelings are normal as opposed to “good” or “bad” that feelings convey important information to which s/he needs to attend

¹⁰⁷ Children need to be helped to develop a positive sense of their family as a whole – a sense of their family’s strengths that is not solely dependent upon evaluating the present behaviour of individual family members.

¹⁰⁸ The main physical, inherited, and acquired attributes of identity are **age, sex/gender, culture/ethnicity, physical characteristics, and abilities/disabilities**. “**Race**” is not included as an attribute of identity because it is a social construct that is often ascribed to an individual as though it were a real phenomenon and subsequently used in ways that harm individuals and groups. Children and youth need help in understanding this distinction and learning non-racist attitudes and behaviours. See foundational objectives 3, 4, and 6 for learning objectives that support this and page 106 for further background in relation to “race”.

	<ul style="list-style-type: none"> of the difference between a feeling and an action related to the feeling (e.g., the differences between feeling hurt and crying or between feeling angry and hitting a person or object) of the types of experiences that typically evoke emotions such as <i>happiness, fear, anger, sadness, or excitement</i> that there are more and less helpful ways to communicate and/or express¹⁰⁹ feelings.
	Learn a variety of constructive ¹¹⁰ ways to communicate her/his feelings and develop understanding of the importance of doing so – particularly in situations involving some form of conflict.
	Develop the understanding of and abilities to use positive ways to handle <i>anger</i> and <i>frustration</i> .
	Develop the understanding that s/he has a right and the ability to keep her/his feelings private and begin to identify those situations to which this right/action might apply.
	Begin to develop a core sense of self or conscience through increasing awareness of her/his feelings and thoughts.
Self-care	
	Develop trust in own feelings and judgement, and increase her/his sense of self-reliance.
	Develop personal interests, extend her/his threshold for “boredom”, and increase skills/abilities related to favourite games, sports, and activities.
	Develop the understanding that people have a variety of needs and begin to understand the concept of “ <i>seeking balance</i> ” in meeting her/his own needs as a way to become happier and healthier.
	<p>Develop the understanding and abilities related to “<i>peer smarts</i>”¹¹¹ (i.e., the abilities to resist peer pressure, and decrease excessive dependence on others):</p> <ul style="list-style-type: none"> begin to explore ideas of what makes a good friend distinguish between enjoyable and not enjoyable play suggest and initiate alternatives when play is not enjoyable identify play involving harm to self and/or others seek support to say “no” to harmful forms of play as needed develop personal interests increase skills/abilities related to favourite games, sports, and activities engage in work and play experiences with a variety of peers identify and discuss hurtful behaviours and words refuse to participate in ridiculing or <i>scapegoating</i> another child stand up for everyone’s right to care about their schoolwork, others, and their personal interests and resist the norms related to acting “cool”.
	Develop the understanding and skills/abilities related to <i>assertiveness</i> when they are modeled and practised (e.g., using words instead of aggression or withdrawal when someone does something to you that you do not like).
	Begin to develop understanding of the concepts of “ <i>advice</i> ” and “ <i>help</i> ” and the ability to ask if it is wanted before offering advice or help to others.
	Develop understanding of “ <i>safe</i> ” and “ <i>not safe</i> ” behaviours and situations, and know sources of and ways to get help/support in the school, home, and community.
	<p>Develop a non-violent disposition and the understandings and abilities related to protecting oneself from the violent or harmful behaviour of others.¹¹²</p> <ul style="list-style-type: none"> understand that <i>violence</i> is behaviour that physically hurts or destroys people, places, or things develop the understanding that abusive behaviour can involve the unkind or threatening use of words and body language develop understanding of the rights of children to protect their bodies from harm including the unwelcome touches of others identify violent and non-violent, or harmful and non-harmful behaviours and their effects on self and others

¹⁰⁹“Express” is the term being used to denote representing feelings indirectly and/or privately and through use of a variety of media or art forms such as dance. “Communicate” is the term being used to denote the intention and action of sharing feelings with others directly through language including body language.

¹¹⁰“Constructive” should be understood as meaning honest and clear yet considerate of the feelings of others.

¹¹¹“Peer Smarts” has been described in Taffel, R. (1999), *Nurturing good children now: 10 basic skills to protect and strengthen your child’s core self* as the understanding and abilities to “make friends wisely, manage friendships when they’re working, and to know how to leave them when they’re not (p. 129).” For a fuller discussion and helpful suggestions for teachers and parents, see Chapter 5.

¹¹²This objective includes educating children in relation to all forms of child abuse and neglect. Such education involves factual information presented at the child’s level of understanding, guidance in relation to ways children can respond to and avoid abusive situations, clarity in relation to the fact that no child deserves to be abused or neglected, and sources of help and support.

	<ul style="list-style-type: none"> begin to understand that violent behaviour is a choice and begin to learn and use a range of non-harmful alternatives to violent behaviours learn the basics of safety and self protection in relation to violence, danger, or harm (e.g., leave a scene of violence quickly, do not try to intervene, use the telephone to get help) understand that s/he is not to blame for the violent behaviour of others learn about helpful and important actions to take if s/he has been harmed or violated in some way (e.g., knowledge of which persons in her/his life can be trusted, under what circumstances it is important to tell someone else).
	Develop the ability to “think ahead” and assess/weigh the impact of her/his actions on self and others.
3. Character/Moral Development: Develop a caring disposition, strength of character, and the understanding and abilities related to moral development. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated with kindness and respect for her/his innate worth, cultural background, experiences, abilities, and desire to learn and grow experience being held responsible for own moral choices and behaviours within a fair and supportive environment. 	
Foundations	
	Develop a sense of self as separate from others in mind, body, and spirit.
	Develop a sense of personal agency ¹¹³ (i.e., see oneself as an initiator of actions and an individual who can make and act on choices).
	Develop a sense of responsibility for own thoughts, words, actions and a belief in her/his ability to regulate them.
	Develop understanding of the difference between a person and her/his behaviour.
	Begin to explore and discuss cultural and personal meanings of “ <i>respect</i> ” and develop understanding of ways to show respect for self, persons, living things, possessions, and environments.
Moral Development	
	Develop understanding of the meaning of <i>kindness</i> , <i>truthfulness</i> , <i>patience</i> , and <i>fairness</i> through seeing them modeled in daily life, literature, television, film, and other media and supported by discussion and reflection on experiences in which they are present and absent.
	Develop understanding of the idea of treating others as s/he would like to be treated and begin to develop the abilities to apply it. ¹¹⁴
	Develop and act from a sense of empathy when supported to do so.
	Understand a range of ways to show genuine <i>kindness</i> and <i>gratitude</i> to others, and begin to develop the abilities to act upon this understanding.
	Develop the abilities to distinguish between truthful and not truthful statements, begin to understand their effects on self and others, and speak <i>honestly/truthfully</i> when supported to do so.
	Develop an understanding of: <ul style="list-style-type: none"> the difference between “<i>mistakes</i>” in which s/he had no intention to cause harm and “<i>wrongdoing</i>” where the intention was to secure one’s own way whether or not it harms others that everyone makes mistakes that mistakes can be productive and an important part of learning.
Character Development	
	Develop the understanding, ability, and confidence to admit mistakes, admit wrongdoings, and apologize when wrong when supported to do so.
	Begin to develop commitment to own learning when supported to do so: <ul style="list-style-type: none"> asking for help when needed questioning when something is not clear attempting to maintain concentration and complete learning tasks that are within her/his capabilities.

¹¹³ Children need to be supported to develop this sense of being the source of their own behaviour (speech, actions) but would not be expected to learn or use this terminology.

¹¹⁴ Achievement of this objective is dependent upon those related to Emotional Intelligence.

4. Diversity, Interdependence, and Sustainability: Value and respect human and biological diversity, and develop understanding of our social and environmental interdependence, and the values and abilities related to sustaining life.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience a positive and respectful classroom and school atmosphere in relation to human and biological diversity including the policies, rules, routines, physical environments, and social interactions.
- experience understanding and support in relation to becoming an increasingly respectful and caring human being – one committed to acting on the values related to interdependence and sustainability.

Foundations

Develop understanding of own needs and those of others.

Develop the understanding that all living things have the same basic needs.

Human and Biological Diversity

Develop a positive attitude toward individual and cultural diversity through concrete experiences and exploration of ideas such as:¹¹⁵

- *differences are necessary*
- *differences exist and can be enriching*
- *the same thing can be done in many different ways*
- *one way of looking, being, or acting is not necessarily better than another.*

Explore and discuss the meaning of and concrete ways to demonstrate *respect* in relation to all forms of human and biological diversity.

Begin to develop understanding and respectful behaviours in relation to human diversity in all its forms when supported to do so:¹¹⁶

- *gender*
- *age*
- *appearance*
- *sexual orientation*
- *abilities/disabilities*
- *culture, ethnicity, "race",¹¹⁷ and language*
- *income.*

Begin to recognize and discuss forms of human diversity that derive from *inequalities* or are the target of human prejudices and discrimination, and ways to challenge these inequities as they arise in concrete situations and when supported to do so.

Develop awareness of, and an appreciation for, biological diversity through concrete experiences of the diversity that exists in plant and animal life, and life forms and forces in her/his own neighbourhood and surrounding areas.

Explore and develop appreciation for natural environments in own community.

Interdependence

Develop an understanding of the ways that s/he depends on others and nature in order to meet basic needs and a sense that s/he has a role to play in helping to sustain life and meet the needs of others.

Begin to develop the understanding and values that support *co-operation*, *peace*, and *harmony* within own classroom, school, family, and community.

Sustainability

Begin to develop the understanding that many of the earth's resources are *finite* and need to be conserved, preserved, and shared fairly.

Develop understanding of the differences between "*wastefulness*" and "*using only that which you need*".

Begin to develop the dispositions, values, and behaviours related to sharing, reducing, reusing, caring for, repairing, maintaining, and recycling.

¹¹⁵ Adapted from Hall and Romberg (1995), *The affective curriculum: Teaching the anti-bias approach to young children*, Toronto: Nelson Canada, p.11.

¹¹⁶ See page 106 for examples of specific objectives related to human diversity (gender, age, appearance, sexual orientation, abilities/disabilities, culture/ethnicity and "race", income).

¹¹⁷ See footnote in relation to "race" on page 106 for important background ideas.

5. Social Interaction Skills/Abilities: Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience effective, respectful social interaction skills/abilities being modeled in the classroom and the school.

Basic Interpersonal Skills/Abilities

Understand, practise, and acquire basic interpersonal skills when supported to do so:¹¹⁸

- turn taking
- sharing
- asking for and giving help
- listening without interrupting
- acknowledging the presence or conversational openings of others
- using people's names
- disagreeing politely
- protesting injustice or unfairness in a respectful way
- encouraging
- praising or appreciating
- nodding or eye contact (when culturally appropriate)
- smiling
- inviting.

Respectful Communication

Develop the understanding and skills/abilities related to active, respectful listening or listening to learn from others:

- avoid "name calling" and unkind criticism of others
- develop an appreciation for *silence* as an opportunity to think about the topic and refrain from "jumping in"
- understand that *listening* is necessary for learning
- develop personal learning goal/s or reason/s for listening
- listen for main ideas.

Co-operation

Begin to develop the ability to follow a process and use basic co-operative skills/abilities when engaging in co-operative learning and other types of small group endeavours:

- show willingness to participate and co-operate
- share resources
- take turns to participate actively or contribute to task
- stay alert and participate by listening and watching when it is not her/his turn to contribute
- refrain from using "put downs" or unkind words
- appreciate the contributions of the other
- think and speak in terms of "we" rather than "I" when taking credit or accepting responsibility for group actions/accomplishments
- stick up for self and others when something seems unfair or unsafe by naming the concern in a clear, respectful manner
- use a simplified conflict resolution process and/or seek help as necessary to resolve disagreements.

Conflict Prevention and Resolution

Develop understanding of the value of taking time to reflect or "stop to think" before acting in a way that might hurt or upset others and learn to use a few basic questions to reflect upon when supported to do so (e.g., "Will this action hurt someone?", "Who owns this? Does the owner want to share it?").

Develop the abilities to prevent conflicts through use of creative problem solving and the application of various strategies to ensure fairness (e.g., using a timer and limiting everyone's turn to the same amount of time).

Learn and use a process for resolving conflicts or disagreements peacefully:

- show willingness to resolve conflict and engage in a conflict resolution process
- follow a fair sequence of turn taking and refrain from interrupting
- accept a fair time limitation on a resolution process and work to stick to the matter at issue

¹¹⁸ List of skills adapted from Chambers, Patten, Schaeff, and Wilson Mau (1996), *Let's cooperate! Interactive activities for young children*, Toronto: Harcourt Brace Canada.

	<ul style="list-style-type: none"> • use “I” language in relaying what s/he has experienced and how s/he feels about it • contribute ideas for a fair resolution of conflict • come to a mutual agreement as to what would constitute a resolution • seek help only after all members of the conflict situation have made a good effort to come to agreement within an agreed upon time • let feelings go and “move on” once matter has been fairly resolved.
6. Social Commitment, Service, and Social Action: Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world, and participate in social action. To support student achievement of this objective, teachers need to design learning environments so that students will:	
	<ul style="list-style-type: none"> • experience fair treatment and opportunities, and support to question fairness of actions, and rules/regulations and situations related to classroom, school, and community life. • experience opportunities and support to participate in acts of service and social action related to personal interests and concerns.
	Receive support to maintain hope and involvement in improving quality of life for self, others, and living things, and in conserving natural environments.
	Develop awareness of own new accomplishments and increasing self-reliance, and the understanding that others also like to learn and do things for themselves.
	Develop awareness of times/situations in which others may need or might appreciate help, and the abilities to offer help and give assistance.
	Develop the disposition and abilities to: <ul style="list-style-type: none"> • recognize and avoid exclusionary behaviours • include others in family, classroom, and school activities • pay attention to other people’s ideas, feelings, and needs.
	Develop understanding of the concepts of <i>fairness</i> and <i>equality</i> through the provision of examples, modeling, and guided discussions.
	Recognize <i>unfairness</i> and name those behaviours/situations that s/he perceives as unfair.
	Develop a belief in her/his abilities to stand up for self and others in the face of unfairness.
	Develop awareness of and abilities to recognize, refrain from, and challenge name-calling, physical barriers, or other forms of discrimination related to a person’s age, gender, culture/ethnicity, physical characteristics, or disabilities, when supported to do so.
	Take responsibility for solving problems and offering ideas for action as problems arise in the classroom or on the playground.
	Participate in planning and age-appropriate actions related to changing something perceived as unfair, or increasing the quality of life for self, others, or living things in her/his own immediate environment.

Specific Objectives Related to Human Diversity

	Gender ¹¹⁹ <ul style="list-style-type: none"> Develop the understanding that the designation of a person as either male or female (boy or girl) depends upon her/his anatomy and not upon how s/he dresses or what activities s/he likes to do. Acquire accurate information, and correct and respectful terminology, in relation to sexual anatomy and gender identity. Develop comfort with a range of activities and roles including those associated with opposite gender. Develop understanding of and respect for individual preferences related to dress, play, and work. Begin to explore and develop understanding of the different ways that gender is expressed. Begin to recognize gender stereotypes and understand why they are unfair.
	Sexual Orientation <ul style="list-style-type: none"> Begin to develop understanding of and respect for differences in sexual orientation as awareness of these differences arises in concrete situations.¹²⁰
	Age <ul style="list-style-type: none"> Acquire accurate information about growth and development and the aging process and the understanding that people of all ages have something of value to offer and the same basic needs for respect, recognition, and support as her/himself. Develop the understanding that our role in our family and community changes as our age changes. Develop comfort with and abilities to interact respectfully with persons older and younger than self.
	Appearance <ul style="list-style-type: none"> Develop the understanding that individuals differ from each other in physical appearance for many reasons and that a person's value does not depend upon their physical appearance. Develop the abilities to recognize derogatory comments related to any aspect of appearance, and develop the understanding that such comments are hurtful and refrain from making them.
	Abilities/Disabilities <ul style="list-style-type: none"> Acquire accurate, developmentally appropriate information about disabilities (e.g., a person with a disability is different from others in one respect but similar to others in many other ways). Develop the abilities to resist and challenge stereotyping, name calling, and physical barriers directed against people with disabilities. (Children with Disabilities) Acquire the information, language, and support for handling questions about her/his disability and learn ways to challenge prejudice/physical barriers.
	Culture, Ethnicity, "Race",¹²¹ and Language <ul style="list-style-type: none"> Begin to develop understanding of scientific explanations for differing skin colour, hair texture, eye shape, and other physical characteristics. Begin to explore the range of individual physical differences <i>within</i> an ethnic/cultural group and the similarities <i>between</i> ethnic or cultural groups. Develop the understanding that no ethnic/cultural group is superior to another and that persons from all groups should be treated with courtesy and respect. Begin to explore common misconceptions about the concept of "race" and to recognize and challenge prejudices related to these misconceptions when supported to do so. Develop the abilities to recognize and refrain from the use of racial slurs. Develop interest in and appreciation for the variety of languages and dialects that exist and the ability to respect the language of others including those with some form of language disability.
	Income <ul style="list-style-type: none"> Develop understanding that individual worth is not dependent upon family income level, or degree and quality of possessions when supported to do so.

¹¹⁹It is important that teachers understand the distinction between "sex" which refers to a designation of either male or female and is based on sexual anatomy and "gender" which refers to a complex of behaviours that develop as a result of socialization.

¹²⁰Children of this age do not have the knowledge and experiences necessary to understand sexual orientation but may have homosexual members within their immediate circle of family and friends and/or have witnessed slurs and prejudices related to homosexuality. It is important, therefore, that questions in this area be dealt with in a respectful and matter of fact way without going into more detail than the situation warrants. Many children's books exist that portray homosexual individuals and relationships in a positive manner and are one way to respond to children's interests or concerns in this area.

¹²¹Ideas about "race" exist in society and influence young children's attitudes, behaviours, and self-esteem. Therefore, while "race" is not a real phenomenon but rather a social construct, a belief in racial categories harms all people, and teachers have a responsibility to understand and educate young children in this area. Specific teaching about physical characteristics that are inherited from birth parents needs to focus on an understanding that people are different but equally valuable and worthy of our care and respect. Much of the teaching in this area will be in response to children's comments and questions. Some will be specifically planned by teachers around a particular theme or unit of work. See PSD Teacher Guidelines for Grades 1-3 and the many recommended resources in this area for more guidance.

Checklist for Grades 4-5 PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the child will:

1. Spiritual Development: Grow in her/his understanding and appreciation of the spiritual dimension of life. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a person of innate worth who has something of value to give to the world. 	
Understand and Appreciate Spiritual Dimension	
	Develop the understanding that every person has value that is not dependent upon her/his appearance, characteristics, or behaviours.
	Develop understanding of the concept of an “ <i>inner self</i> ” ¹²² as both the centre of thoughts and feelings that influence behaviour but cannot be seen, and as referring to a deeper and more constant aspect of the self sometimes called the “ <i>spirit</i> ” and/or “ <i>soul</i> ”.
	Recognize that differing spiritual or religious beliefs and practices exist and show respect for the spiritual/religious beliefs and practices of others.
Explore Questions of Meaning and Purpose	
	Continue to engage in wondering, exploring, and discussing larger questions and ideas that are of particular importance/interest to her/himself but cannot be easily understood.
	Begin to explore, discuss, and develop understanding of the ways other people (past and present) have answered and/or responded to the larger questions of meaning and purpose.
Develop Sense of Connection/Create Meaningful, Sustaining Life	
	Demonstrate the ability to be calm, still, quiet, and free from extraneous external distractions and deepen awareness of and appreciation for experiences with these peaceful and focused qualities.
	Develop the confidence and willingness to participate in new experiences designed to: <ul style="list-style-type: none"> increase her/his sense of connection to inner self and others including other life forms (e.g., begin to explore her/his sense of purpose – that is, of having a unique role to play in the world; participate in a talking circle related to some aspect of life that inspires a sense of awe.) expand and deepen her/his interests and appreciation for all that life has to offer (e.g., pursuits such as hiking that are not consumer-oriented).
	Deepen her/his sense of <i>gratitude</i> for life – one that is larger and more encompassing than being grateful for possessions. ¹²³
2. Identity, Self-understanding, and Self-care: Develop a strong, positive sense of identity, self-understanding, and the abilities related to self care. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a unique and valued individual whose particular abilities and personal qualities are recognized and appreciated experience being treated with kindness, care, and respect experience opportunities to make meaningful choices in relation to learning. 	
Positive Sense of Identity	
	Explore, understand, and describe the particular abilities, characteristics, and qualities that make her/him a unique individual.
	Continue to develop a belief in children as an age group with unique value and a sense of her/his own abilities to help others and contribute to a better world.
	Begin to develop understanding of the concept of “ <i>identity</i> ” as being related to: <ul style="list-style-type: none"> who we feel we are on the inside how we choose to define ourselves in relation to internal/personal qualities and characteristics and social and cultural categories.

¹²²All italicized words or phrases within the text of learning objectives denote concepts for which teachers need to support children's understanding through use of concrete examples and other developmentally appropriate means.

¹²³Taffel, R. (1999), *Nurturing good children now: 10 basic skills to protect and strengthen your child's core self* has an excellent description of ways to support the development of gratitude in the final chapter of the book.

	Continue to develop a sense of personal power based in: <ul style="list-style-type: none"> • understanding that s/he has choices and can make decisions
	<ul style="list-style-type: none"> • beginning to understand what s/he can control and what s/he cannot • exploring and seeking to understand her/his rights and responsibilities • beginning to understand her/his limits, both personal and those that are social and externally imposed.
	Begin to develop the understanding that our <i>self concept</i> is influenced by how we think about ourselves, our <i>self esteem</i> by how we feel, and our sense of <i>self determination</i> by how we act.
Self in a Social Context	
	Develop understanding of self as an individual who has a unique <i>heritage</i> and particular experiences that influence/have influenced her/his self esteem, beliefs, preferences, values, and behaviours.
	Explore, discuss, and develop understanding of differences and similarities amongst and between the beliefs, values, and practices of families and cultures in own community.
	Understand the attributes of identity or social categories ¹²⁴ that apply to her/himself and begin to develop the abilities to define her/his own sense of identity including: <ul style="list-style-type: none"> • choosing the personal qualities and selecting those attributes of identity with which students wish to identify most closely • resisting those societal definitions of who we are that we feel are not helpful, true, and/or consistent with our own sense of identity.
	Explore and develop understanding of the concept of “ <i>image</i> ” in relation to the ways people create, define, and portray themselves and the factors that go into creating an image of a person as a particular type.
	Develop the ability to recognize differences between image and reality as it pertains to ways people are portrayed in media/popular culture or portray themselves in daily life.
	Begin to develop understanding of ways s/he has been influenced by popular media and other aspects of dominant culture.
	Develop awareness and understanding of the ways that others define and value her/him, and learn ways to help others know her/him more fully and positively.
Emotional Intelligence	
	Continue to develop the language to talk about feelings and to describe the intensity of a feeling.
	Explore and discuss a wide range of human feelings as portrayed in literature and other media and experienced in daily life (i.e., their causes, ways they are expressed, reasons they may be kept private, and the effects of expressing/not expressing feelings).
	Demonstrate the abilities to: <ul style="list-style-type: none"> • identify particular feelings of self and others • recognize and describe the intensity of a feeling • draw connections between feelings and the experiences that may have preceded or “caused” them.
	Begin to distinguish between an experience and the emotional reactions to the experience of self and others.
	Develop understanding of and the ability to achieve a <i>calm</i> and <i>peaceful</i> inner state.
	Develop understanding of <i>confidence</i> as a feeling state and of the behaviours and situations that affect her/his feelings of confidence.
	Deepen her/his understanding: <ul style="list-style-type: none"> • that feelings are normal and necessary for self protection, and understanding of others • that one can feel bad or have an unpleasant feeling without being a “bad” person • that s/he may have angry feelings towards a person without acting on it and that <u>feeling</u> such anger is not wrong in itself • of the differences between a feeling and an action related to the feeling • of the types of experiences that typically evoke emotions such as <i>happiness, excitement, fear, anger, sadness, grief, jealousy, shame, or guilt</i>.
	Demonstrate the understanding of and abilities to use positive ways to handle <i>anger</i> and <i>frustration</i> .
	Understand that s/he has the right to keep her/his feelings private.

¹²⁴Attributes of identity or social categories include those of age, gender, sex, age group, family members, and culture/ethnic group.

	Explore a variety of ways (e.g., verbal/non-verbal, use of the arts) to express ¹²⁵ feelings.
	Practise different ways to communicate her/his feelings to others and analyze the effectiveness and the extent to which these ways are respectful.
	Begin to develop understanding of the ways feelings can be manipulated (e.g., by others, through use of media techniques).
	Develop a core sense of self or <i>conscience</i> through increasing awareness of her/his own feelings and thoughts.
Self-care	
	Experience support to develop understanding of and <i>seek balance</i> in meeting her/his intellectual, physical, emotional, and spiritual needs.
	Continue to develop trust in own feelings and judgement, and abilities to be self-reliant.
	Continue to develop personal interests, extend her/his threshold for “boredom”, and increase skills/abilities related to favourite games, sports, activities.
	Develop understanding of the concept of “ <i>seeking balance in meeting the needs of body, mind, and spirit</i> ” and begin to develop the understanding and abilities necessary to develop this balance in her/his life.
	<p>Deepen understanding and extend abilities related to “<i>peer smarts</i>”¹²⁶ (i.e., the abilities to resist peer pressure, and decrease excessive dependence on others):</p> <ul style="list-style-type: none"> • explore ideas of what makes a good friend • develop the abilities to choose friends thoughtfully • develop awareness of peer norms and popular trends, and begin to understand the consequences of following or resisting them • begin to understand the needs that are met by belonging to “<i>cliques</i>” or “<i>gangs</i>” • understand the suffering caused by <i>exclusion</i> and develop ways to relate to peers not in her/his own circle of friends in a positive and friendly manner • develop a range of friendships to meet a variety of her/his needs and support others in extending friendships beyond their immediate circle • recognize “<i>bullying</i>” behaviours in self and others, and learn ways to refrain from and/or respond to bullying • demonstrate the ability to stand up for everyone’s right to care about their learning, show interest and excitement in relation to people and activities, and resist the norms related to acting “cool” • begin to understand who gains and in what ways from the creation of “cool” images, possessions, and behaviours as they are introduced and portrayed in advertising and popular culture • begin to understand the losses and potential harm related to acting according to the dictates of others and/or messages and images from advertising and popular culture as opposed to being her/himself.
	<p>Demonstrate the understanding and abilities related to being appropriately <i>assertive</i>:</p> <ul style="list-style-type: none"> • distinguish between <i>assertive</i>, <i>aggressive</i>, and <i>passive</i> behaviours • learn to use body language that shows a confidence and belief in self • learn to state clearly how someone has transgressed on her/his rights and insist that the transgression stop.
	Begin to support others in becoming independent through developing understanding of the concepts of “ <i>advice</i> ” and “ <i>help</i> ”, developing the abilities to assess when help might be warranted, and ask if support is wanted before offering advice or help.
	Develop understanding of threats to personal safety at school, home, or in the community and know sources of and ways to get support and help.

¹²⁵ “*Express*” is the term being used to denote representing feelings indirectly and/or privately and through use of a variety of media or art forms such as dance. “*Communicate*” is the term being used to denote the intention and action of sharing feelings with others directly through language including body language.

¹²⁶ “*Peer Smarts*” has been described in Taffel, R. (1999), *Nurturing good children now: 10 basic skills to protect and strengthen your child’s core self* as the understanding and abilities to “make friends wisely, manage friendships when they’re working, and to know how to leave them when they’re not (p. 129).” For a fuller discussion and helpful suggestions for teachers and parents, see Chapter 5.

	<p>Develop a non-violent disposition and the understandings and abilities related to protecting oneself from the violent, abusive, or harmful behaviour of others:¹²⁷</p> <ul style="list-style-type: none"> • develop understanding of the concepts of “<i>body integrity</i>”, personal privacy in relation to the body, and the rights of all persons to protect their bodies from the unwelcome or hurtful touches of others • learn about and begin to understand that <i>abuse</i> can take many forms including physical, sexual, and emotional abuse and forms of neglect • identify violent and non-violent, or harmful and non-harmful behaviours and understand their effects on self and others • understand that violent or abusive behaviour is a choice, and learn and use a range of non-harmful alternatives to violent or abusive behaviours • demonstrate the basics of safety and self protection in relation to violence, danger, or harm (e.g., leave a scene of violence quickly, do not try to intervene, use the telephone to get help) • understand that s/he is not to blame for the violent, abusive, or harmful behaviour of others • understand helpful and important actions to take if s/he has been harmed or violated in some way (e.g., knowledge of which persons in her/his life can be trusted, under what circumstances it is important to tell someone else).
	Continue to develop the ability to “think ahead” and assess/weigh the impact of her/his actions on self and others.
<p>3. Character Development/Moral Development: Develop a caring disposition, strength of character, and the understanding and abilities related to moral development.</p> <p>To support student achievement of this objective, teachers need to design learning environments so that students will:</p> <ul style="list-style-type: none"> • experience being treated with kindness and respect for her/his innate worth, cultural background, experiences, and abilities and desire to learn and grow • experience being held responsible for own moral choices and behaviours within a fair and supportive environment. 	
Foundations	
	Develop and act from a sense of personal agency (i.e., seeing oneself as an initiator of actions and as an individual who can make and act on choices).
	<p>Develop understanding and abilities related to <i>responsibility</i>:</p> <ul style="list-style-type: none"> • develop understanding of own responsibilities • begin to develop the ability to distinguish own responsibilities from those of others within group situations • develop the ability to take responsibility for own thoughts, words, and actions.
	Explore and discuss cultural and personal meanings of “ <i>respect</i> ” and develop understanding of ways to show respect for self, persons, living things, possessions, and environments.
Moral Development	
	Explore, discuss and develop appreciation for things, experiences, and/or activities that have lasting value or a value that is more/other than monetary.
	Begin to develop awareness of own values and the ability to make choices related to and act on personal values when supported to do so.
	Continue to recognize, discuss, reflect on, and begin to incorporate basic human virtues as modeled in daily life, literature, television, film, and other media.
	Deepen understanding of <i>kindness</i> , <i>truthfulness</i> , <i>patience</i> , and <i>fairness</i> and develop the disposition and abilities to act kindly, truthfully, and fairly and show patience for self and others.
	Begin to develop understanding of differences between <i>honesty</i> and <i>tact</i> , and ways to exercise tactfulness without being deceitful.
	Demonstrate an <i>empathetic</i> nature when supported to do so.
	Begin to develop understanding of <i>reciprocity</i> and <i>generosity</i> , and learn and use a number of (material and non-material) ways to reciprocate or show <i>gratitude</i> .
	Begin to develop understanding of the concept of <i>moderation</i> , and abilities to exercise <i>restraint</i> and say “no” to situations that might compromise personal values or jeopardize self.
	Begin to explore, discuss, and develop understanding of/respect for moral maxim, stories, parables, and guiding visions of many cultures.

¹²⁷ This objective includes educating children regarding child abuse and neglect. Such education involves factual information presented at the child’s level of understanding, guidance in relation to ways children can respond to and avoid abusive situations, clarity in relation to the fact that no child deserves to be abused or neglected, and sources of help and support.

Character Development	
	Continue to develop the understanding, ability, and confidence to admit to “ <i>wrongdoing</i> ”, apologize when wrong, recognize ways to rectify mistakes or wrongdoings, and learn from the past when supported to do so.
	Develop commitment to own learning when supported to do so: <ul style="list-style-type: none"> • asking for help when needed • questioning when something is not clear • attempting to maintain concentration and complete learning tasks that are within her/his capabilities.
4. Diversity, Interdependence, and Sustainability: Value and respect human and biological diversity, develop understanding of our social and environmental interdependence, and the abilities and values related to sustaining life. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> • experience a positive and respectful classroom and school atmosphere in relation to human and biological diversity including the policies, rules, routines, physical environments, and social interactions • experience understanding and support in relation to becoming an increasingly respectful and caring human being – one committed to acting on the values related to interdependence and sustainability. 	
Human and Biological Diversity	
	Deepen understanding of and appreciation for the ways that individual, cultural, and biological diversity enrich and sustain life.
	Continue to explore and discuss meaning of and concrete ways to demonstrate respect in relation to all forms of human and biological diversity.
	Develop understanding and respectful behaviours in relation to human diversity in all its forms. ¹²⁸ <ul style="list-style-type: none"> • gender • age • appearance • sexual orientation • abilities/disabilities • culture, ethnicity, “race”¹²⁹, and language • income.
	Develop understanding of forms of human diversity that derive from inequalities or are the target of human prejudices and discrimination ¹³⁰ and ways to challenge these inequities when supported to do so.
	Develop understanding of and an appreciation for biological diversity through concrete experiences of the diversity that exists in plant and animal life, and life forms and forces in own community and province.
	Develop understanding of the ways natural environments meet physical, aesthetic, and spiritual needs.
Interdependence	
	Begin to develop understanding of interdependence – both social and biological, as a sense that our choices and behaviours affect other humans and life forms and forces.
	Explore and discuss ideas and values related to co-operation, world peace, and living in harmony with nature and others and demonstrate co-operative and peaceful behaviours in classroom/school/ community when supported to do so.
Sustainability	
	Develop understanding of those resources that are finite, in danger of pollution, and/or unequally or unfairly distributed and of ways to respond to this understanding.
	Develop the dispositions, values, and behaviours related to sharing, reducing, reusing, caring for, repairing, maintaining, and recycling.
	Begin to explore ideas related to living more simply and consciously in relation to finite resources.

¹²⁸See page 114 for examples of specific objectives related to human diversity and background related to *sexual orientation* and *race*.

¹²⁹See footnote in relation to “race” on page 114 for important background ideas.

¹³⁰Such understanding would be developed through reference to concrete situations and as instances of these types of inequalities arise in daily life.

5. Social Interaction Skills and Abilities: Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience effective, respectful social interaction skills/abilities being modeled in classroom and school.

Basic Interpersonal Skills/Abilities

Demonstrate basic interpersonal skills/abilities on a consistent basis:

- turn taking
- sharing
- asking for and giving help
- listening without interrupting
- acknowledging the presence or conversational openings of others
- using people's names
- disagreeing politely
- protesting injustice or unfairness in a respectful way
- encouraging
- praising or appreciating
- nodding or eye contact (when culturally appropriate)
- smiling
- inviting.

Respectful Communication

Begin to develop the abilities to communicate in ways that support social harmony:

- recognize when it is necessary to negotiate meaning and attempt to do so
- attempt to match the level and language of communication of the person to whom one is speaking
- work to develop clarity and brevity
- use aids to assist others in understanding
- begin to understand and avoid roadblocks to communicating clearly and constructively such as cornering the other person or prying.

Develop the understanding and skills/abilities related to active, respectful listening or listening to learn from others:

- develop understanding that speaking in a group always involves a degree of risk to self esteem
- avoid "put downs" or personal criticism of any sort
- analyze and criticize ideas not people
- listen in order to understand others' ideas/points of view as opposed to listening in order to refute them
- listen for how the speaker feels about the topic/idea/concern not simply for what s/he says
- incorporate knowledge of the social interaction norms of other cultures in a sensitive, respectful way
- develop an appreciation for silence as an opportunity to reflect and refrain from "jumping in"
- develop personal learning goal/s or reason/s for listening
- listen for main ideas or central arguments
- develop effective, respectful, and non-disruptive ways to remain alert and retain important concepts
- note questions s/he wants to raise and know when it is appropriate to do so
- find ways to incorporate and build upon the ideas of others
- acknowledge the contributions of others when using their ideas.

Co-operation¹³¹

Understand and use basic co-operative skills and abilities and follow co-operative group processes as outlined for specific learning situations.

Begin to develop understanding of and abilities to participate in a variety of ways of working with others and to follow a number of differing cooperative group formats (e.g., jigsaw).

Conflict Prevention and Resolution

Demonstrate increasing awareness and abilities of self-reflection and restraint in situations in which her/his actions will affect others.

¹³¹ *Co-operation* can involve varying degrees of complexity and take a variety of forms. At its most basic level, it involves two or more persons working together to achieve a common goal – sequencing and organizing work as needed. Other names for co-operative tasks/activities include those of *co-ordination* and *collaboration*. Teachers are free to select the forms of co-operation and related resources most appropriate for their students and for achieving particular objectives.

	Continue to develop the abilities to prevent conflicts through use of creative problem solving and application of various strategies to ensure fairness.
	Begin to develop understanding of “rejection” and “inclusion” causes, effects) and develop the abilities to show rejection of behaviours (not persons) and respond constructively to the seeming rejection of self.
	Demonstrate the basic skills/abilities and dispositions needed to resolve conflicts/disagreements fairly and respectfully.
	<p>Begin to develop the understanding, skill/abilities, and dispositions of “mediation”:¹³²</p> <ul style="list-style-type: none"> • understand what is meant by “mediation” and know the basics of a mediation process (e.g., following a set of steps such as: introducing idea of mediation and self as mediator, listening to all sides, looking for solutions, finding solutions agreeable to all) • recognize when a pair or small group may need help solving a conflict • question self for “vested interests” in the conflict and refrain from intervening if self interest is involved (e.g., asking, “Am I the right person? Can I assist without taking sides? Will both parties let me assist?”) • question logistics and potential for success (e.g., asking, “Is this the right time to intervene? Are the parties relatively calm? Do we have enough time? Is this the right place?”).
	<p>6. Social Commitment, Service, and Social Action: Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world and participate in social action.</p> <p>To support student achievement of this objective, teachers need to design learning environments so that students will:</p> <ul style="list-style-type: none"> • experience fair treatment, and opportunities, and support to question fairness of actions, rules/regulations, and situations related to classroom, school, and community life • experience opportunities and support to participate in acts of service and social action related to personal interests and concerns • receive support to maintain hope and involvement in improving quality of life for self, others, and living things and in conserving natural environments
	Develop understanding of times/situations in which others may need/might appreciate help and develop abilities to give assistance.
	Participate in classroom planning and the undertaking of service to others in own school and community.
	Begin to develop understanding and appreciation of the mutual benefits of service to both those who give and who receive help.
	<p>Continue to develop the disposition and abilities to:</p> <ul style="list-style-type: none"> • avoid exclusionary behaviours • include others in family, classroom, school, and community activities • pay attention to other people’s ideas, feelings, and needs.
	Continue to develop understanding of fairness and equality and begin to understand bias, discrimination, and physical barriers in relation to age, sex/gender, appearance, culture/ethnicity, and disabilities in the context of daily life.
	Believe in and act upon the recognition of situations and/or practices that are unfair.
	Continue to develop awareness of and abilities to recognize, refrain from, and challenge name-calling, physical barriers, or other forms of discrimination related to a person’s age, gender, culture/ethnicity, physical characteristics, or disabilities.
	Participate in planning and taking age-appropriate actions related to changing something perceived as unfair, or increasing the quality of life for self, others, or living things in own immediate environment.
	Recognize and describe values, skills/abilities, and other benefits developed through/resulting from participation in acts of service or involvement in taking social action.

¹³² See pp. 178-181 of Lewis (1998), *What do you stand for?: A kid’s guide to building character* for an overview of the mediation process.

Specific Objectives Related to Human Diversity

	<p>Gender¹³³</p> <ul style="list-style-type: none"> Continue to acquire accurate information and correct and respectful terminology in relation to sexual anatomy and gender identity. Increase comfort with a range of activities and roles including those sometimes associated more with opposite gender. Develop understanding of and respect for individual preferences related to dress, play, and work. Explore and develop understanding of different ways that gender is expressed across individuals and cultures. Develop ability to recognize gender stereotypes, understand why they are unfair, and challenge gender bias in daily life when supported to do so.
	<p>Sexual Orientation¹³⁴</p> <ul style="list-style-type: none"> Develop understanding of differences that exist in relation to human sexual orientation including that these differences are not connected to a person's moral character and are respected and protected in Canadian human rights legislation. Demonstrate understanding of, and the abilities to, challenge homophobic attitudes and behaviours and respect individual sexual identification.
	<p>Age</p> <ul style="list-style-type: none"> Demonstrate the understanding that people of all ages have something of value to offer and the same basic needs for respect, recognition, and support as her/himself. Develop the ability to recognize and challenge or resist forms of prejudice, discrimination, and unfair or demeaning treatment related to age. Continue to develop comfort with, and abilities to, interact respectfully with persons older and younger than self.
	<p>Appearance</p> <ul style="list-style-type: none"> Demonstrate the understanding that individuals differ from each other in physical appearance for many reasons and that a person's value does not depend upon her/his physical appearance. Recognize and refrain from derogatory comments related to any aspect of appearance and begin to challenge stereotypes, bias, or discrimination that is based on appearance.
	<p>Abilities/Disabilities</p> <ul style="list-style-type: none"> Continue to acquire accurate, developmentally appropriate information about disabilities (e.g., a person with a disability is different from others in one respect but similar to others in many other ways). Continue to develop the ability to resist and challenge stereotyping, name calling, and physical barriers directed against people with disabilities. (Children with Disabilities) Continue to acquire the information, language, and support for and develop the abilities to handle questions about her/his disability and challenge prejudice/physical barriers.
	<p>Culture, Ethnicity, "Race",¹³⁵ and Language</p> <ul style="list-style-type: none"> Deepen understanding of scientific explanations for differing skin colour, hair texture, eye shape, and other physical characteristics. Continue to develop understanding of the range of individual physical differences and similarities <i>within</i> and <i>between</i> ethnic or cultural groups. Demonstrate the understanding that no ethnic/cultural group is superior to another and the ability to treat persons with courtesy and respect. Explore and develop understanding of common misconceptions about the concept of "race" and the ability to recognize and challenge prejudices related to these misconceptions.

¹³³ "Gender" refers to a complex of behaviours that develop as a result of socialization and modeling.

¹³⁴ Research suggests that children have a sense of their own sexual orientation by this age and teachers and parents report that name calling based on homophobic biases are not uncommon features of many children's school and community experiences. Children may have homosexual members within their immediate circle of family and friends and some children have experienced mistreatment based on homophobic perceptions themselves. It is important for the well-being of all children, therefore, that teachers treat this area of learning respectfully and in a matter-of-fact way. Many fiction and non-fiction resources exist that provide factual information and accurate and positive portrayals of homosexual individuals and relationships.

¹³⁵ Ideas about "race" exist in society and influence children's attitudes, behaviours, and self-esteem. While "race" is not a real phenomenon, but rather a social construct, a belief in racial categories harms all people and teachers have a responsibility to understand and educate children in this area. Specific teaching about physical characteristics that are inherited from birth parents needs to focus on an understanding that people's values and actions are not connected to inherited characteristics but rather are the result of experiences and circumstances.

	<ul style="list-style-type: none"> • Develop the abilities to recognize and refrain from the use of racial and ethnic slurs. • Continue to develop interest in and appreciation for the variety of languages and dialects that exist and the ability to respect the language of others including those with some form of disability related to language.
	<p>Income</p> <ul style="list-style-type: none"> • Understand that individual worth is not dependent upon family income level, or degree and quality of possessions. • Begin to develop an understanding of the causes of both poverty and prosperity and relationships between them. • Begin to develop the ability to recognize and challenge biases based on income level, when supported to do so.

Checklist for Grades 6-9 PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the student will:

1. Spiritual Development: Grow in her/his understanding and appreciation of the spiritual dimension of life.	
To support student achievement of this objective, teachers need to design learning environments so that students will:	
<ul style="list-style-type: none"> experience being treated as a person of innate worth who has something of value to give to the world. 	
Understand and Appreciate Spiritual Dimension	
	Demonstrate a belief in the innate worth of self and others through increasingly respectful and compassionate behaviours.
	Develop understanding of the concept of the “ <i>sacred</i> ” ¹³⁶ and the role it can play/has played in the cultivation of respectful relationships and the preservation of natural environments.
	Deepen understanding of the concept of “ <i>inner self</i> ” and develop understanding of and appreciation for own inner resources.
	Begin to develop understanding of: <ul style="list-style-type: none"> different meanings that exist in relation to the concepts of <i>spirit</i>, <i>soul</i>, <i>the spiritual dimension</i>, and <i>spiritual development</i> the differences and commonality that exist between the spiritual beliefs and traditions of individuals and cultures, past and present the needs of the spirit as exemplified in the writing, artworks, rituals, celebrations, and artifacts of a range of cultures, past and present.
	Develop understanding of the human rights of self and others as these rights pertain to spiritual beliefs and practices.
	Act in non-discriminatory and respectful ways in relation to the spiritual beliefs and practices of others.
Explore Questions of Meaning and Purpose	
	Develop understanding of: <ul style="list-style-type: none"> what is meant by questions of meaning and purpose, and their importance to humans across time and cultures the difficulties involved in achieving final answers in relation to questions of meaning and purpose ways that individuals have been involved in exploring the larger questions of human existence (e.g., within religious scholarship, the study of history, within spiritual traditions of indigenous peoples).
	Participate in and support others in exploring questions of meaning and purpose of personal significance to individuals involved.
Develop Sense of Connection and Purpose/Create Meaningful, Sustaining Life	
	Explore and discuss the human need for solitude and silence, and experience the challenges and potential benefits of solitary, quiet, and inwardly focused experiences.
	Develop understanding of the need or spiritual urge to move beyond a human limit that is sometimes referred to as “ <i>transcendence</i> ” ¹³⁷ and explore this concept in relation to own life.
	Develop the understanding and abilities needed to participate respectfully in experiences of a <u>voluntary</u> nature that explore and/or affirm a sense of connection to: <ul style="list-style-type: none"> one’s deeper self (the inner life – including hopes, fears, dreams, questions and sources of meaning and purpose) other humans nature, the earth, and the universe larger purposes (e.g., social justice, ecological sustainability) and positive powers, dispositions, and capabilities that transcend one’s more limited concerns (e.g., love) a deity/deities or universal life force.
	Develop understanding of the differences between feeling connected or alienated from self, others, and the natural world and work to develop greater connectedness in some area of personal significance.
	Begin to develop a personal sense of what is of lasting value, gives life meaning, and might sustain one through difficult times.

¹³⁶ All italicized words or phrases within the text of learning objectives denote concepts for which teachers need to support students’ understanding through use of concrete examples, discussion, and other developmentally appropriate means.

¹³⁷ “*Transcendence*” is not defined here in terms of mystical experiences but rather as referring to a spiritual need felt by many individuals across time and cultures for rising above or passing beyond a human limit. It has also been described as moving beyond the everyday or taken-for-granted sense of life and as an experience of great focus and awareness, or of becoming fully immersed in a creative process or human endeavour. See background document, “*Spiritual Development*” in Appendix B, for a fuller discussion.

2. Identity, Self-understanding, and Self-care: Develop a strong, positive sense of identity, self understanding, and the abilities related to self care.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience being treated as a unique and valued individual whose particular abilities and personal qualities are recognized and appreciated
- experience being treated with kindness, care, and respect
- experience opportunities to make meaningful choices in relation to learning
- experience support to develop understanding of and seek balance in meeting own, intellectual, physical, emotional, and spiritual needs.

Positive Sense of Identity

	Develop understanding of personal gifts, abilities, and abiding interests – the challenges posed in development, the rewards brought to self and others.
	Develop the understanding that one's sense of self can change with changes in context and new experiences, and begin to develop the ability to renew and reaffirm one's positive sense of self as needed.
	Develop and begin to act from a sense of purpose that is grounded in understanding of own values, interest, and abilities and how they might best be used for the benefit of self, others, and the natural environment.
	Develop a belief in the value of youth and young adults, and the unique contributions youth can make to community and world, and develop ways to communicate this belief to others.
	Continue to explore and develop an understanding of strengths within own family and cultural heritage, and of the struggles and challenges family and ancestors have faced.
	Develop understanding of the concept of “ <i>identity</i> ” as being related to: <ul style="list-style-type: none"> • who we feel that we are on the inside • how we choose to define ourselves in relation to internal/personal qualities and characteristics, and social and/or cultural categories.
	Develop the understanding that our identity can be a source of strength when it is defined in relation to own sense of: <ul style="list-style-type: none"> • innate worth¹³⁸ • self-worth (e.g., sense of having abilities that add to own enjoyment of life and strengthen own sense of self-reliance) • worth to the world.
	Develop understanding of the concept of “inner resources” and begin to explore ways that they are developed or strengthened.
	Develop the understanding that our self concept is influenced by how we think about ourselves, our self esteem by how we feel, and our sense of self determination by how we act.
	Develop a sense of personal power based in: <ul style="list-style-type: none"> • growing understanding of and belief in inner self as source of stability and strength (i.e., feeling secure about how s/he defines self) • understanding that s/he has choices and can make decisions • knowing what is and is not under her/his control • knowing her/his rights and limits.

Self in Social Context

	Continue to develop understanding of self as an individual who has a unique heritage and particular experiences that influence/have influenced her/his self esteem, self understanding, beliefs, preferences, values, and behaviours.
	Develop understanding of cultural/ethnic influences on her/his sense of self understanding/respect/esteem including: <ul style="list-style-type: none"> • own cultural/ethnic heritage (both maternal and paternal where possible) – strengths and struggles of own culture/s • ways s/he has been influenced by own cultural/ethnic heritage.
	Begin to explore, discuss, and develop understanding of socio-economic class, gender, and “ <i>race</i> ” ¹³⁹ as attributes of identity that are ascribed to groups of people, and the ways that preconceptions about people based in this designation are most often false, limited, and harmful.

¹³⁸ See learning objectives under the heading “*Spiritual Development*” and the related background document in Appendix B for a discussion of this concept.

¹³⁹ See page 124 for specific objectives related to diversity and for background in relation to concept of “*race*”.

	Develop understanding of ways s/he has been influenced by: <ul style="list-style-type: none"> • norms, trends, and values in Canadian society • images and messages from popular culture.
	Explore and discuss differences between the identity of a person as a consumer and as a human being (e.g., the idea that a human has feelings and values that are larger and may be more significant than those related to image and possessions).
	Develop the understanding that s/he can resist media portrayals and other imposed images of youth, and create and shape own sense of identity as a unique individual.
	Develop the understanding that others initially perceive and (sometimes) judge us based on our appearance and/or behaviours at the time, and that we have a role to play in helping others to know us more accurately and fully.
	Explore and develop understanding of the ways that and reasons why individuals create false impressions or develop facades.
	Begin to develop the ability to distinguish between a true identity and a façade.
Emotional Intelligence	
	Develop terminology for and understanding of a wide range of human emotions as portrayed in literature and other media and experienced in daily life including: <ul style="list-style-type: none"> • deeper emotions such as <i>grief</i> • more subtle, complex, or difficult emotions such as <i>numbness</i>, <i>anguish</i>, or <i>confusion</i> • how and why particular feelings and emotions are/were evoked • relationships between thoughts, feelings/emotions, and actions • what it means to repress a feeling • effects of communicating, expressing,¹⁴⁰ or repressing a feeling • difference between keeping a feeling private and repressing it.
	Distinguish between an experience and emotional reactions to the experience.
	Develop understanding of the idea that feelings are a part of what gives life meaning (e.g., imagine a life in which one felt nothing).
	Develop understanding of: <ul style="list-style-type: none"> • the risks involved in expressing or communicating one's feelings or emotions to others • the potential cost of not expressing or repressing feelings/emotions • ways to express feelings/emotions privately.
	Develop understanding of "good moods" or feeling states such as <i>contentment</i> and "bad moods" or feeling states such as <i>apathy</i> , and learn a range of ways to recognize and change a prevailing mood.
	Develop understanding of feelings of "empathy", "sympathy", "compassion", and "pity" and differences between them.
	Explore and discuss situations in which feelings or emotions are ruling or influencing actions and decision making, or "clouding" thoughts.
	Distinguish between what another person says or does, and own feelings about it.
	Develop understanding of reasons underlying the manipulation of feelings, and the means to and situations in which feelings are/can be manipulated (e.g., to exercise power and control, through use of persuasive language).
Self-care	
	Demonstrate trust in own feelings, judgement, and abilities to be self-reliant.
	Continue to develop understanding of and ability to seek a balance in meeting the needs of body, mind, and spirit.
	Develop understanding of what qualities make for a good friend and develop the abilities to choose friends thoughtfully.
	Develop awareness and understanding of peer norms and popular trends and the consequences of following or resisting them, and abilities to act according to own standards as necessary.
	Demonstrate the abilities to be respectfully assertive.

¹⁴⁰ "Express" is the term being used to denote representing feelings indirectly and/or privately and through use of a variety of media or art forms such as dance. "Communicate" is the term being used to denote the intention and action of sharing feelings with others directly through language including body language.

	<p>Explore, discuss, and develop understanding of the pressures faced by adolescents, and develop abilities to withstand or resist negative pressures:</p> <ul style="list-style-type: none"> • explore similarities and differences in the pressures faced by male and female students in early adolescence • understand what is meant by “<i>harassment</i>” and learn ways to respond to or prevent it • understand the needs that are met by belonging to “<i>cliques</i>” or “<i>gangs</i>” • demonstrate the ability to stand up for others, practise <i>inclusionary behaviours</i>, and refrain from any form of ridicule • develop the abilities to cultivate and maintain a variety of friendships to meet a range of needs • recognize “<i>bullying</i>” behaviours in self and others, and know and use ways to refrain from and/or respond to bullying • explore and practice assertiveness skills/behaviours • develop understanding of when and how to give advice and the differences between enabling and “rescuing others” • understand who gains and in what ways from the creation of “cool” images, possessions, and behaviours as they are introduced and portrayed in advertising • begin to understand the losses and potential harm related to acting according to the dictates of others and advertising as opposed to being her/himself • develop contentment, pleasure, and pride in meeting own goals and the abilities to take healthy or constructive risks • develop understanding of the concept of moderation, and abilities to exercise restraint and say “no” to situations that might compromise personal values or jeopardize self • develop understanding of time pressures, avoidance behaviours, and procrastination in relation to own learning, and learn constructive ways to “take charge” of school work and balance time commitments • develop understanding of “<i>perfectionism</i>” and “<i>workaholism</i>” and their harmful effects.
	Begin to develop understanding of “apathy” and “depression” ¹⁴¹ (causes, signs) and explore ways to become more positive in one’s outlook and beliefs about self, others, the future.
	Explore, discuss, and develop understanding of harmful/exploitive gender role models (e.g., portrayal of females as relatively helpless, weak, and submissive and males as powerful and controlling).
	Begin to develop understanding of “relationship violence” and measures to take to avoid becoming either a victim or perpetrator of relationship violence ¹⁴² /abuse.
	Deepen understanding of the causes and effects of various forms of abuse, and develop personal commitment to non-violent and helpful behaviours.
	Understand threats to personal safety and well-being at home, school, or in community, know sources of help/support (e.g., help hotlines), and begin to contribute to group actions to increase the safety of school and community environments.
	Develop abilities to seek help, and to act on help received.
	Develop understanding of forms of self-defence training, ways to evaluate self defense programs, and develop basic self-defence abilities.
	Demonstrate the ability to “think ahead” and assess/weigh the impact of own actions on self and others.
<p>3. Character/Moral Development: Develop a caring disposition, strength of character, and the understanding and abilities related to moral development.</p> <p>To support student achievement of this objective, teachers need to design learning environments so that students will:</p> <ul style="list-style-type: none"> • experience being treated with kindness and respect for her/his innate worth, cultural background, experiences, and abilities and desire to learn and grow • experience being held responsible for own moral choices and behaviours within a fair and supportive environment. 	

¹⁴¹Teachers have a role in helping students understand **general** signs and symptoms of what has come to be known as “depression” such as pervasive moods of sadness, self-defeat, and apathy but are not responsible for diagnosing or treating clinical depression. See *Teacher Guidelines and Resource Suggestions* for support in this area.

¹⁴²See pp. 130-151 in Gingras Fitzell’s (1997) *Free the children: Conflict education for strong and peaceful minds* for full coverage of this area and sound practical advice.

Foundations	
	Explore and develop understanding of ways to deepen sense of personal agency to include times when obstacles seem overwhelming and/or individual actions seem insignificant.
	Continue to develop and demonstrate abilities related to responsibility: <ul style="list-style-type: none"> • develop understanding of own responsibilities • develop ability to distinguish own responsibilities from those of others within group situations • demonstrate ability to take responsibility for own thoughts, words, and actions.
	Deepen understanding of the meanings of “respect” and demonstrate abilities to show genuine respect for self, persons, living things, possessions, and environments.
Moral Development	
	Develop understanding of the relationships between values as concepts of the good or worthwhile, and virtues as lived or enacted values.
	Begin to explore and develop personal understanding of and appreciation for a wide range of human values, virtues, and abilities that support “ <i>the common or greater good</i> ” ¹⁴³ (within the contexts of daily life, literature, television, film, and other media): <ul style="list-style-type: none"> • <i>moral courage</i> • <i>forgiveness</i> • <i>loyalty</i> • <i>self discipline</i> • <i>patience</i> • <i>peacefulness</i> • <i>integrity</i> • <i>justice</i> • <i>empathy and compassion</i> • <i>respect</i> • <i>responsibility.</i>
	Develop the abilities to act in accordance with own understanding of human values and virtues when supported to do so.
	Explore, discuss, and develop understanding of/respect for moral maxim, stories, parables, and guiding visions of many cultures.
	Begin to develop <i>integrity</i> through: <ul style="list-style-type: none"> • becoming aware of own deeper values • acting on convictions • standing up for beliefs • remaining open-minded and fair.
Character Development	
	Demonstrate the understanding, ability, and confidence to admit to “wrongdoing”, apologize when wrong, recognize ways to rectify mistakes or wrongdoings, and learn from the past when supported to do so.
	Begin to develop the abilities to create a meaningful and productive future life within a framework of contributing in some way to the greater good of community, world, and planet: <ul style="list-style-type: none"> • reflect on a wide range of life choices • envision and work toward the future s/he wishes for self • see similarities and make distinctions between what s/he wishes for self and what parents, teachers, and other adults wish for her/him • consider reasons/motives underlying own choices and strengths/weaknesses in the visions which others hold for her/his future • advocate for own vision of her/his interests, abilities, and future in a respectful manner.
	Deepen and extend commitment to and responsibility for own learning when supported to do so: <ul style="list-style-type: none"> • take responsibility to talk to teachers as necessary for clarification or support • monitor attitudes towards learning in all subjects • take some of the responsibility for improving negative attitudes towards particular subjects • choose and participate in a/some school activities that match or extend own interests and abilities.

¹⁴³—The common good or greater good should be understood to mean those values and actions that lead to the development of caring persons, promote equality, and the appreciation of diversity, and support the sustainability of communities and natural environments.

4. Diversity, Interdependence, and Sustainability: Value and respect human and biological diversity, develop an understanding of our social and environmental interdependence, and the values and abilities related to sustaining life.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience a positive and respectful classroom and school atmosphere in relation to human and biological diversity including the policies, rules, routines, physical environments, and social interactions
- experience understanding and support in relation to becoming an increasingly respectful and caring human being – one committed to acting on the values related to interdependence and sustainability.

Human and Biological Diversity

	Demonstrate understanding of and appreciation for the ways that individual, cultural, and biological diversity enrich and sustain life.
	Demonstrate understanding and respectful behaviours in relation to human diversity in all its forms: ¹⁴⁴ <ul style="list-style-type: none"> • gender • age • appearance • sexual orientation • abilities/disabilities • culture, ethnicity, “<i>race</i>”,¹⁴⁵ and language • income.
	Demonstrate understanding of forms of human diversity that derive from inequalities or are the target of human prejudices and discrimination, and the abilities to challenge these inequities.
	Begin to develop intercultural competence in relation to interacting with members of other cultural groups in own community including striving to: <ul style="list-style-type: none"> • have a fundamental respect for the innate worth of all humans • approach others with sincerity and authenticity • become genuinely interested in learning more about other people/cultures • observe the characteristic ways members of particular cultural groups interact and (where possible) modify own interactions accordingly • listen carefully and reflect on what s/he sees and hears as means to further own understanding • practice non-judgement and avoid assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.
	Deepen and extend understanding of and appreciation for biological diversity and the ways diversity supports balance, renewal, and the sustaining of planetary health/life.
	Deepen understanding of and appreciation for the ways natural environments meet physical, aesthetic, and spiritual needs.
	Deepen and extend understanding of the concept of respect in relation to all forms of human and biological diversity, and consistently demonstrate respectful behaviours towards individuals, groups, and the natural environment.

Interdependence

	Develop understanding of <i>interdependence</i> – both social and biological as a sense that our choices and behaviours affect other humans and life forms.
	Continue to explore and discuss ideas and values related to co-operation, world peace, and living in harmony with nature and others, and demonstrate co-operative and peaceful behaviours in the classroom/school/community.

Sustainability

	Deepen understanding of those resources that are finite, in danger of pollution, and/or unequally or unfairly distributed and ways to respond to this understanding.
	Demonstrate the dispositions, values, and behaviours related to sharing, reducing, reusing, caring for, repairing, maintaining, and recycling in school and community life.
	Explore and discuss the concept of sustainability from many perspectives, and develop understanding of its implications for the actions and choices of self and others.
	Begin to develop values and actions related to living more simply and consciously in relation to finite resources when supported to do so.

¹⁴⁴See page 124 for examples of specific objectives related to each area of human diversity, and background related to “*race*” and sexual orientation.

¹⁴⁵See footnote related to concept of “*race*” in page 124.

5. Social Interaction Skills/Abilities: Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions.

To support student achievement of this objective, teachers need to design learning environments so that students will:

- experience effective, respectful social interaction skills/abilities being modeled in the classroom and school.

Extending Basic Interpersonal Skills/Abilities

Deepen interpersonal abilities in order to meet new needs such as involvement in romantic relationships, interacting with the public in work contexts, and negotiating conflicts between peer norms and community standards including:

- knowing how to complement or get the attention of peers of both genders without becoming inappropriate or lewd
- retaining some consistency with peer norms for such things as use of humour while retaining basic courtesy and consideration
- demonstrating a friendly and sincere demeanour and a professional manner as appropriate to a number of work/service situations and other community contexts
- participating in acts of protest in a respectful way
- showing respect as the basis for receiving respect.

Respectful Communication

Develop the abilities to communicate in ways that support social harmony:

- negotiate meaning as needed for a discussion to proceed in a clear and inclusive manner
- match the level and language of communication of the person to whom one is speaking
- develop *clarity* and *brevity*
- use aids to assist others in understanding (e.g., examples/non examples, analogies)
- understand and avoid roadblocks to communicating clearly and constructively (e.g., assuming to know rather than asking; confronting; cornering rather than seeking to find common ground)
- know and observe some basic conversational “don’ts” (e.g., refrain from personal criticisms or “put downs”; avoid “nosiness” or prying; refrain from gossip and hearsay; do not change the subject without permission or warning; avoid “drifting off”.)

Develop and extend the understanding and abilities related to active, respectful listening or listening to learn from others:¹⁴⁶

- understand that speaking in a group always involves a degree of risk to self esteem
- avoid “put downs” or personal criticism of any sort
- analyze and criticize ideas not the people presenting them
- listen in order to understand others’ ideas/points of view as opposed to listening in order to refute them
- listen for how the speaker feels about the topic/idea/concern and not simply for what s/he says
- incorporate knowledge of the social interaction norms of other cultures in a sensitive, respectful way
- develop an appreciation for silence as an opportunity to reflect and refrain from “jumping in”
- develop personal learning goal/s or reason/s for listening
- listen for main ideas or central arguments
- develop effective, respectful, and non-disruptive ways to remain alert and retain important concepts
- note questions s/he wants to raise and know when it is appropriate to do so
- find ways to incorporate and build upon the ideas of others
- acknowledge the contributions of others when using their ideas.

Co-operation¹⁴⁷

Deepen and extend co-operative skills/abilities to include:

- develop skills/abilities related to a range of leadership and participator roles within co-operative groups
- participate effectively in a variety of co-operative groups
- develop abilities to co-ordinate the work of others and to participate in activities involving *co-ordination*
- develop skills/abilities to send and receive messages effectively

¹⁴⁶See *Integrated* objectives for interrelated and supporting objectives.

¹⁴⁷*Co-operation* can involve varying degrees of complexity and take a variety of forms. At its most basic level, it involves two or more persons working together to achieve a common goal – sequencing and organizing work as needed. Other names for co-operative tasks/activities include those of *co-ordination* and *collaboration*. Teachers are free to select the forms of co-operation most appropriate to their students and for achieving particular objectives.

	<ul style="list-style-type: none"> begin to develop skills/abilities related to <i>consensus decision making</i>¹⁴⁸ begin to develop skills/abilities related to <i>constructive controversy</i>.¹⁴⁹
Conflict Prevention and Resolution	
	Demonstrate the abilities to prevent conflicts through use of creative problem solving and application of various strategies to ensure fairness.
	Develop understanding of <i>rejection</i> and <i>inclusion</i> and the abilities to: <ul style="list-style-type: none"> show rejection of behaviours not persons respond constructively to the seeming rejection of self show sensitivity to others and be inclusive.
	Continue to develop and demonstrate the skills/abilities and dispositions needed to resolve conflicts/disagreements fairly and respectfully.
	Develop the understanding, skill/abilities, and dispositions of “ <i>mediation</i> ”. ¹⁵⁰ <ul style="list-style-type: none"> understand what is meant by “<i>mediation</i>” and know the basics of a mediation process recognize when a pair or small group may need help solving a conflict question self for “<i>vested interests</i>” in the conflict and refrain from intervening if self interest is involved question logistics and potential for success learn and use ways to negotiate¹⁵¹ and deescalate conflicts.
6. Social Commitment, Service, and Social Action: Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world, and participate in social action. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience fair treatment, opportunities, and support to question fairness of actions, rules/regulations, and situations related to classroom, school, and community life experience opportunities and support to participate in acts of service and social action related to personal interests and concerns receive support to maintain hope and involvement in improving quality of life for self, others, and living things and in conserving natural environments. 	
	Begin to develop understanding of concepts such as learned dependence and empowerment or “helping others to help themselves” and the abilities to distinguish between help that supports greater independence and that which creates dependence.
	Develop understanding that persons in need of help or support in some area have capabilities in other areas, overall strengths, and a right to maintain their dignity.
	Develop understanding of the concept of mutuality within acts of service and describe the benefits s/he has received from helping others.
	Develop the disposition and abilities to: <ul style="list-style-type: none"> recognize times, situations, and/or programs in which others might appreciate help give and receive support in a manner that is respectful of the dignity and capabilities of all persons plan, undertake, and evaluate voluntary and supported acts of service related to increasing the quality of life of persons and/or living things, and conserving natural environments. participate in planning and undertaking personal/small group/class social actions related to changing something perceived as unfair/unjust.
	Demonstrate the abilities to: <ul style="list-style-type: none"> avoid exclusionary behaviours include others in family, classroom, school, and community activities pay attention to other people’s ideas, feelings, and needs.
	Deepen and extend understanding of and abilities to recognize, name, and challenge instances of inequality, inequity, bias, intolerance, discrimination, and physical and cultural barriers to full participation.
	Begin to develop understanding of the concept of social justice through exploring/questioning concrete examples of structural forms of justice/injustice in own society.
	Begin to develop understanding of social, political, and economic factors that may affect the outcomes of acts of service.
	Develop understanding of Canadian and United Nations’ documents related to equality, justice, and human rights and explore implications for own life.

¹⁴⁸ See *Integrated* objectives for a list of these skills/abilities and understandings.

¹⁴⁹ See *Integrated* objectives for a list of these skills/abilities and understandings.

¹⁵⁰ See pp. 178-181 of Lewis (1998), *What do you stand for?: A kid's guide to building character* for an overview of the mediation process.

¹⁵¹ See *Integrated* objectives for a list of skills/abilities and understandings related to negotiation.

Specific Objectives Related to Human Diversity

	Gender ¹⁵² <ul style="list-style-type: none"> Continue to acquire accurate information about and demonstrate the ability to use correct and respectful terminology in relation to human sexuality and gender identity. Respect individual preferences related to gender identity, as expressed in dress/appearance, recreation, and work. Deepen understanding of the different ways that gender is expressed across individuals and cultures. Demonstrate the abilities to recognize gender stereotypes, understand why they are unfair, and challenge gender bias in daily life. Develop the knowledge and abilities needed to recognize, analyze, challenge, and/or resist all forms of discrimination based on sex and gender biases.
	Sexual Orientation ¹⁵³ <ul style="list-style-type: none"> Develop understanding of differences that exist in relation to human sexual orientation including that these differences are not connected to a person's moral character and are respected and protected in Canadian human rights legislation. Demonstrate understanding of and the abilities to challenge homophobic attitudes and behaviours, and respect individual sexual identification when supported to do so.
	Age <ul style="list-style-type: none"> Appreciate that people of all ages have something of value to offer and the same basic needs for respect, recognition, and support as her/himself. Continue to develop comfort with and abilities to interact respectfully with persons older and younger than self.
	Appearance <ul style="list-style-type: none"> Understand that individuals differ from each other in physical appearance for many reasons, and that a person's value does not depend upon her/his physical appearance or clothing. Recognize and refrain from derogatory comments related to any aspect of appearance and challenge stereotypes, bias, or discrimination that is based on appearance.
	Abilities/Disabilities <ul style="list-style-type: none"> Continue to acquire accurate, developmentally appropriate information about disabilities (e.g., a person with a disability is different from others in one respect but similar to others in many other ways). Continue to develop the abilities to resist and challenge stereotyping, name calling, and physical barriers directed against people with disabilities. (Youth with Disabilities) Continue to acquire the information, language, and support for and develop the abilities to handle questions about her/his disability and challenge prejudice/physical barriers.
	Culture, Ethnicity, "Race",¹⁵⁴ and Language <ul style="list-style-type: none"> Develop understanding of scientific explanations for differing skin colour, hair texture, eye shape, and other physical characteristics. Develop understanding of common misconceptions about the concept of "race" and demonstrate the abilities to recognize and challenge prejudices related to these misconceptions. Begin to develop an understanding of who benefits and in what ways from biases and structural forms of discrimination based in perceptions and beliefs that are "race" based. Continue to develop and deepen understanding of the range of individual physical differences and similarities <i>within</i> and <i>between</i> ethnic or cultural groups. Demonstrate the understanding that no ethnic/cultural group is superior to another and the abilities to treat persons with courtesy and respect. Demonstrate the abilities to recognize and refrain from the use of racial and ethnic slurs.
	Income/Socio-economic Class <ul style="list-style-type: none"> Develop understanding of causes of both poverty and prosperity, and relationships between them. Develop the abilities to recognize and challenge biases based on income level.

¹⁵²It is important for learning in this area that teachers make clear to youth the distinction between "sex" which refers to a designation of either male or female based on sexual anatomy and "gender" which refers to a complex of behaviours developed as a result of socialization.

¹⁵³Research suggests that youth have developed a sense of their own sexual orientation by this age and teachers, parents, and students report that name calling based in homophobic biases are not uncommon features of school and community experiences. Some students have experienced mistreatment based on homophobic perceptions and homosexuality is considered to be a factor in some teenage suicides. It is important for the well-being of all students that teachers treat this area of learning respectfully and in a matter-of-fact way.

¹⁵⁴Ideas about "race" exist in society and influence the attitudes of youth, their behaviours, and self-esteem. While "race" is not a real phenomenon, but rather a social construct, a belief in racial categories harms all people and teachers have a responsibility to understand and educate youth in this area.

Checklist for Grades 10-12 PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the student will:

1. Spiritual Development: Grow in her/his understanding and appreciation of the spiritual dimension of life.	
To support student achievement of this objective, teachers need to design learning environments so that students will:	
<ul style="list-style-type: none"> experience being treated as a person of innate worth who has something of value to give to the world. 	
Understand and Appreciate Spiritual Dimension	
	Deepen understanding of the concept of “the sacred” ¹⁵⁵ and the role it can play/has played in the cultivation of respectful relationships and the preservation of natural environments.
	Deepen understanding and appreciation of her/his inner resources and of the many dimensions of the “inner life” of humans.
	Develop understanding of: <ul style="list-style-type: none"> different meanings that exist in relation to the concepts of spirit, soul, the spiritual dimension, and spiritual development distinctions between: 1) the spiritual dimension as a general and overarching concept, 2) religion in general as one type of response to spiritual needs, 3) particular beliefs and practices of a specific religious denomination or spiritual tradition, 4) cults or sects with degrading, destructive tendencies and/or that promote intolerance, hatred, or extremism¹⁵⁶ the differences and commonality that exist between the spiritual beliefs and traditions of individuals and cultures, past and present the needs of the spirit as exemplified in the writing, artworks, rituals, celebrations, and artifacts of a range of cultures, past and present the roles of vision, hope, joy, struggle, and perseverance in human lives, past and present, and their relationships to spiritual beliefs and practices.
	Explore, discuss, and develop respectful ways to express her/his understanding of the <i>spiritual dimension</i> of human life and experience of <i>spiritual development</i> .
	Begin to develop a personal framework for spiritual development that encompasses a global/planetary ethic. ¹⁵⁷
Explore Questions of Meaning and Purpose	
	Perceive and explain relationships between larger questions of meaning and purpose, and events and experiences in daily life.
	Recognize and describe ways that individuals have been involved in exploring the larger questions of human existence (e.g. within study of comparative religion, oral histories including the wisdom of elders, literature, current events, and/or daily life).
	Continue to participate in and support others in exploring questions of meaning and purpose of personal significance to individuals involved.
Develop Sense of Connection/Create Meaningful, Sustaining Life	
	Demonstrate an appreciation of silence, stillness, solitude, and an inward focus and the abilities to participate respectfully in activities with these qualities.
	Explore the need or spiritual urge to transcend ¹⁵⁸ the “everyday” or move beyond a human limit in relation to her/his own life.
	Deepen and extend abilities to participate respectfully in experiences of a <u>voluntary</u> nature that explore and/or affirm a sense of connection to: <ul style="list-style-type: none"> one’s deeper self (the inner life – including hopes, fears, dreams, questions, and sources of meaning and purpose) other humans nature, the earth, and the universe

¹⁵⁵ All italicized words or phrases within the text of learning objectives denote concepts for which teachers need to support students’ understanding through use of concrete examples, discussion, and other developmentally appropriate means.

¹⁵⁶ See background document, *Spiritual Development*, in Appendix B for some ways to understand and make these distinctions.

¹⁵⁷ See Integrated CCT and PSD, *Global and Planetary Ethic* objectives for understanding of this area.

¹⁵⁸ “Transcendence” is not defined here in terms of mystical experiences but rather as referring to a spiritual need felt by many individuals across time and cultures for rising above or passing beyond a human limit. It has also been described as moving beyond the everyday or taken-for-granted sense of life and as an experience of great focus and awareness or of becoming fully immersed in a creative process or human endeavour. See background document, *Spiritual Development*, in Appendix B for a fuller discussion.

	<ul style="list-style-type: none"> larger purposes (e.g., social justice, ecological sustainability) and positive powers, dispositions, and capabilities that transcend one's more limited concerns A deity/deities or universal life force.
	Understand the differences between feeling connected or alienated from self, others, and the natural world and work to develop greater connectedness in some area of personal significance.
	Develop a personal sense of what is of value, gives life meaning, and might sustain her/him through difficult times.
2. Identity, Self-understanding, and Self-care: Develop a strong sense of identity, self understanding, self respect, and the abilities related to self care. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> experience being treated as a unique and valued individual whose particular abilities and personal qualities are recognized and appreciated experience being treated with kindness, care, and respect experience opportunities to make meaningful choices in relation to learning experience support to develop understanding of and <i>seek balance</i> in meeting her/his intellectual, physical, emotional, and spiritual needs. 	
Positive Sense of Identity	
	Demonstrate understanding of personal gifts, abilities, and abiding interests – the challenges posed in development, the rewards brought to self and others.
	Continue to develop and act from a sense of purpose that is grounded in understanding of her/his values, interests, and abilities and how they might best be used for the benefit of self, others, and the natural environment.
	Deepen belief in the value of youth and young adults, and their abilities to make unique contributions to the betterment of community and the world and communicate this belief to others.
	Resist the pressure to accept other's definitions of who s/he is and develop the ability to define self in accurate and positive ways in terms of her/his abilities, inner strengths and resources, and guiding beliefs and values.
	Understand ideas related to <i>authenticity</i> and <i>belonging</i> , and explore ways these might be applied to own life.
	Understand the concept of " <i>inner resources</i> " including ways to develop and strengthen such resources.
	Demonstrate a sense of personal power based in the abilities to: <ul style="list-style-type: none"> turn inward for a sense of strength or stability use a sense of purpose and positive vision of future as a source of guidance and motivation take constructive or healthy risks that might lead to personal growth¹⁵⁹ analyze those aspects of problems or concerns over which s/he has, and does not have, control and outline the internal and external factors involved take responsibility for and work to change the factors that can be changed or transformed.
Self in Social Context	
	Deepen understanding of self as an individual who has a unique heritage and particular experiences that influence/have influenced her/his self esteem, beliefs, and values.
	Demonstrate knowledge of own ¹⁶⁰ cultural/ethnic heritage (maternal and paternal where possible) – guiding values; philosophical, spiritual, and aesthetic beliefs and traditions; social, economic, and political structures; and history (political and social).
	Develop the abilities to trace influences and describe connections and relationships between cultural heritage, family histories, and personal beliefs and values.

¹⁵⁹See pp. 128-29 of Lewis (1998), *What do you stand for? A kid's guide to building character*, for guidelines and advice directed to children/youth in relation to risk taking.

¹⁶⁰This should be taken to mean any of the following possibilities: maternal and/or paternal heritage or self-defined cultural heritage. Teachers would need to set a context that accounts for the circumstances of all students including those who have been adopted and/or who do not identify positively with or have knowledge of the cultural background of both parents. Students in all circumstances have the right and should be empowered to define their own sense of identity.

	Develop the understanding and abilities necessary to challenge preconceptions and biases that have become attached to such socially-derived attributes as those of socio-economic class, gender, and “race”. ¹⁶¹
	Deepen understanding of trends and values within the dominant Canadian culture – the ways these are transmitted and how these influence self and others.
	Demonstrate understanding of ways s/he has been influenced by: <ul style="list-style-type: none"> • norms, trends, and values in Canadian society • images and messages from popular culture.
	Understand the differences between the identity of a person as a consumer and as a human being (e.g., the idea that a human has feelings and values that are larger than those related to image and possessions).
	Understand that s/he can resist media portrayals and other imposed images of youth, and create and shape her/his own sense of identity as a unique individual.
	Develop the ability to distinguish between one’s “true” identity as an unique individual with strengths and struggles, and a facade one sometimes develops to cover up deep feelings, disguise real motives, fool oneself, and fool or manipulate others.
Emotional Intelligence	
	Develop understanding of and the abilities to: <ul style="list-style-type: none"> • recognize patterns in her/his emotional life and reactions to particular situations or behaviours • recognize emotional patterns of others.
	Demonstrate an understanding of a wide range of human emotions including those that are subtle or complex.
	Deepen understanding of the risks, costs, and/or rewards of communicating or not communicating our feelings to others in a variety of situations and of better/worse ways to do so.
	Develop insight into and the abilities to: <ul style="list-style-type: none"> • communicate her/his feelings and emotions clearly, effectively, and respectfully • express¹⁶² her/his feelings and emotions sensitively (making use of moral, spiritual, and aesthetic criteria) • withhold expressions of feelings/emotions in specific situations • regulate or transform feelings/emotions and/or moods that are or may be harmful to self or others • distinguish between tightly controlling feelings or being controlled by our own feelings, and choosing to regulate or manage our feelings in the interests of self and others • accepting (non-pervasive) feelings, emotions, and moods and their day-to-day shifts as normal and a part of being human.
	Deepen understanding of a range of emotions and feeling states associated with “bad moods” or depression including <i>apathy, anxiety, anger, withdrawal, disappointment, and loss</i> and know when and how to seek support in coping with and/or transforming them.
	Develop understanding of feelings of/related to “nostalgia” and “sentimentality” and begin to understand differences between feelings of sentimentality or nostalgia and compassion. ¹⁶³
	Demonstrate a consistent commitment to understanding her/his own emotions/feelings and their sources and the abilities to use this understanding to support decision making, constructive social interactions, and strengthen learning.
Self-care	
	Continue to demonstrate trust in own feelings, judgement, and abilities to be self-reliant.
	Deepen and extend understanding of and the abilities to seek a balance in meeting the needs of body, mind, and spirit.

¹⁶¹The main physical, inherited, and acquired attributes of identity are **age, sex/gender, culture/ethnicity, physical characteristics, and abilities/disabilities**. “Race” is not included as an attribute of identity because it is a social construct that is often ascribed to an individual as though it were a real phenomenon and subsequently used in ways that harm individuals and groups. Youth need help in understanding the distinction between inherited physical characteristics and a social construct based largely in appearance. They also need support to learn non-racist attitudes and behaviours. See page 133 for further background in relation to “race”.

¹⁶²“Express” is the term being used to denote representing feelings indirectly and/or privately and through use of a variety of media or art forms such as dance. “Communicate” is the term being used to denote the intention and action of sharing feelings with others directly through language including body language.

¹⁶³“Sentimentality” is the term used to denote those surface feelings that may be evoked by human interest stories, movie plots, etc. that are more or less fleeting and do not lead one to action. “Compassion” should be understood as involving deeper feelings such as anguish at injustice or empathy for the plight of another that cause us to act in some way such as helping to create greater social justice or alleviate suffering.

	Demonstrate understanding of what qualities make for a good friend and develop the abilities to choose friends thoughtfully.
	Develop understanding of when and how to give advice and the differences between enabling and “rescuing” others.
	Demonstrate awareness and understanding of peer norms and popular trends, and the consequences of following or resisting them, and abilities to act according to own standards as necessary.
	Understand the pressures faced by adolescents and young adults and develop abilities to withstand or resist negative pressures.
	Explore, discuss, and develop understanding of the concepts of “mature” and “adult” (when taken in their most positive sense) and the steps necessary and supports needed to become a responsive and responsible adult.
	Develop understanding of “apathy” and “depression” ¹⁶⁴ (causes, signs) and explore ways to become more positive in one’s outlook and beliefs about self, others, and the future.
	Develop understanding of “relationship violence/abuse” and measures to take to avoid becoming either a victim or perpetrator of relationship violence/abuse: ¹⁶⁵ <ul style="list-style-type: none"> • recognize and resist exploitive/harmful gender role models • develop understanding of the characteristics of healthy relationships including intimate ones • understand who is at risk for relationship violence/abuse, sources of vulnerability, and risk factors involved • understand the cycle of abuse and ways to protect oneself from and/or support others to leave abusive relationships • develop abilities to seek help, and to act on help received.
	Demonstrate understanding of the causes and effects of all forms of abuse and her/his personal commitment to non-violent and helpful, not hurtful, behaviour.
	Understand threats to personal safety and well-being at home, at school, or in the community, know sources of help/support (e.g., help hotlines), and contribute to group actions to increase the safety of school and community environments.
3. Character/Moral Development: Develop a caring disposition, strength of character, and the understanding and abilities related to moral development. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> • experience being treated with kindness and respect for her/his innate worth, cultural background, experiences, and abilities and desire to learn and grow • experience being held responsible for own moral choices and behaviours within a fair and supportive environment. 	
Foundations	
	Demonstrate understanding of and responsibility for own thoughts, words, and actions and their effects on self and others.
	Continue to deepen understanding of the meanings of “respect” and demonstrate abilities to show genuine respect for self, other persons, living things, possessions, and environments.
Moral Development	
	Develop personal understanding of, and appreciation for, a wide range of human values, virtues, and abilities and the disposition to act in accordance with these when supported to do so. The focus of this understanding and appreciation is upon values, virtues, and abilities that promote personal development within a framework of supporting “the common or greater good” ¹⁶⁶ and includes: <ul style="list-style-type: none"> • <i>moral courage</i> • <i>forgiveness</i> • <i>loyalty</i> • <i>self discipline</i> • <i>patience</i> • <i>peacefulness</i> • <i>integrity</i>

¹⁶⁴Teachers have a role in helping students understand **general** signs and symptoms of what has come to be known as “depression” such as pervasive moods of sadness, self-defeat, and apathy but are not responsible for diagnosing or treating clinical depression. See *Teacher Guidelines and Resource Suggestions* for support in this area.

¹⁶⁵See pp. 130-151 in Gingras Fitzell’s (1997) *Free the children: Conflict education for strong and peaceful minds* for full coverage of this area and sound practical advice.

¹⁶⁶The common good or greater good should be understood to mean those values and actions that lead to the development of caring persons, promote equality and the appreciation of diversity, and support the sustainability of communities and natural environments.

	<ul style="list-style-type: none"> • <i>justice</i> • <i>empathy and compassion</i> • <i>respect</i> • <i>responsibility.</i>
	Demonstrate understanding, appreciation, and respect for moral maxims, stories, parables, and guiding visions of many cultures.
	Develop <i>integrity</i> through: <ul style="list-style-type: none"> • knowing own deeper values • acting on convictions • standing up for beliefs • remaining open-minded and fair.
Character Development	
	Develop the abilities to create a meaningful and productive future life within a framework of contributing in some way to the greater good of community, world, and planet: <ul style="list-style-type: none"> • reflect on a wide range of life choices • envision and work toward the future s/he wishes for self • see similarities and make distinctions between what s/he wishes for self and what parents, teachers, and other adults wish for her/him • consider reasons/motives underlying own choices and strengths/weaknesses in the visions which others hold for her/his future • advocate for own vision of her/his interests, abilities, and future in a respectful manner.
	Demonstrate commitment to, and responsibility for, own learning when supported to do so: <ul style="list-style-type: none"> • take responsibility to talk to teachers, as necessary, for clarification or support • monitor attitudes towards learning in all subjects • take some of the responsibility for improving negative attitudes towards particular subjects • choose and participate in a/some school activities that match or extend own interests and abilities.
4. Diversity, Interdependence, and Sustainability: Value and respect human and biological diversity, and develop an understanding of our social and environmental interdependence, and the values and abilities related to sustaining life. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> • experience a positive and respectful classroom and school atmosphere in relation to human and biological diversity including the policies, rules, routines, physical environments, and social interactions • experience understanding and support in relation to becoming an increasingly respectful and caring human being – one committed to acting on the values related to interdependence and sustainability. 	
Human and Biological Diversity	
	Continue to demonstrate understanding, respect, and appreciation for the ways human and biological diversity enriches, balances, supports, and sustains living systems/environments.
	Continue to demonstrate understanding of forms of human diversity that derive from inequalities or are the target of human prejudices and discrimination, and the abilities to challenge these inequities. ¹⁶⁷
	Develop intercultural competence in relation to interacting with members of other cultural groups in own community including striving to: <ul style="list-style-type: none"> • have a fundamental respect for the innate worth of all humans • approach others with sincerity and authenticity • become genuinely interested in learning more about other people/cultures • observe the characteristic ways members of particular cultural groups interact and (where possible) modify own interactions accordingly • listen carefully and reflect on what s/he sees and hears as means to further her/his own understanding • practice non-judgement and avoid assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.
	Demonstrate comfort in, and appreciation and respect for, natural environments in own community, province, or country (when supported to do so).

¹⁶⁷ See the end of this section for specific objectives related to each area of human diversity (gender, sexual orientation, age, appearance, abilities/disabilities, culture, ethnicity, “race”, language, income) and for background related to “race” and *sexual orientation*.

Interdependence	
	Demonstrate understanding of the concept of social and biological interdependence and the implications that flow from it.
	Develop a commitment towards co-operation, world peace, and living in harmony with nature and others, and demonstrate co-operative and peaceful behaviours in classroom/school/community (when supported to do so).
Sustainability	
	Develop understanding of the concept of sustainability in relation to individual and institutional choices and actions, and explore ways that individuals and groups have tried to live in congruence with values related to interdependence, sustainability, and the fair sharing of finite resources.
	Develop values and actions related to living more simply, consciously, and fairly in relation to human and natural resources.
5. Social Interaction Skills/Abilities: Acquire the skills and develop the abilities needed to participate effectively and respectfully in social interactions. To support student achievement of this objective, teachers need to design learning environments so that students will: <ul style="list-style-type: none"> • experience effective, respectful social interaction skills/abilities being modeled in the classroom and the school. 	
Extending Basic Interpersonal Skills/Abilities	
	Continue to deepen and extend interpersonal abilities in order to meet new needs such as involvement in romantic relationships, interacting with the public in work contexts, and negotiating conflicts between peer norms and community standards and begin to demonstrate these abilities in a consistent manner: <ul style="list-style-type: none"> • knowing how to complement or get the attention of peers of both genders without becoming inappropriate or lewd • retaining some consistency with peer norms for such things as use of humour while retaining basic courtesy and consideration • demonstrating a friendly and sincere demeanor and a professional manner as appropriate to a variety of work/service situations and other community contexts • participating in acts of protest in a respectful way • showing respect as the basis for receiving respect.
Respectful Communication	
	Continue to develop and demonstrate the abilities to communicate in ways that support social harmony: <ul style="list-style-type: none"> • negotiate meaning as needed for a discussion to proceed in a clear and inclusive manner • match the level and language of communication of the person to whom you are speaking to promote shared understanding • develop clarity and brevity • use aids to assist others in understanding (e.g., examples/non examples, analogies). • understand and avoid roadblocks to communicating clearly and constructively (e.g., assuming to know rather than asking; confronting or cornering rather than seeking to find common ground) • know and observe some basic conversational “don’ts” (e.g., refrain from personal criticisms or “put downs”; avoid “nosiness” or prying; refrain from gossip and hearsay; don’t change the subject without permission or warning; avoid “drifting off”).
	Demonstrate the understanding and abilities related to active, respectful listening or listening to learn from others: ¹⁶⁸ <ul style="list-style-type: none"> • understand that speaking in a group always involves a degree of risk to self esteem • avoid “put downs” or personal criticism of any sort • analyze and criticize ideas, not the person presenting them • listen in order to <u>understand</u> others’ ideas/points of view as opposed to listening in order to <u>refute</u> them • listen for how the speaker feels about the topic/idea/concern, not simply for what s/he says • incorporate knowledge of the social interaction norms of other cultures in a sensitive, respectful way • develop an appreciation for silence as an opportunity to reflect, and refrain from “jumping in” • develop personal learning goal/s or reason/s for listening • listen for main ideas or central arguments • develop effective, respectful, and non-disruptive ways to remain alert and retain important concepts • note questions s/he wants to raise and know when it is appropriate to do so

¹⁶⁸See *Integrated objectives* for interrelated and supporting objectives.

	<ul style="list-style-type: none"> find ways to incorporate and build upon the ideas of others acknowledge the contributions of others when using their ideas.
Co-operation ¹⁶⁹	
	<p>Deepen and extend co-operative skills/abilities to include the following:</p> <ul style="list-style-type: none"> demonstrate skills/abilities related to a range of leadership and participator roles¹⁷⁰ participate effectively in a variety of co-operative groups develop abilities to co-ordinate the work of others and to participate in activities involving co-ordination demonstrate skills/abilities to send and receive messages effectively develop skills/abilities related to <i>consensus decision making</i>¹⁷¹ develop skills/abilities related to <i>constructive controversy</i>.¹⁷²
Conflict Prevention and Resolution	
	Continue to develop and demonstrate the skills/abilities and dispositions needed to prevent conflicts and resolve conflicts or disagreements fairly and respectfully.
	<p>Demonstrate understanding of rejection and inclusion and the abilities to:</p> <ul style="list-style-type: none"> show rejection of behaviours, not persons respond constructively to the seeming rejection of self show sensitivity to others and be inclusive.
	<p>Demonstrate the understanding, skill/abilities, and dispositions of “mediation”:¹⁷³</p> <ul style="list-style-type: none"> understand what is meant by “mediation” and know the basics of a mediation process recognize when a pair or small group may need help solving a conflict question self for “vested interests” in the conflict and refrain from intervening if self interest is involved question logistics and potential for success understand and use ways to negotiate¹⁷⁴ and deescalate conflicts.
<p>6. Social Commitment, Service, and Social Action: Develop the commitment and abilities necessary to contribute to the well-being of others and the natural world and participate in social action.</p> <p>To support student achievement of this objective, teachers need to design learning environments so that students will:</p> <ul style="list-style-type: none"> experience fair treatment and opportunities and support to question fairness of actions, rules/regulations, and situations related to classroom, school, and community life experience opportunities and support to participate in acts of service and social action related to personal interests and concerns receive support to maintain hope and involvement in improving quality of life for self, others, and living things and in conserving natural environments. 	
	Develop understanding of concepts such as learned dependence and empowerment and the abilities to distinguish between help that supports greater independence and that which creates dependence.
	Demonstrate understanding of the concept of mutuality within acts of service and describe insights gained, benefits received, and challenges faced as a result of helping others.
	Give and receive help or support in a manner that is respectful of the dignity and capabilities of all persons.
	Recognize times, situations, programs, or environments which might benefit from acts of service and plan, undertake, and evaluate acts of service using criteria such as mutuality, empowerment, and respect for the capabilities of others.
	Demonstrate understanding and abilities to recognize, name, and challenge instances of inequality, inequity, bias, intolerance, discrimination, and physical and cultural barriers to full participation.

¹⁶⁹Co-operation can involve varying degrees of complexity and take a variety of forms. At its most basic level, it involves two or more persons working together to achieve a common goal – sequencing and organizing work as needed. Other names for co-operative tasks/activities include those of *co-ordination* and *collaboration*. Teachers are free to select the forms of co-operation most appropriate to their students and for achieving particular objectives.

¹⁷⁰See pp. 155-163 of Lewis (1998), *What do you stand for?: A kid's guide to building character*, for guidelines and advice directed to youth in relation to leadership and “followership”.

¹⁷¹See *Integrated* objectives for list of these skills/abilities and understandings.

¹⁷²See *Integrated* objectives for list of these skills/abilities and understandings.

¹⁷³See pp. 178-181 of Lewis (1998), *What do you stand for?: A kid's guide to building character*, for an overview of the mediation process.

¹⁷⁴See *Integrated* objectives for list of skills/abilities and understandings related to negotiation.

	Develop understanding of the concept of social justice through exploring/questioning: <ul style="list-style-type: none"> • concrete examples of structural forms of justice/injustice in own society • models of social justice such as “doing the greatest good for the greatest number” • participation in planning and undertaking personal/small group/class social actions related to changing something perceived as unfair/unjust.
	Develop understanding of social, political, and economic factors that may affect the outcomes of acts of service.
	Begin to develop understanding of similarities and differences between acting from an ethic of justice and an ethic of care. ¹⁷⁵
	Deepen understanding of Canadian and United Nations’ documents related to equality, justice, and human rights and their implications for own life.

¹⁷⁵Most basically, this distinction can be understood as one between acting from a set of moral principles, codes, or standards that would be applied uniformly across cases; and acting from one’s sense of care for another – an ethic that is more situational and dependent on the specific factors involved.

Specific Objectives Related to Human Diversity

Gender	<ul style="list-style-type: none"> Continue to acquire accurate information about, and demonstrate the ability to use, correct and respectful terminology in relation to human sexuality and gender identity. Respect individual preferences related to gender identity, as expressed in their choices related to dress/appearance, recreation, and work. Deepen understanding of the different ways that gender is expressed across individuals and cultures. Demonstrate the abilities to recognize gender stereotypes, understand why they are unfair, and challenge gender bias in daily life. Develop the knowledge and abilities needed to recognize, analyze, challenge, and/or resist all forms of discrimination based on sex and gender biases.
Sexual Orientation ¹⁷⁶	<ul style="list-style-type: none"> Develop understanding of differences that exist in relation to human sexual orientation including that these differences are not connected to a person's moral character and are respected and protected in Canadian human rights legislation. Demonstrate understanding of, and the abilities to challenge, homophobic attitudes and behaviours and respect individual sexual identification.
Age	<ul style="list-style-type: none"> Appreciate that people of all ages have something of value to offer and the same basic needs for respect, recognition, and support as her/himself. Continue to develop comfort and abilities to interact respectfully with persons older and younger than self.
Appearance	<ul style="list-style-type: none"> Understand that individuals differ from each other in physical appearance for many reasons and that a person's value does not depend upon her/his physical appearance or clothing. Recognize and refrain from derogatory comments related to any aspect of appearance and challenge stereotypes, bias, or discrimination that is based on appearance.
Abilities/Disabilities	<ul style="list-style-type: none"> Continue to acquire accurate, developmentally appropriate information about disabilities (e.g., a person with a disability is different from others in one respect but similar to others in many other ways). Continue to develop the abilities to resist and challenge stereotyping, name calling, and physical barriers directed against people with disabilities. (Youth with Disabilities) Continue to acquire the information, language, and support for and develop the abilities to handle questions about her/his disability and challenge prejudice/physical barriers.
Culture, Ethnicity, "Race",¹⁷⁷ and Language	<ul style="list-style-type: none"> Deepen understanding of scientific explanations for differing skin colour, hair texture, eye shape, and other physical characteristics. Develop understanding of common misconceptions about the concept of "race" and demonstrate the abilities to recognize and challenge prejudices related to these misconceptions. Develop an understanding of who benefits, and in what ways, from biases and structural forms of discrimination based on perceptions and beliefs that are "race" based. Deepen understanding of the range of individual physical differences and similarities <i>within</i> and <i>between</i> ethnic or cultural groups. Demonstrate the understanding that no ethnic/cultural group is superior to another and the abilities to treat persons with courtesy and respect. Demonstrate the abilities to recognize and refrain from the use of racial and ethnic slurs.
Income/Socio-economic Class	<ul style="list-style-type: none"> Develop understanding of causes of both poverty and prosperity and relationships between them. Develop the abilities to recognize and challenge biases based in income level.

¹⁷⁶Research suggests that teenagers have developed a sense of their own sexual orientation by this age and teachers, parents, and students report that name calling based on homophobic biases are not uncommon features of the school and community experiences of youth. Some students have experienced mistreatment based on homophobic perceptions themselves and homosexuality is considered to be a factor in some teenage suicides. It is important for the well-being of all students, therefore, that teachers treat this area of learning respectfully and in a matter-of-fact way.

¹⁷⁷Ideas about "race" exist in society and influence the attitudes of children and youth, their behaviours, and self-esteem. While "race" is not a real phenomenon, but rather a social construct, a belief in racial categories harms all people and teachers have a responsibility to understand and educate youth in this area.

Guidelines for Fostering Personal and Social Development

Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: PreK-3

Guidelines¹⁷⁸

The headings in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of PSD.

1. Understand:

Children's Personal and Social Development

- Personal and social development is the heart of learning for young children and their growth in other areas is dependent upon it.
- In order to learn and thrive, young children need:
 - a sense of self worth
 - teachers and other adults who appreciate and care for them as individuals
 - feelings of comfort and safety within the classroom and school environment.
- Supporting personal and social growth requires that teachers believe in, value, and respond thoughtfully to *all* the children in their care (e.g., a child's sense of trust can be jeopardized by witnessing a teacher deal harshly with another child; a sense of fairness can be hampered by a teacher who appears to favour some children over others).

Teacher Beliefs that Support Children's Personal and Social Development

Every child:

- is capable of learning and growing
- has innate worth and a unique contribution to make to the world
- has good in them
- deserves to be treated as a good person at all times
- is not responsible for her/his particular circumstances
- deserves to have her/his family respected and valued¹⁷⁹
- is a spiritual being with the capacity for deep feelings.

Interdependence and Diversity:

- no one can be or is ever completely independent
- we need each other and we depend on the natural world for survival
- human diversity and biodiversity are enriching and necessary for continuance and renewal of life.

Life:

- has majesty and mystery
- not all questions have final answers.

- Children learn about their own worth as a result of the ways others respond to or treat them.

¹⁷⁸ The guidelines in this document also support the development of the Integrated CCT and PSD objectives.

¹⁷⁹ This should be understood to include those situations in which a family is struggling.

- Much of a child's moral learning happens as a result of witnessing the behaviour of important adults in their life.
- Children learn as much from what adults *do* as from what they *say* and from *how* they say things as from *what* they say.
- Children learn important lessons from the ways teachers talk about themselves as moral and spiritual beings; for example:
 - ways they try to make amends for lapses in their own behaviour such as hurting a child's feelings
 - ways they find to comfort themselves when they are sad
 - their need for quiet times.
- Young children are sensitive to atmosphere and often recognize hypocrisy or contradictions; trust in their own judgement and in the truthfulness of others is hampered when adults pretend that things are different than they actually are.
- Not all personal and social development happens at a conscious level. Children feel, absorb, and learn important ideas and attitudes about themselves and others that they cannot articulate.
- Television and other forms of electronic media can have a great and often damaging influence on the moral and social development of young children; adult guidance and support is needed to counteract the potentially negative impact.

Television and Children

Children can benefit from the guided viewing of good quality children's programming through the encouragement of their thinking abilities and opportunities to broaden their horizons and extend their knowledge base. However, television viewing also has many harmful effects on children's development.

Negative effects of television on young children:

Children learn what they live. The brain of a young child is developing important pathways and structures for later use. What children do every day effects their brain's structure and function. This means when the activities that predominate in their lives are largely one-dimensional such as viewing television, these activities can limit or distort their thinking. More time spent viewing television, means:

- less time is spent on learning to play with and get along with others
- less time is spent on imagining and creating
- less time is spent in natural environments and with concrete materials; viewing rather than doing does not lay the foundation for real understanding of social, scientific, mathematical, or aesthetic concepts

and often means that children learn:

- to be consumers and develop fear of being "different"
- gender stereotypes as a result of the ways gender roles are portrayed in commercials and popular shows
- how to be violent from watching violence and that life's problems can be "solved" through violent means.

What teachers can do:

- Provide parent education.
- Discuss with children, at a level they can understand, the effect TV shows have on them. For example, focus discussion on concrete things children learn from particular shows: "When you watch _____, you learn about numbers and letters. When you watch _____, you learn to make things. What do you learn when you watch _____ (popular children's shows that use fighting and injuring opponents to solve problems)?"

- Help children understand that, on TV, a person can get hit or kicked and then get up and walk away, but in real life getting kicked hurts and people can be damaged permanently or for a long time.
- Discuss with children ways that superheroes and other familiar TV characters can solve problems without violence.
- Encourage and support children in empathizing with others by showing your own compassion or moral feeling, providing vocabulary with which to express feelings, talking about the ways that they might be feeling in specific situations, and appreciating times when children care for each other.
- Provide children with open-ended toys and materials and guided lessons in ways to use these materials with versatility and imagination (e.g., a doll can be transformed into any character you wish; blocks can become cars, boats, houses, stores, hospitals, or space stations).
- Support children in enjoying and feeling comfortable in natural environments and using natural materials such as sand, water, twigs, and stones in their play.

For background and more ideas, see Gingras Fitzell (1997), *Free the Children! Conflict Education for Strong and Peaceful Minds*, pp. 27-35.

- Young children need guidance and support to learn ways to interact with others thoughtfully and respectfully and to solve conflicts peacefully. Playground experiences should contain the same support for feelings of acceptance and safety as the classroom and playground conflicts can be an important focus for puppet shows or role plays.
- In order to support young children's learning in relation to respecting the personal space and bodies of self and others, their own personal space and body integrity should be respected by adults to the greatest extent possible without jeopardizing their safety.
- Young children are spiritual beings with:
 - great sensitivity to beauty and mystery
 - a sense of the world as a "magical" place
 - a capacity for awe and wonder.
- Children's sense of awe and capacity for wonder is strengthened when they are:
 - provided with rich experiences that nourish or stimulate their curiosity, imagination, and deeper feelings
 - supported to respond spontaneously and naturally.
- Appreciation, enjoyment, curiosity, and wondering can be complete experiences and ends in themselves. Not everything has to be explained nor turned into a formal lesson.
- In supporting children's abilities to express deeper feelings or communicate important experiences, ways should be found to safeguard their right to or need for privacy.

2. Provide:

- Consistent modeling of kindness, fairness, and respect.
- Many opportunities for children to reflect on and discuss feelings and ways their behaviour may affect others.
- Opportunities for, and ideas of, ways to make restitution for hurting or damaging a person, object, environment – ones that are at a child's developmental level.
- A structure such as class meetings¹⁸⁰ for solving social problems *with* children.

¹⁸⁰ Many of the resources suggested in this document describe ways teachers approach and use classroom meetings. See, for example, Charney (1992), Developmental Studies Center (1996), Dalton and Watson (1997), and Styles (2001).

- Quiet area/s in the classroom for individual and small group use as needed to calm oneself, re-establish self control, and/or resolve conflicts or difficulties in privacy.
- A structure that maximizes children's opportunities to interact with others and ensures that children have experiences of working/playing/learning with each child in the class.
- Puppets, dolls, areas for role play, and opportunities to dramatize key learnings and practise important behaviours.
- A wealth of materials that portray human diversity in accurate and positive ways.
- Ways for children to experience, reflect on, and develop their own sense of beauty.
- Both explicit and implicit means for children to develop the understanding and abilities of PSD; for example:
 - Explicit – explaining an idea such as the Golden Rule using a concrete example
 - Implicit – using stories, films, and your own behaviours as role models without telling children what conclusion/s they should draw from them.
- Opportunities to wonder.

3. Find many ways to:

- Incorporate natural materials (sand, water, earth, seeds, shells, stones, etc.) and frequent, guided experiences in natural settings.
- Show your own interest in and appreciation of natural objects, environments, and living things.
- Collect, create, and use drawings, paintings, masks, pictures, photographs, and puppets that portray a range of human feelings.
- Use the classroom environment for learning about and appreciating human diversity (i.e., incorporating materials, displays, and messages that counteract any prevailing biased messages in the wider society and portray diverse images that children may not see elsewhere); for example:
 - *Gender Roles* – show men and women in non-traditional roles
 - *Racial and Cultural Background* – show persons from “minority” groups in leadership positions
 - *Capabilities* – show people with disabilities doing a variety of activities and helping others
 - *Family* – show a variety of family compositions and activities.
- Look at the same personal or social phenomenon from a variety of perspectives (e.g., questioning whether everyone involved in an incident feels the same way about it).
- Connect children's daily experiences to the PSD objectives (e.g., stop and do a role play of ways to respond to bullying or to change bullying behaviours when this has been reported as a concern that developed that recess).¹⁸¹
- Redirect play that imitates violence seen in television shows or movies rather than ban it or send it underground.¹⁸²

¹⁸¹ Role play should incorporate and model positive roles for the “victim”, the witnesses, and the “bully”. Children in all three situations need ideas and support for what would constitute positive and helpful behaviours.

¹⁸² See Levin (1994), Ch. 7 for specific advice, guidance, and examples of ways this can be done to counteract children's increasing tendency to focus play on the television shows which they watch – the content of which is often violent.

-
- Show your own compassion and moral feeling.
 - Stimulate children's thinking and imagination in relation to excluding or including others, what it feels like to be left out and to belong, and ways to make the classroom a more inclusive environment.
 - Incorporate co-operative games, small group co-operative learning activities, and whole class involvement in experiences where all can work together to achieve a common goal.
 - Talk positively about each child's identity attributes (physical characteristics and cultural heritage).
 - Support children's developing sense of justice by :
 - acknowledging rather than dismissing their feelings and beliefs in relation to a perceived injustice
 - exploring more just/fair alternatives with children being careful to listen to *their* ideas
 - showing children that unjust things can be changed
 - involving and supporting them in taking action on issues relevant and important to them.
 - Involve and inform parents/guardians in relation to the curriculum's personal and social objectives and the activities that you provide to develop them.
 - Become informed by parents/guardians in relation to their own central values, moral rules in the home, and what they want their children to learn about conduct and caring.
 - Emphasize self management not teacher control and restitution rather than retribution.
 - Laugh *with* children, show your own sense of humour and interest in, and enjoyment of, life in the classroom.
 - Work with and engage others (staff, service providers, families, community) in the development of a positive school and community environment.

4. Limit or Avoid:

- Comments that focus more on image than character (e.g., praise for new clothing or material possessions).
- Comments that suggest one set of physical characteristics is better than another.
- A focus on right/wrong answers, and single perspectives.
- Win/lose situations and an emphasis on being first.
- Treating young children in ways that you wouldn't treat adults; for example:
 - Intimidating or forcing young children into participation when they seem reluctant or afraid
 - Using your size or greater strength to restrain or move a child against their will when safety or the protection of another is not an issue.
- Talking about virtues without living them and consistently modeling them.
- Talking about virtues and values as though they only applied to children's behaviour and not equally to that of adults.
- Preaching, criticizing, or lecturing.

5. Develop PSD Objectives through your responses and interactions:

Young children need to hear about the ideas and values incorporated into PSD explicitly, frequently, and in language each can understand. Therefore, it is important to:

- Tell children that you like them, *all* of them, and enjoy teaching them.
- Demonstrate through words that you place more value on each child's helpful behaviour, contributions, ideas, and inner qualities than on their appearance, "right" answers, or particular circumstances; for example:
 - *"I'm so glad to see you today. I miss you when you are not here."*
 - *"We need children like you in our class because you know how to make us laugh."*
 - *"What an interesting idea! Your brain is certainly working well."*
 - *"Not everyone has the money to buy new clothes when they want to so it's a good thing that we care about people for what they are like on the **inside** and not because of what they are wearing."*
- Teach children through your own responses that it is important to distinguish between a person and her/his behaviour, and that we can care for and believe in a person while not condoning a hurtful behaviour; for example:
 - *"I like you but I do not like that kind of behaviour. It hurts others."*
- Show forgiveness and demonstrate that each person in the classroom has an opportunity to start fresh each day; for example:
 - *"That was yesterday, let's focus on what we can do better today."*
 - *"You'll do better next time. I know you are trying."*
- Refrain from comments that suggest that you have labeled a child as a problem and/or have given up on them; for example, it is important to treat a child who has a tendency to bully others as someone who is "kind on the inside" and help her/him to see her/himself in this way:
 - *"It's not like you to make fun of someone. I know you are a kind person."*
- Respond directly, matter-of-factly, and simply to children's questions about physical characteristics such as those associated with "race", sex, or disabilities. Children have a need for accurate information and a sense that *you* are comfortable with human differences in these areas and do not value one way of being/looking more than another. As well, simple explanations can help to allay children's anxieties in these areas about their own normality; for example:
 - *"Yes, boys' bodies are different from girls' bodies but all kinds of bodies are fine."*
 - *"Timmy said he saw a man with only one arm and felt upset about it. Lots of people feel worried or anxious when they see someone with some part of their body missing. When people lose a part of their body, the rest of them stays the same. You can still be happy but you have to learn new ways to do things. Can you think how you might do the dishes with only one hand?"*

6. A Few Starting Points for Teacher Reflection

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about personal and social development.

*

[Children need well structured play activities.] "For play to serve development, every child needs to be in charge of what happens – to be his or her own scriptwriter, director, producer, actor, costumer, set designer, and prop person. For instance, when children play "house" each child brings his or her own unique experiences, needs, concerns, and questions into the play – how and what to prepare for pretend meals, how to talk to each other as they pretend to eat, how to work on disagreements that arise, and how to feed the "baby" (doll). Thus, no two children's house play scenarios should ever look exactly the same. But media-influenced play can undermine this deeply personal process. ... When children are following someone else's script about how to treat others, they are not engaging in the kind of active, social knowledge building necessary to develop a broad repertoire of increasingly advanced social understanding skills. Instead, when much of the behaviour in the script children are imitating is violent, they cannot help but learn a repertoire of violent and antisocial behaviour. Furthermore, because much of the media content children bring to their imitative play contains many gender, racial, and ethnic stereotypes, it leads to mistrust and intolerance about differences among people" (Levin, 1994, pp. 88-89).

*

"The gap between adults' and children's visions of reality is so great that it may be no exaggeration to state that neither side can fully understand the dimensions of the other's experience. Adults cannot fully comprehend children's interpretations, and children cannot fully comprehend adult's interpretations – no matter how hard adults struggle to simplify their ideas or how hard children try to understand what they are told. When adults explain their vision of reality and children listen, a seeming meeting of minds occurs, but underneath the two sides may have gone their separate ways. ... A communication strategy of open-ended dialogue has the most potential for promoting effective communication, a true meeting of minds, between adults and children. Such a strategy... requires adults to change their goals in communication. Rather than instructing, explaining, and correcting, teachers can talk with children in ways that stimulate children to do their own thinking. ... The dialogue allows teachers an opportunity to enter children's world and gain a better understanding of children's reality. It allows children to think in a more focused way, listen to the contrast between the ideas of themselves and others, and perhaps become aware of the errors, gaps, or inconsistencies in their reasoning" (Edwards, 1986, pp. 19-20).

*

"A healthy sense of self slowly is built up so that the child can adjust to his or her new relationship to the world. Children need to find out how they are different and how they are similar. They find out what they like, what they don't. They find out how their beliefs are different from other people's beliefs. This is a slow steady process which allows youngsters to integrate each discovery into their images of themselves. If they continue to feel accepted while these changes are going on, they are affirmed and feel positive about themselves. Problems arise when children are hurried, when they feel too much stress, when they lose trust in their relationships. If children lose the basic trust that the world is a good and safe [and understandable] place and that people care about them, this impairs their emotional development" (Staley, 1988, p. 38).

*

Sample Activities

1. Many Ways to Help/Many Ways to Give/Many Ways to Thank

Young children can develop a feeling that they matter and can contribute to the world through experiences that support children in contributing to the harmony and smoother operation of the classroom environment. Children who are encouraged to think of ways to make the classroom or community a better place and helped to implement their ideas grow in confidence and self esteem. As well, children who learn many non-monetary ways to thank or show gratitude to others and who see these behaviours modeled by adults are likely to use them voluntarily. Activities with these foci lay the foundation for continuing to participate in acts of service throughout life.

The purpose of these types of experiences and activities is to support children to:

- develop their intuitive understanding of the value of “gratitude” and the concepts of “reciprocity” and “mutuality”
- learn ways to show appreciation for the kindness, generosity, or support of others
- develop a positive disposition to share, contribute, and help others and the environment.

Process

The basic process for supporting children to help, give, and show gratitude involves four main components:

- 1) Provide models of service through the use of children’s literature, films/videos, examples from the news, your own actions, and those of community members.
- 2) Provide time for reflection and discussion of children’s ideas in relation to the models.

Remember, it is more important to support and solicit children’s ideas and provide opportunities for children to **choose** to serve others than it is to tell them what to do and require that they do it.

- 3) Support children in developing lists of specific behaviours or actions that children can undertake to make the classroom, home, or community a better place. Give a few examples to get children started or to extend their thinking into new areas.
- 4) Be sure to appreciate all children’s contributions to classroom life. Find many ways to say thank you and show your own gratitude. Focus on the small things that children do such as smiling or saying “hello” to you when they meet you.

Examples of Ways to Help/Give/Thank

- Putting things back in the same place as you found them, picking up, and cleaning up after yourself
- Helping someone else clean up an accident such as a spill
- Volunteering to water plants, feed classroom animals, or help with other daily classroom chores
- Supporting a friend when someone is picking on her/him
- Going with a timid friend to talk to someone with whom s/he has a problem but don’t speak for them
- Smiling when you arrive, smiling when you leave, saying “hello”, or saying “good-bye” in your own words or way
- Saying something to another person in her/his first language
- Smiling at someone who looks sad or lonely
- Making a drawing or painting for someone, or offering to sing them a song
- Sharing a snack, a toy, or learning material with someone who seems to need your friendship
- Helping to clean up litter in the school yard or neighbourhood
- Planting and/or watering a flower, tree, or garden

- Giving someone a colourful leaf, an interesting stone, or other natural object (one that is not endangered in any way) as a token of friendship or way of saying thank you
- Learning the names of people in your class, school, and neighbourhood and using them
- Thanking an adult for helping to take care of you or for teaching you something
- Telling someone you liked what they did (e.g., the meal s/he cooked, the story s/he read)
- Adopting a class motto such as “Kindness doesn’t cost a thing”.

2. Exploring and Appreciating Human/Cultural Differences

The best time to develop comfort with, and appreciation of, human and cultural differences is when children are young and prejudice and bias have not yet taken root in their belief systems, attitudes, and values. The main ways that teachers can support children’s development in this area are through the design of the classroom environment including the materials and activities provided and through their language exchanges.

The purpose of these types of activities is to support children to:

- develop awareness
- extend their interests
- increase their comfort level and appreciation in relation to individual/cultural diversity.

a) Inclusive Displays

- Collect posters, photographs, postcards, books, textiles, pottery, and other cultural artifacts, and calendars and prints that portray human diversity from a global perspective.
- Take pictures of school staff and students, invite families to loan photographs, and clip photos from your local paper to show the individual and cultural differences in the school community.
- Create two and three-dimensional displays that help children to see various aspects of diversity while at the same time showing things that humans hold in common. For example, you might show families from various countries that are engaged in common household chores.
- Discuss the displays with children in ways that focus their attention on both similarities and differences. It is important that children begin to understand that underneath the differences, there are important human qualities, feelings, and experiences which we all share.
- Be sure to incorporate all colours into your displays at some time and to not value particular colours more than others. A fall display that makes use of various shades of brown can help to develop an appreciation for the colour brown and lead to discussions of the range of skin colours in humans. Materials you might incorporate include: various shades and patterns of brown cloth for a backdrop, bare branches, stones, unglazed pottery, and other objects that show the range of browns in nature.
- Use black in your displays at times and in ways other than those related to Halloween and point out ways that dark colours can be beautiful. For example, photographs of the night sky show that darkness is necessary to see stars and northern lights.

b) Inclusive Materials and Activities

- Collect dolls, puzzles, books, and dramatic play props that are inclusive of human differences and can also be used to focus on and/or dramatize human similarities that hold across differences (e.g., pictures and concrete objects such as cradleboards that show different ways to carry babies).
- Invite a community member with a disability into the classroom to talk to students about their experiences.
- Teach children to say “hello”, “good-bye”, “thank you”, and other common phrases in several different languages including signing. Read books that include words and phrases in languages other than the language of instruction. It is particularly important to incorporate the languages of families in your class and school community.

- Play and sing songs and finger plays in a variety of languages.
- Collect and use instruments from around the world.
- Use a variety of smells from spices, soaps, herbs, and extracts that extend children's familiarity beyond those with which they are familiar at home.
- Make and taste foods from different cultures. Invite family or community members to share recipes and help with classroom cooking experiences.
- Use your collections of sounds, smells, textiles, and cultural objects for discrimination and sequencing activities.

3. Responding to a Story in ways that Foster Reflective Abilities and PSD

The lesson procedure that follows can be adapted to fit a large range of stories from literature, biography, film, or other media but is most effective with a story, video, film clip, or section from a book that can be read or viewed within 5-15 minutes (depending upon age of learners). This procedure can be used in all subject areas and at all grade levels.

The procedure is intended to:

- develop critical thinking abilities such as thinking contextually
- develop creative thinking abilities such as viewing an experience from several perspectives
- develop personal and social dispositions
- develop abilities related to particular human virtues or values
- support students to think for themselves
- offer teachers alternatives to lecturing and preaching – approaches that are usually not effective.

Process

- 1) The essence of this approach is the skilful use of open-ended questions and works best in those classroom situations in which trust has been established between and amongst teacher and students and a safe, caring atmosphere has been created. The process would be strengthened by teaching some of the behaviours and dispositions involved in dialogue and active, respectful communication.¹⁸³ The procedure of questioning would also lend itself to the use of a talking circle.

What is Meant by “Open-ended Questions” in the Context of Supporting Reflection and PSD?

In this context, open-ended questions are ones that ask for students' ideas, opinions, and experiences in relation to a story, behaviour, or event. They are questions to which the following applies:

- the teacher does not know and does not assume to know how students will answer the question/s
- the teacher does not have a set picture in her/his mind of what “good” answers should be like but rather is open to many possibilities
- there is not one right or best answer to the question/s
- many ideas or perspectives are possible in response to the question/s
- all answers are “right” or appropriate if they represent the genuine thoughts of the respondent.

In order to foster reflection and PSD, some of the following qualities should also apply. The teacher:

- is genuinely interested in the students' ideas
- shows appreciation for students' willingness to reflect upon the questions and to share ideas with others
- has patience and a willingness to give students time to think
- knows her/his students' needs for privacy and safety, and does not probe beyond what individuals show comfort with discussing aloud
- allows for alternative means of responding in relation to sensitive topics (e.g., journal writing, use of puppets, drawing, or other art forms).

¹⁸³ See the objectives related to “Communitarian Thinking and Dialogue” and those in the area of “Social Interaction Skills and Abilities”.

-
- 2) Select a segment of a story from a book or film that exemplifies a particular human value or virtue, or some aspect of moral and spiritual development, but does not oversimplify the challenges or complexities involved. In selecting the book or film segment, keep the general principle of “appreciating and respecting human diversity” in mind. This would mean (over the course of a term/year) seeking books that portray a variety of aspects of human diversity in positive ways.
 - 3) In most cases, you would not mention the virtue or moral/spiritual behaviour that you think is exemplified, or discuss why you selected the story, other than that you think it is interesting in some way.
 - 4) Read/view the story through without stopping for comments and questions. Explain that this is what you wish to do and that you will allow time at the end for students, thoughts and ideas about the story. Younger students might sit on the floor in front of you and within viewing distance of the pictures. With grade three students, you could select 3 illustrations from the book that represent critical moments and photocopy them to use as overheads or to provide students with individual copies. This is useful with many children’s books because the illustrations also convey meaning.
 - 5) At the conclusion of the story, pause for a moment before asking your first question. Your questions should move from most open and safe to those that are of a more personal nature. All the questions described here would not be used on every occasion. Rather, you would select those most useful and appropriate to the situation and close the discussion before students began to tire. It is better to leave students with something more to think about than to overdo the questioning in an attempt to achieve a synthesis or arrive at some conclusion. A prolonged discussion period would usually not be appropriate with younger students.
 - 6) A useful series of open questions to use with most stories is:
 - What are some of your **thoughts** about this story? (Note: To support deeper reflection, thoughts should come before feelings.)
 - What are some of your **questions**¹⁸⁴ about this story? (Note: To reinforce the idea that questions are important and a valid way to respond; You might preface this by suggesting that no one has to try and answer the questions of others but simply to think about them.)
 - What are your **feelings** about the story? (Note: You may need to elaborate on the difference between thoughts and feelings until students understand the distinction and become used to this format.)¹⁸⁵
 - Have there been any times in your life when you felt like _____ ? (Note: These questions focus students on **making connections** between actions of the main character/s and **themselves**. Younger students may share ideas freely. However, with older students you may wish to ask them just to think about this but make it clear that verbal responses are strictly voluntary. Alternatively, you may ask students to think about it now and, later, allow time for a journal entry).
 - Can you think of anyone in your life who has acted like _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **others**. Remind students not to use names when describing behaviours that cast others in a negative light. Again, responses might be verbal, written, or remain as private thoughts.)

¹⁸⁴ Young children often do not understand the difference between a question and other forms of talk. They may need many examples of questions about the story or a format such as having them complete a stem such as “I wonder what would happen if?”

¹⁸⁵ In order to help students distinguish between asking for a thought and asking for a feeling, you might tell them that when you ask for their **thoughts**, any comment which is a genuine response to the story would be appropriate. The response could be a comment about something the story made the students think about, a part of the story that surprised or puzzled them, or a connection to their own lives. These initial thoughts could include how students felt about the story or part of the story but you are not asking for that specifically. When you are asking for a **feeling** about the story, this is a somewhat more personal question and it is asking if the story (or some part of it) triggered any particular feeling or emotion such as sympathy, anger, sorrow, happiness, or relief. A feeling about a story may also be a statement about a personal reaction to it such as the children found it interesting/not interesting. In short, asking for initial thoughts is a completely open question, while asking for feelings is requiring students to limit responses to more personal and affective ones.

- Are there characters in other books/media you know that remind you of _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **characters in other books**.)
- Do you know persons in our community/country/the world who have the same qualities as _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **people in their daily life**.)
- With older students, ask them to also think about the roles or positions these people are in and how the qualities students see could support or hamper their work. (Note: Questions like these help students to draw connections between behaviours in the story and their **implications for daily life**.)
- How could it help (or harm) our classroom/school/community if we were to behave like (or adopt some of the behaviours/characteristics of) _____ ? (Note: Such questions ask students to **apply** what they have learned.)
- Do you act like _____ ? all of the time? most of the time? some of the time? Do other people you know act like _____ ? all of the time? most of the time? some of the time? With older students, you might ask, "Under what circumstances do you/might you act like _____?" (Note: These questions focus students on **seeing complexity within human behaviour** and avoiding categorizing people too narrowly, shallowly, or in an either/or manner.) With younger students, you might initially use a few more leading questions to help them **sense motives** and, after a few experiences with questions of motives, use more open-ended questions (e.g., Do you only act like _____ when you are feeling really good about yourself or only act like _____ when you are feeling hurt, ignored, unimportant, or mistreated?). With older students, you would seek out their ideas about why someone might behave in a certain way (for example, selfishly/unselfishly or bravely/cowardly) rather than ask leading questions.

Extensions and Variations

This questioning and discussion process is **one** way to support reflection on moral and spiritual development and help students to make connections to their own lives. After the students have had a few experiences with the question format, you might suggest other types of responses that answer some of these questions less directly. For example, you might:

- Have students form small groups and develop a short skit that captures connections between or applications of the story and their own lives
- Divide the class into groups that reflect the number of characters in the story, ask each group to develop a tableau that depicts what students think is an important event or message in the story (Note: Teach the process of developing a tableau if students do not have experience with this form of drama.)¹⁸⁶
- Invite students to respond with a drawing, painting, or selection of music and a brief explanation of their response and its relationships to the story or an aspect of the story

See the next page for a summary of questioning.

¹⁸⁶ See the Drama section of the Saskatchewan arts education curriculum for guidance in relation to developing tableaux.

Summary of Questioning

Use open questions most or all of the time. Remain open to all possible responses, and remember that you are not looking for “right” answers.

Use a pattern of questions such as focusing on:

- Thoughts
- Questions
- Feelings
- Connections to self
- Connections to others
- Connections to other books/stories or portrayals in other media
- Connections to people in their daily life, or from national or international news
- Implications for/Applications to daily life
- Motivations and Complexities within human behaviour.

Support students’ sense of comfort and right to privacy by stressing that it is fine to think about the questions without sharing ideas with others. Allow for options like drawing or writing a personal response.

Stop before students tire. Not all questions need to be asked on every occasion.

Resource Suggestions¹⁸⁷

Cech, M. (1990). *Global child: Multicultural resources for young children*. Ottawa: Health and Welfare Canada.

*Practical resource that contains a wealth of information, guidance, and activities to support young children in becoming aware and appreciating the diversity that exists in the social/cultural world.

Chambers, B., Patten, M., Schaeff, J., and Wilson Mau, D. (1996). *Let's cooperate!: Interactive activities for young children*. Toronto: Harcourt Brace and Co. Canada.

*Fully developed co-operative activities for young children related to a variety of themes/topics. Helpful advice for teachers for ways to support and teach co-operative learning skills in the early grades.

Carlsson-Paige, N. and Levin, D. (1990). *Who's calling the shots?: How to respond effectively to children's fascination with war play and war toys*. Philadelphia, PA: New Society Publishers.

*Thought-provoking and practical. Responds to the needs of both parents and teachers, and provides background and specific advice in relation to concerns related to the proliferation of programs and toys centred on war and violence. The book offers ways to, and reasons why it may be better to, guide children's war play than to attempt to ban it completely. A main focus of such guidance would be to help them see alternatives to, and consequences of, violent behaviours and support for the development of children's imagination, compassion, and empathy. Guides include ones that focus on the child as a consumer and target of mass marketing.

Choldin, E., Franks, T., Jarvey, M., Martenet, L., and Sargent, B. (1990). *Children of the World: A primary unit*. Edmonton, AB: Alberta Global Education Project.

*Ready to use, practical resource containing lessons that could be integrated into social studies, health education, and language arts or used as a complete unit on global education as developed. Many of the lessons focus on environmental concerns from a global perspective. Highly recommended.

Coody, B. (1992). *Using literature with young children* (4th Ed.). Beaumont, Texas: Wm. C. Brown, Publishers.

*See Ch. 9: "Children in Crisis": Books can help" for guidance and an annotated bibliography of children's literature in relation to supporting children to solve personal and social problems and better meet their own needs. Book suggestions include those related to loneliness, death of a friend or relative, divorce, fear and anxiety, illness and hospitalization, and overcoming personal failure.

Dalton, J. and Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. Oakland, CA: Developmental Studies Centre.

*Excellent resource for PSD and CCT. Teachers discuss their philosophies and offer advice on ways to implement programs that support children's thinking, independence, and care for others. Each section contains descriptions of teacher-tested activities.

Developmental Studies Center. (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and learning*. Oakland, CA: Developmental Studies Center.

*Practice-centred resource with classroom-tested ideas for establishing class meetings as a foundation for strengthening a sense of community and helping all class members to grow in kindness, compassion, and respectful behaviour. Although the focus is on teacher-led class meetings, the framework and guidelines support children's thinking abilities and full participation. Contains complete outlines for holding class meetings related to a range of common classroom moral concerns. Highly recommended.

Derman-Sparks, L. and The A.B.C. Task Force. (1989). *Anti-Bias curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.

*Summarizes research and describes theory and practice of anti-bias teaching. Includes material on all aspects of identity including socioeconomic status and its effects on young children. Contains an annotated bibliography of children's literature related to race, gender, culture, family (including those with low incomes), appearance, and abilities/disabilities.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self-care. Critical and creative thinking would also be fostered.

¹⁸⁷ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or regional libraries or Internet sites.

Edwards, C.P. (1986). *Promoting social and moral development in young children: Creative approaches for the classroom*. New York: Teachers College Press.

*In addition to providing a theoretical foundation for supporting the personal and social development of young children, the book contains Thinking Games that focus on most of the areas outlined in PSD objectives. The Thinking Games also support the development of critical thinking. Sound discussion of development of economic concepts and advice for responding to children's awareness of, and questions about, inequalities/economic disparities.

Goodman, J. *Group solutions: Cooperative logic activities*. Great Explorations in Math and Science (GEMS) Series. Berkeley, CA: Lawrence Hall of Science.

Complete and ready-to-use activities to develop co-operative learning skills and abilities with young children. Activities focus on positive interdependence and offer ways to ensure that all children can and do participate. Has a section on using the activities in ESL classrooms. Also useful for the development of critical thinking abilities. Suggests connections to children's literature.

Hall, N. S. and Rhomberg, V. (1995). *The affective curriculum: Teaching the anti-bias approach to young children*. Toronto: Nelson Canada.

*Good Canadian resource that contains a variety of activities for teacher use in relation to the education of feelings, development of an inclusive perspective, comfort with and appreciation of human diversity, and social action activities for young children. Also contains a bibliography of resources for teachers and practical tools in the Appendices such as words for "hello" and "good-bye" in a variety of languages.

Henkin, R. (1998). *Who's invited to share: Using literature to teach for equity and social justice*. Portsmouth, NH: Heinemann.

*Very useful resource for developing an inclusive classroom and for supporting children to undertake acts of service in their homes and community, and engage in social action. Written using classroom examples and samples of children's work for each topic. Appendices contain tools for teacher self evaluation and lists of children's books and teacher resources related to various aspects of human diversity.

Hilgartner Schlank, C. and Metzger, B. (1997). *Together and equal: Fostering cooperative play and promoting gender equity in early childhood programs*. Needham Heights, MA: Allyn and Bacon.

*An idea-packed resource for diminishing gender stereotyping, encouraging self esteem, and fostering co-operative play between girls and boys. Includes many examples of facilitating equity and self esteem through "teacher talk" and a wealth of activities, ideas, games, and finger plays. Also contains an extensive annotated bibliography of children's books that encourage gender equity and foster co-operation and friendship between the sexes.

Kendall, F. (1983). *Diversity in the classroom: A multicultural approach to the education of young children*. New York: Teachers College Press.

*A developmental approach particularly focused on the preschool child but with ideas applicable to all children up to grade three. Contains a unit of "Affirming Cultural Diversity" and ideas for multicultural education that can be incorporated into learning centres and activities across the curriculum.

Lamme, L. and Lowell Krogh, S. (1992). *Literature-based moral education: Children's books and activities for teaching values, responsibility, and good judgement in the elementary school*. Phoenix, AZ: Oryx Press.

Includes an overview of moral education and the moral development of elementary children, advice about the use of children's literature, and strategies for creating a caring environment. Remaining chapters each relate to a particular aspect of moral development and include an accompanying annotated list of children's books that are related to the selected moral concept. Chapter topics relate to many of the foundational objectives for both PSD and Integrated CCT and PSD. They include: self-esteem, responsibility, sharing, truthfulness, solving conflicts peacefully, respecting and appreciating others, ecological values, diligence, perseverance, patience, and unconditional love.

Levin, D. (1994). *Teaching young children in violent times: Building a peaceable classroom*. Cambridge, MA: Educators for Social Responsibility.

*Excellent teacher resource with a sound theory base. Especially strong for responding to media violence and facilitating constructive social play. Contains activities, games, and ideas for children's book that support peaceful behaviours and ways to resolve conflicts. Good section with many ideas on types of simple puppets to make and ways for children to use them to practice constructive social interactions.

Paley, V. G. (1999). *The kindness of children*. Cambridge, MA: Harvard University Press.

*This book, as all of Paley's books, both inspire as well as inform teachers and others in relation to a story-based approach to moral, spiritual, and intellectual education for young children. Approach develops CCT abilities in that it develops from children's own stories, their dramatizations of these stories, and guided discussions following the dramas.

Paley, V. G. (1992). *You can't say you can't play*. Cambridge, MA: Harvard University Press.

*Describes the ways that Paley supported kindergarten children in her classroom to become inclusive in their classroom and playground activities. Demonstrates both children's empathy and compassion, and their reflective abilities when challenged and supported to think about rejection and exclusion.

Parry, C. (1987). *Let's celebrate!: Canada's special days*. Toronto, ON: Kids Can Press.

Practical resource that is full of information and ready-to-use activities to support appreciation of diversity and develop respect for the cultures and traditions of all Canadians. Helpful ideas for broadening classroom celebrations to include the religious and cultural holidays of many cultures.

Pelo, A. and Davidson, F. (2000). *That's not fair!: A teacher's guide to activism with young children*. St. Paul, MN: Redleaf Press.

*Philosophically sound and practical resource for approaching service and social action with young children. Contains many classroom examples of activism projects and useful advice in relation to informing and working with parents/guardians, community members.

Ramsey, P. (1987). *Teaching and learning in a diverse world: Multicultural education for young children*. New York: Teachers College Press.

*Provides a strong philosophical and theoretical foundation for multicultural and non-biased education. The book is research-based with a comprehensive discussion and practical advice for ways to set up an inclusive classroom. Excellent annotated bibliography of children's books for use in furthering children's understanding in relation to race, gender, physical characteristics, abilities/disabilities, and the challenges and strengths of families with low incomes.

Roberts, P. (1998). *Multicultural friendship stories and activities for children ages 5-14*. (School Library Media Series, No. 12). Lanham, Maryland: Scarecrow Press, Inc.

* Stories and activities selected to develop an appreciation of cultural diversity, global awareness, and understanding of common bonds between people of differing cultures and places. Developed around 3 themes: "Family Friendships", "Community, Neighbourhood, and School Friendships", and "Friendships around the World". Extensive annotated bibliography of children's literature. Due to the American content, some activities require adaptations or substitutions to better suit Canadian context.

Roehlkepartain, J. and Leffert, N. (2000). *What young children need to succeed: Working together to build assets from birth to age 11*. Minneapolis, MN: Free spirit Publishing.

*Advice, activities, and resource suggestions to support and empower young children. Contains practical support in relation to many topics relevant to PSD objectives. These include chapters on: "Positive Values", "Social Competencies", and "Positive Identity". A good resource for community schools and for the development of a "School Plus" model because of its focus on working with families and others in the community.

Staley, B. (1988). *Between form and freedom*. Stroud, UK: Hawthorn Press.

*While Staley's book is focused upon understanding adolescents, the developmental information on children at each stage of development in the first six chapters offers useful perspectives on early childhood and the spiritual needs of young children.

Sobel, David. (1998). *Mapmaking with children: Sense of place education for the elementary years*. Portsmouth, NH: Heinemann.

*Excellent resource for use with students from kindergarten to grade eight. Well thought-out activities that could form integrated units encompassing science, language arts, arts education, and mathematics. Implementation of the ideas in this resource could fulfill many of the objectives of the renewed CELS including those related to biological diversity, and the development of a global and planetary perspective.

Slaby, R., Roedell, W., Arezzo, D., and Hendrix, K. (1995). *Early violence prevention: Tools for teachers of young children*. Washington, D.C.: National Association for the Education of Young Children.

*Very practical treatment of difficult topics such as physical and sexual abuse of children. Provides a concise summary of relevant research on each topic and concrete suggestions for ways to teach assertiveness skills, conflict resolution, and other preventative abilities to young children.

Taffel, R. with Blau, M. (1999). *Nurturing good children now: 10 basic skills to protect and strengthen children's core self*. New York: St. Martin's Griffin.

*A practical and accessible resource addressed to parents but equally useful for teachers. The chapters "Peer Smarts" and "Gratitude" are especially relevant and helpful in relation to key PSD objectives. It takes the perspective that children differ in their social and emotional make-up and provides advice for adapting strategies to fit a child's particular temperament. Other topics that support PSD objectives include: "Respect", "Passion", "Mood Mastery", and "Body Comfort". The book contains much practical advice on topics not often discussed elsewhere and emphasizes working from children's strengths.

Websites

www.darkness2light.org

This website provides information to adults in relation to simple, proactive steps that adults can take to protect children from sexual abuse.

Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: Grades 4-5¹⁸⁸

Guidelines

The headings in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of PSD.

1. Understand:

Children's Personal and Social Development

- Personal and social development is a foundation of all learning.
- In order to learn, grow, and thrive, children need:
 - a positive sense of identity¹⁸⁹
 - a sense of self worth
 - teachers and other adults who appreciate and care for them as individuals
 - feelings of comfort and safety within the classroom and school environment.
- Children learn about their own worth as a result of the way others respond to or treat them.
- Supporting personal and social growth requires that teachers believe in, value, and respond thoughtfully to *all* the children in their care (e.g., a child's sense of trust can be jeopardized by witnessing a teacher deal harshly with another child; a sense of fairness can be hampered by a teacher who appears to favour some children over others).

Teacher Beliefs that Support Children's Personal and Social Development

Every child:

- is capable of learning and growing
- has innate worth and a unique contribution to make to the world
- has good in them
- deserves to be treated as a good person at all times
- is not responsible for her/his particular circumstances
- deserves to have her/his family respected and valued¹⁹⁰
- is a spiritual being with the capacity for deep feeling.

Interdependence and Diversity:

- no one can be or is ever completely independent
- we need each other and we depend on the natural world for survival
- human diversity and biodiversity are enriching and necessary for continuance and renewal of life.

Life:

- has majesty and mystery
- not all questions have final answers.

- Much of a children's moral learning happens as a result of witnessing the behaviour of important adults in their life.

¹⁸⁸ The guidelines in this document also support the development of the Integrated CCT and PSD objectives.

¹⁸⁹ See the learning objectives for "Positive Sense of Identity" to develop further understanding of this need.

¹⁹⁰ This should be understood to include those situations in which a family is struggling.

- Children learn as much from what adults *do* as from what they *say* and from *how* they say things as from *what* they say.
- Children are sensitive to atmosphere and often recognize hypocrisy or contradictions – trust in their own judgement and in the truthfulness of others is hampered when adults pretend that things are different than they actually are.
- Children learn moral and spiritual lessons from teachers who talk about these aspects of their own lives. For example, describing:
 - ways they try to make amends for their own moral lapses such as hurting someone's feelings
 - things they find beautiful or inspiring
 - their need for solitude and quiet times.
- Peers play a central role in the personal and moral development of children in the upper elementary grades. Children in these grades describe problems with relationships and peer pressure as their greatest areas of concern. The school playground, school bus, and areas where students are not closely supervised are places where students experience conflicts, pressures, doubts, and anxiety. Recesses should contain the same supports for children's feelings of acceptance and safety as the classroom, and incidents on the playground or bus should be a focus of PSD teaching, learning, and adult support.

Peer Pressure, Bullying, "Tattling", and Teasing

Children's Concerns

- The effects on those who are the continuous targets of bullying, harassment, and extreme forms of teasing by their peers are profound and long term. Witnesses to bullying and harassment are also affected adversely.
- By grade five, children feel that tattling on peers is "social suicide" and an immature behaviour. This may mean that children, who need help and support, do not ask for it or receive it.

What teachers can do:

- support students in discussing what bullying, harassment, and unkind teasing look like and feel like
- affirm children in their sense that such forms of peer abuse are "not okay"
- help students to distinguish between friendly and unkind teasing
- teach students ways to respond to and help prevent bullying, harassment, and unkind teasing
- support students in seeking help and informing adults about these forms of abuse
- help students to distinguish between the need to remain loyal to friends and be accepted by peers, and the need to protect self and others from emotional or physical abuse
- help students to understand that sometimes the only way you can get help for a person who bullies or frequently adopts name-calling and unkind teasing is to report the behaviour to a trusted adult.

Is it "tattling" or is it a safety issue?

- Help students to distinguish between unnecessary "tattling" and seeking adult help when it involves safety and well-being
- Help students to assess the seriousness of behaviours and their effects
- Help students to recognize the intentions behind reporting peer misbehaviours. Do they want to:
 - Get even?
 - Get someone in trouble?
 - Protect themselves or others from harm?
 - Get advice and support?
- Explore with students the idea that "tattling" means trying to get someone else in trouble; when you are trying to protect yourself or a friend from harm it's not "tattling", it's about safety.

- Help children to reflect on questions such as:
 - Could I or my friends/peers handle this ourselves or do we need help?
 - If we need help, what kind of help do we need? advice on how to handle it or adult intervention?

- Television and other forms of electronic media can have a great and often damaging influence on the moral and social development of children – adult guidance and support is needed to counteract the potentially negative impact.
- Not all personal and social development happens at a conscious level – children know more about human nature than they can communicate in words.
- As more of reality comes to be understood, 9 and 10 year olds lose some of the spiritual sensitivities and sense of mystery that permeated their earlier life. In order to sustain their sense of meaning, students need opportunities to balance their growing knowledge of “facts” with concrete opportunities to focus on what natural environments and creative and aesthetic experiences can offer the spirit.
- Children's sense of awe and capacity for wonder is strengthened when they are provided with:
 - rich experiences that nourish or stimulate their curiosity, imagination, and deeper feelings
 - support to respond spontaneously and naturally.
- Appreciation, enjoyment, curiosity, and wondering can be complete experiences and ends in themselves. Not everything has to be explained or turned into a formal lesson.
- In supporting children's abilities to express deeper feelings or communicate important experiences, ways should be found to safeguard their right to, or need for, privacy.

2. Provide:

- Consistent modeling of kindness, fairness, and respect.
- A safe climate in which children can discuss their concerns related to bullying, harassment, name-calling, and unkind teasing, and a structure such as class meetings for solving social problems *with* students.¹⁹¹
- Instruction and support for the development of kind, fair, and respectful behaviours as a part of the Core Curriculum and not simply as “classroom management”.
- An integrated language arts, health education, and social studies unit at the beginning of the year that focuses upon establishing a “Learning Community”.¹⁹² Such a unit would include developing understanding of:
 - the interests and strengths of each class member including self
 - the qualities of supportive learning environments
 - ways to contribute to, and support, the development of a learning community
 - what it means to be responsible for own learning and the learning of others
 - routines that foster independence and co-operation
 - the “why” and “how” of being *inclusive* in all class-related activities including recess
 - expectations for fair and kind treatment of all class members
 - sources of support and fair consequences for hurtful behaviour.
 - processes for conflict resolution and mediation.

¹⁹¹ Many of the resources suggested in this document describe ways teachers approach and use classroom meetings. See for example, Charney (1992), Developmental Studies Center (1996), Dalton and Watson (1997), and Styles (2001).

¹⁹² See Charney (1992) for a comprehensive approach to the development of a community of learners and ideas for unit contents.

- Spaces for individual work and group work, and opportunities to work in natural environments, and places in the community.
- Quiet area/s in the classroom for individual and small group use as needed to calm oneself, re-establish self control, and/or resolve conflicts or difficulties in privacy.
- A structure that maximizes children's opportunities to interact with others and ensures that children have experiences of pair or small group activities with each child in the class.
- Both explicit and implicit means for children to develop the understanding and abilities of PSD; for example:
Explicit – explaining a moral concept such as the indigenous precept of “Think the highest thought”¹⁹³ using concrete examples
Implicit – using stories, films, and your own behaviour as role models without *telling* children what conclusion/s should be drawn from them.
- Opportunities to dramatize key learnings and practise important behaviours.
- A wealth of materials that portray human diversity in accurate and positive ways.
- Ways for children to experience, reflect on, and develop their own sense of beauty.
- Opportunities to wonder.
- Time, support, rationale, and inspiration for experiencing silence, stillness, increased awareness, and “turning inward”.

3. Find many ways to:

- Inform children about what they are learning in the PSD area and why these particular learning objectives are important and support students to:
 - question and discuss the importance of these objectives
 - use these objectives for self-assessment.
- Involve and inform parents/guardians in relation to the curriculum's personal and social objectives, and the activities that you provide to develop them, and seek parents' input and support.
- Respond with “moral feeling” to situations that are sad, hurtful, or unjust. Help children to see what *empathy* and *compassion* look like, feel like, and sound like and try to counteract messages that students may be receiving that suggest that it is not “cool” to show your feelings when something bad happens.¹⁹⁴
- Incorporate natural materials (sand, water, earth, seeds, shells, stones, etc.) and frequent, guided experiences in natural settings.¹⁹⁵
- Show your own interest in, and appreciation of, natural objects and environments and living things.
- Use real life examples and characters from literature, films, and other media as examples of behaviours, values, or virtues you wish to explore and discuss.

¹⁹³ See *Look to the Mountain: An Ecology of Indigenous Education*, Cajete (1994), pp. 46-49 for a description of this foundational moral concept.

¹⁹⁴ See the section of “Peer Smarts” in Taffel and Blau (1990) and Brendtro, Brokenleg, and Van Bockern (1990) for their discussion of this topic in the section “Making Caring Fashionable”.

¹⁹⁵ With attention to cultural protocols and principle of respect for natural environment.

Children's literature is a rich and versatile type of resource for:

- gaining insight into self and others
- teaching without preaching
- initiating and focusing class discussions of moral issues and concerns
- providing vocabulary with which to express feelings
- helping children to recognize a variety of ways to solve problems fairly, peacefully, resourcefully,
- and/or imaginatively.

- Encourage children to find examples of persons/behaviours that show central virtues such as *truth, compassion, or justice*.
- Draw attention to the contributions children have made/make to the creation of a better world.
- Use the classroom environment as a visual resource for the concept of *inclusiveness* – that is, provide materials, displays, and messages that counteract any prevailing biases in the wider society and portray diverse images that children may not see elsewhere; for example:
 - Gender Roles – show men and women in non-traditional roles
 - Racial and Cultural Backgrounds – show persons from “minority” groups in leadership positions
 - Capabilities – show people with disabilities doing a variety of activities and helping others
 - Family – show a variety of family compositions and activities.
- Stimulate children's thinking and imagination in relation to excluding or including others, what it feels like to be left out and to belong, and ways to make the classroom a more inclusive environment.
- Support the development of children's sense of justice and fair play, and their abilities to act on it by:
 - providing a safe atmosphere and guidance in how to question the fairness of others' actions respectfully (including those of a teacher or other adult)
 - acknowledging their feelings and beliefs in relation to a perceived injustice
 - exploring more just/fair alternatives with students being careful to listen to *their* ideas
 - demonstrating that unjust things can be changed
 - involving and supporting students in taking action on issues relevant and important to students.
- Connect children's daily experiences to the PSD objectives (e.g., small group and whole class discussion of “cliques”, what they are and how they affect members and non-members when this has been raised as a concern).¹⁹⁶
- Look at the same personal or social phenomenon from a variety of perspectives (e.g., questioning whether everyone involved in an incident feels the same way about it).
- Incorporate co-operative games, small group cooperative learning activities, and whole class involvement in experiences where all can work together to achieve a common goal.
- Talk positively about each child with a focus on her/his inner qualities.
- Emphasize self-management not teacher control and restitution rather than retribution.
- Laugh *with* children, and show your own sense of humour and interest in and enjoyment of life in the classroom.

¹⁹⁶ See Gingras Fitzell (1997) for a helpful approach to use in relation to cliques.

-
- Work with and engage others (staff, service providers, families, community) in the development of a positive school and community environment.

4. Limit or Avoid:

- Comments that focus more on image than character (e.g., praise for new clothing or material possessions).
- Comments that suggest one set of physical characteristics is better (more cool, prettier) than another (e.g., girls should be thin, boys should be tall and well muscled).
- A focus on right/wrong answers, single perspectives, or win/lose situations.
- A focus on speed, doing things quickly, and being “first”.
- Treating children in ways that you would not treat adults:
 - not consulting them nor explaining decisions that may have a great impact on their lives
 - ignoring or dismissing their feelings.
- Talking about virtues without living them and consistently modeling them.
- Talking about virtues and values as though they only applied to children’s behaviour and not equally to that of adults.
- Preaching, criticizing, or lecturing.

5. Develop PSD Objectives through your responses and interactions:

- Tell children that you like them, *all* of them, and enjoy teaching them.
- Use language that children can relate to easily including currently popular expressions while being aware of and not compromising your professionalism – your objective here is to help children feel comfortable and relaxed and to give a sense that you understand their world.
- Demonstrate through words that you place more value on each child’s helpful behaviour, contributions, ideas, and inner qualities than on their appearance, “right” answers, or particular circumstances; for example:
“I appreciate the way you hang in there when you’re having trouble understanding.”
“We really needed your humour today – thanks.”
- Teach students through your own responses that it is important to distinguish between a person and her/his behaviour, and that we can care for and believe in a person while not condoning a hurtful behaviour; for example:
“I care about you but I don’t appreciate that behaviour – it’s disrespectful.”
- Show forgiveness and demonstrate that each person in the classroom has an opportunity to start fresh each day; for example:
“That was yesterday, let’s focus on what we can do better today.”
“It’s over and everyone is satisfied with the way it’s been settled, so let’s move on.”
- Refrain from comments that suggest that you have labeled a child as a problem and/or have given up on her/him; for example, it is important to treat a child who has a tendency to bully others as someone who is “kind on the inside” and help her/him to see her/himself in this way:
“It’s not like you to take advantage of someone. I know you are a person who wants to be fair.”

- Help children to resist norms and messages that suggest it's not "cool" to care by labeling helpful behaviours in ways that could change perceptions of what constitutes "coolness"; for example: *"It can take a lot of courage (strength, intelligence, maturity) to help others (stand up for a friend/refuse to participate in something dangerous)."*

6. A Few Starting Points for Teacher Reflection

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about personal and social development.

*

"[Between the ages of eight to ten, children] come to feel soul-loneliness. They yearn for the magic of childhood when small hills were mountains, boulders were forts, animals spoke to them, and the people around them were grand heroes and heroines. Slowly, they come to see that the hill is only a hill, the rock is only a rock, and people have flaws. The magic is gone" (Staley, 1988, p.18).

*

"I used to expect that children would come into class at the beginning of the year and open their books and get to work. I was very academic-oriented. But there was a big piece missing – I wasn't taking time to have children get to know each other, I wasn't taking time to build community. Now that I'm taking time to do this, I'm realizing that my students really needed these steps all along – to be able to get to the academics. I see them showing more positive attitudes towards learning – learning is more fun because children feel that they are a part of the classroom and they feel good about themselves. They have this harmony within themselves and it is helping their academic learning" (Dalton and Watson, 1997, p. 20).

*

"There is an inherent need to be useful and helpful to others. But because it is inherent doesn't mean that it automatically flourishes or is tapped. In our society, there are vast numbers of people who suffer from a lack of meaningful work. Children, too, suffer from a partnership of neglect and indulgence that results in a lack of meaningful responsibilities. They are not expected to demonstrate care, not accustomed to taking care of others. Creating community means giving children the power to care. ... Teaching children to care often means helping them find ways to express their care. When confronted with a classmate's loss and sadness, what can they say? What can they do? "You can say 'sorry'," we tell them. "You can make them a card or keep them company." ... "You have a gift to give," I sometimes inform children, as I seek their help in including someone new, or someone it's easier to avoid. There is a clear sense of self-worth, well-being, and pride when children show the 'ethic of caring.' Even though it's seldom spontaneous [at first], it improves the world and 'I' at six or ten or forty, did that improving" (Charney, 1992, p.15).

*

Sample Activities

1. Building Community

There are many ways for a teacher to support the development of a safe, comfortable, and caring classroom environment.¹⁹⁷ One important way is to help students understand and feel a strong sense of their class as more than a group of individuals but rather as also a single entity or community – one that sets ground rules, solves problems, overcomes obstacles, and recognizes and celebrates achievements together.

The purpose of these types of experiences and activities is to:

- help each child to feel recognized and that their particular contributions are needed
- create a friendly, comfortable atmosphere
- free children to take risks, learn, and grow without anxiety or fear of ridicule
- help children discover their mutual interests, needs, goals, and strengths
- support the understanding of ways a community can benefit its members
- ensure that school is a good/meaningful place to be.

Processes

1) Start the year with an emphasis on getting to know or learn more about one another.

- Guide class to conduct research and make charts and graphs on a number of topics related to individual member's interests, strengths, and goals and post them in prominent places.
- Support students to reflect on themselves and their families from a “non-material asset” perspective (i.e., personal qualities, characteristics, and abilities that benefit self and others). Explore what personal, moral, and social assets are and how knowing information, being able to play a game or sport, or to hold your temper can be an asset both to yourself and to those around you.
- Encourage students to brainstorm and list all the assets students see in themselves. Do the same for assets students see in their family members. Encourage students to use creative thinking and to go beyond their first or most predictable assets, to stretch their minds, and have fun with these tasks.¹⁹⁸
- Have students create individual and family posters portraying the assets. Encourage students to choose 4 or 5 that they see as most important to display on each poster and to develop the poster in their own way making use of drawings, pictures, computer graphics (if everyone has access to them), prose, and/or poetry.
- Focus mini-lessons on using charts/graphs/posters to discover what members have in common (e.g., Asking, “Who else has the same interests as you?” or “Can you find anything on any of the charts or graphs that suggest that we all have something in common?” “Who has portrayed an asset that is unique/that no one else appears to have?”). You might also ask students to read the charts of others, reflect on them in relation to the self, and see if others have thought of assets that also apply to themselves. Ask, “Would you change your own list of assets in any way after reading others’ charts?”
- Focus a pencil and paper task or oral discussion on the idea of using knowledge of the assets in the classroom to get help when needed. For example, you might have an activity with questions such as, “If you are having troubling reading something for a class assignment, to whom could you go for help?” Be sure to have students try to find as many people as possible that possess the asset.

¹⁹⁷ See Charney (1991) and Dalton and Watson (1997) for more ideas.

¹⁹⁸ This approach is important to create awareness that all families have strengths and to counteract any negative perceptions that may exist in the community in relation to minorities of any sort. When teachers guide students to think seriously about the assets of all family members, it can help to counteract any gender, age, or other biases that may exist.

2) Brainstorm simple ways to build community and use ideas as a focus for personal and social assessment.

1. Facilitate a discussion or class meeting on “Ways to Build Community and a Good Learning Environment”.

Focus on the idea that in a strong community:

- everyone can get help when they need it
- everyone feels accepted for who they are
- everyone knows how to work with others including individuals that are not their friends
- the whole atmosphere feels friendly and comfortable
- people know how to celebrate (and sometimes mourn) together.

2. Ask students to think of little things that a person could do every day that would make the classroom seem friendlier.
3. Tell students that you will also be thinking of things you could do and that if they have ideas about how teachers can build community students might also share those.
4. Record student ideas on chart paper. At the conclusion of the brainstorming, ask everyone to think about the list. Are there any ideas with which students do not agree and, if so, why? Are there some ideas that appear more than once but in slightly different language? Which ideas are most important for everyone to act on?
5. Based on the reflection on the initial chart, develop a final chart that reflects the ideas that have been agreed upon in a simplified form and post it in a prominent place. You might also develop a copy to be sent home as a way to inform parents/guardians of the value you and your students are placing on building community in the classroom.
6. Inform students that you will be using the list from time to time for assessment. Develop assessment tools such as the one that follows and have them completed at key intervals.

Sample Student Self-assessment Tool: Are we all Working to Build Community in Our Classroom/School?

Check the ones to which you can answer “yes”. In the past week, did you:

- ☐ smile at someone who looked like they needed cheering up?
- ☐ smile at someone who is not your friend?
- ☐ invite others to join an activity?
- ☐ share something with others?
- ☐ work or play well with someone that is not a close friend or with whom you have had a conflict?
- ☐ recognize that you did something unkind and apologize for it?
- ☐ take turns cheerfully?
- ☐ exercise your patience when you had to wait for what seemed like a long time?
- ☐ participate in solving a conflict in a helpful way?
- ☐ refrain from laughter or any unkind facial expression or show empathy when someone did something that she or he might have found embarrassing?

Choose two questions to which you answered “yes” and briefly describe the incident. (What you thought about the situation, what you did and why you did it, how you felt, and how others responded to what you did. Do not use the name/s of others involved if you think it might make them “look bad” in any way. Just put a blank where the name would go.)

7. Use a similar form to focus on what community building behaviours students observed others involved in. You might ask questions such as, “Did anyone make you feel better this

week when you were worried or unhappy?” “Did anyone help you with a problem, worry, or difficulty today?” “Did anyone use their sense of humour in a good way this week?”

3) Help students plan a classroom celebration on completion of an important unit of work or to recognize growth and achievements related to any aspect of community building.

- Use a class meeting or sharing circle to hear ideas from all class members as to what would make for an inclusive celebration and develop a process together for selecting ideas.

2. Developing Moral Courage as a Virtue

There are many ways to focus on and help students develop their moral courage.¹⁹⁹

The purpose of these types of experiences and activities is to help students to:

- recognize moral courage
- understand the ways moral courage is essential to community life
- see the connections between moral courage and world peace
- be inspired by the moral courage of others
- develop the motivation for and the abilities related to moral courage.

Processes

1) Find and use resources that exemplify moral courage as sources of inspiration, motivation, and understanding.

- Be alert for videos and movies (or segments of videos/movies), children’s literature, magazine and newspaper articles, and real life events in classroom, school, or community that demonstrate moral courage in action.
- Choose literature that portrays the complexities and challenges of displaying moral courage rather than those that make acting with moral courage seem simpler and easier than it actually is (e.g., the risks that are involved, the times when people learn from their failures or cowardice).
- Support students to develop a personal response to the portrayal of moral courage. Encourage them to use drawings, poetry, music, drama, and dance as ways to respond or to supplement their written ideas. Alternate individual with pair or small group responses.
- Hold open-ended discussions in response to the examples of moral courage you view or read. Utilize lots of wait time and ask non-leading questions such as, “What are your thoughts about this film/book/incident? Take your time and think about what ____ did from more than one perspective.” “What are your feelings about what ____ did?” (Note: In all discussions related to human moral/immoral behaviours it is important to focus on thoughts before feelings. You want students to become more adept at using their critical thinking abilities for deeper reflection rather than simply drawing on their immediate feelings and spontaneous reactions.)
- Avoid lecturing or moralizing about the video, film, or story. Rather, you want to supplement discussion or encourage further reflection by adding another perspective from time to time or including a question later in the discussion that would take students into a new line of thought. For example, “Could anyone do what ____ did? How easy would this be to do?” “Why do you think people don’t seem to act in this courageous way more often? Are their penalties or are people ever punished for moral behaviour?”

¹⁹⁹ Many of the sections in Lewis (1998) contain ideas and activities to support this focus. See particularly the section on “Courage”, pp. 71-78. See also related ideas in the sections on “Integrity” and “Respect”.

2) Develop or seek out examples of moral dilemmas to use for individual reflection and pair and small group discussion.²⁰⁰

- Be alert for stories, incidents in movies or television programs, real life situations, and classroom or school incidents that present a moral dilemma that would require moral courage to resolve (i.e., events in which a person is faced with a difficult situation where there may be consequences to pay regardless of which action s/he takes).
- An example of a moral dilemma that children of this age often face would be as follows: *Peers ask a girl in their classroom to agree with them in their condemnation of another class member and insinuate that she will no longer be part of their group if she refuses to participate in the gossip and name-calling.*
- The closer the moral dilemma is to real life experiences, the more power it will have in inviting students to consider the consequences and rewards of acting with moral courage.
- Facilitate a class brainstorming session in which students think of all the possible ways that a person could respond to the dilemma. Encourage students to use imagination and creativity to move beyond predictable responses while employing their critical thinking abilities to ensure the response would actually be helpful or effective in some way. At the completion of the brainstorming, ask students to reflect on and explore with a partner or small group those responses that students feel most reflect a virtue such as kindness or truthfulness and which might take moral courage.
- Invite students to reflect on the consequences and rewards for all those involved in an event in which someone acts in a morally courageous or unkind/unfair way – including people who witness the event and those who care for the persons most affected by the moral choice of the protagonist (e.g., parents, close friends). Ask students to think of both long and short term effects on the person who chooses a course of action which is either virtuous in some way or lacking in virtue. For example, you might ask, “How might the action she chose affect how she feels about herself? How might others view her as a result of this choice of response? Do people sometimes admire another person but pretend to dislike her for the sake of saving face with others?”
- Particularly at the beginning of the year, or with moral dilemmas that are very close to home for some of the students in the class, it is best to allow for a private response such as a journal entry before moving to small or large group discussion.

In any discussion of moral concerns, the choice to pass rather than contribute a personal opinion should always be respected.

3) Help students to experience acts of moral courage for themselves by enlisting the co-operation of all class members to act as sources of support.

- Suggest to students that it may be hard to act with courage and virtue in difficult situations if there are no sources of support and encouragement.
- Tell students that you believe in their abilities to act with courage and care for others and in their abilities to offer support and encouragement to a class member. Invite students to reflect on and offer ideas as to how students might best do this and to begin putting the ideas into action in support of classmates as soon as an applicable situation arises.
- Remind students that there will be times when peoples' moral courage fails and they respond in ways that they later regret. Seek student ideas as to what the individual could do in this situation and how others might be of help.

²⁰⁰ Se Lewis (1998), p. 73 for examples of character dilemmas.

- Ask students to consider the situations in their own lives in which they might be called upon to act with greater courage or kindness. If students can do so without jeopardizing their physical safety, ask them to attempt or try out a new response – one involving a greater degree of moral courage. For example, they might try standing up for themselves or someone else in the face of unfairness and need to think first of the best way to do so.
- Encourage students to practise thoughtful, respectful, and morally courageous ways to respond through participating in role play, in pairs or small groups. Provide them with scenarios with which to develop better and worse ways to respond. Invite students to evaluate the responses and to reflect on how students felt when responding in a courageous but respectful way.
- When students have participated in several activities related to the development of moral courage, encourage students to practise this virtue in their own lives while keeping in mind that students should use good judgement in deciding if the situation is one in which it is safe to act.
- Periodically, choose “acts of moral courage” as a focus for student self evaluation. For example, ask students to select an act of moral courage that they recently undertook and to describe it and the results through responding to questions such as:

Self-evaluation of an Act of Moral Courage

- What did you do and/or say?
- How did the persons involved respond to your words/actions?
- What did you think about before you decided what to say or do?
- What were your thoughts and feelings afterwards?
- Is this incident still affecting you in any way? If so, what are these effects?

- Assure students that they can come to you for support and help if more serious negative consequences ensue.

4) Discuss with students ways to celebrate the development of this virtue and ways to recognize particular individual achievements. Celebrate as a class and support and affirm students who show moral courage.

3. Responding to a Story in Ways that Foster Reflective Abilities and Many Aspects of PSD

The lesson procedure that follows can be adapted to fit a large range of stories from literature, biography, film, or other media but is most effective with a story, video, film clip, or section from a book that can be read or viewed within 5-15 minutes (depending upon age of learners).

This procedure can be used in all subject areas and at all grade levels (for example, senior students could benefit from the use of selections from biographies or documentaries that portray the ways that moral issues are embedded in the lives of scientists or mathematicians).

The procedure is intended to:

- develop critical thinking abilities such as thinking contextually
- develop creative thinking abilities such as viewing an experience from several perspectives
- develop personal and social dispositions
- develop abilities related to particular human virtues or values
- support students to think for themselves
- offer teachers alternatives to lecturing and preaching – approaches that are usually not effective.

Process

- 1) The essence of this approach is the skilful use of open-ended questions and works best in those classroom situations in which trust has been established between and amongst teacher and students and a safe, caring atmosphere has been created. The process would be strengthened by teaching some of the behaviours and dispositions involved in dialogue and active, respectful communication.²⁰¹ The procedure of questioning would also lend itself to the use of a talking circle.

What is Meant by “Open-ended Questions” in the Context of Supporting Reflection and Personal and Social Development?

In this context, open-ended questions are ones that ask for students’ ideas, opinions, and experiences in relation to a story, behaviour, or event. They are questions to which:

- the teacher does not know and does not assume to know how students will answer the question/s
- the teacher does not have a set picture in her/his mind of what “good” answers should be like but rather is open to many possibilities
- there is not one right or best answer
- many ideas or perspectives are possible in response to them
- all answers are “right” or appropriate if they represent the genuine thoughts of the respondent.

In order to foster reflection and personal and social development, some of the following qualities should also apply. The teacher:

- is genuinely interested in the students’ ideas
- shows appreciation for students’ willingness to reflect upon the questions and to share their ideas with others
- has patience and a willingness to give students time to think
- knows her/his students’ needs for privacy and safety, and does not probe beyond what individuals show comfort with discussing aloud
- allows for alternative means of responding in relation to sensitive topics (e.g., journal writing, use of puppets, drawing, or other art forms).

- 2) Select a segment of a story from a book or film that exemplifies a particular human value or virtue, or some aspect of moral and spiritual development but does not oversimplify the challenges or complexities involved. In selecting the book or film segment, keep the general principle of “appreciating and respecting human diversity” in mind. This would mean (over the course of a term/year) seeking books that portray a variety of aspects of human diversity in positive ways.
- 3) In most cases, you would not mention the virtue or moral/spiritual behaviour that you think is exemplified or discuss why you selected the story other than that you think it is interesting in some way.
- 4) Read/view the story through without stopping for comments and questions. Explain that this is what you wish to do and that you will allow time at the end for students’ thoughts and ideas about the story. Younger students might sit on the floor in front of you and within viewing distance of the pictures. With older students, you could select 3 illustrations from the book that represent critical moments and photocopy them to use as overheads or to provide students with individual copies. This is useful with many children’s books because the illustrations also convey meaning.

²⁰¹ See the learning objectives related to “Communitarian Thinking and Dialogue” and those in the area of “Social Interaction Skills and Abilities”.

-
- 5) At the conclusion of the story, pause for a moment before asking your first question. Your questions should move from most open and safe to those that are of a more personal nature. All the questions described here would not be used on every occasion. Rather, you would select those most useful and appropriate to the situation and close the discussion before students began to tire. It is better to leave students with something more to think about than to overdo the questioning in an attempt to achieve a synthesis or arrive at some conclusion.
- 6) A useful series of open questions to use with most stories is:
- What are some of your **thoughts** about this story? (Note: To support deeper reflection, thoughts should come before feelings.)
 - What are some of your **questions** about this story? (Note: To reinforce the idea that questions are important and a valid way to respond; you might preface this by suggesting that no one has to try and answer the questions of others but simply to think about them.)
 - What are your **feelings** about the story? (Note: You may need to elaborate on the difference between thoughts and feelings until students understand the distinction and become used to this format.)²⁰²
 - Have there been any times in your life when you felt like _____ ? (Note: These questions focus students on **making connections** between actions of the main character/s and **themselves**. Younger students may share ideas freely. However, with older students you may wish to ask them just to think about this but make it clear that verbal responses are strictly voluntary. Alternatively, you may ask students to think about it now and later allow time for a journal entry).
 - Can you think of anyone in your life who has acted like _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **others**. Remind students not to use names when describing behaviours that cast others in a negative light. Again, responses might be verbal, written, or remain as private thoughts.)
 - Are there characters in other books/media you know that remind you of _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **characters in other books**.)
 - Do you know persons in our community/country/the world who have the same qualities as _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **people in their daily life, or from national or international news**.)
 - With older students, ask them to also think about the roles or positions these people are in and how the qualities students see could support or hamper their work. (Note: Questions like these help students to draw connections between behaviours in the story and their **implications for daily life**.)
 - How could it help (or harm) our classroom/school/community if we were to behave like (or adopt some of the behaviours/characteristics of) _____ ? (Note: Such questions ask students to **apply** what they have learned.)
 - Do you act like _____ ? all of the time? most of the time? some of the time? Do other people you know act like _____ ? all of the time? most of the time? some of the time? With older students, you might ask, "Under what circumstances do you/might you act like _____?" (Note: These questions focus students on **seeing complexity within human behaviour** and avoiding categorizing people too narrowly, shallowly, or in an either/or manner.)
 - With younger students, you might initially use a few more leading questions to help them **sense motives** and, after a few experiences with questions of motives, leave the questions

²⁰²In order to help students distinguish between asking for a thought and asking for a feeling, you might tell them that when you ask for their **thoughts** that any comment which is a genuine response to the story would be appropriate. The response could be a comment about something the story made the students think about, a part of the story that surprised or puzzled them, or a connection to their own lives. These initial thoughts could include how students felt about the story or part of the story but you are not asking for that specifically. When you are asking for a **feeling** about the story, this is a somewhat more personal question and it is asking if the story (or some part of it) triggered any particular feeling or emotion such as sympathy, anger, sorrow, happiness, or relief. A feeling about a story may also be a statement about their personal reaction to it such as that they found it interesting/not interesting. In short, asking for initial thoughts is a completely open question, asking for feelings is requiring students to limit responses to more personal and affective ones.

open (e.g., Do you only act like _____ when you are feeling really good about yourself or only act like _____ when you are feeling hurt, ignored, unimportant, or mistreated?). With older students, you would seek out their ideas about why someone might behave in a certain way (for example, selfishly/unselfishly or bravely/cowardly) rather than ask leading questions.

Extensions and Variations

This question and discussion process is **one** way to support reflection on moral and spiritual development and help students to make connections to their own lives. After the students have had a few experiences with the question format, you might suggest other types of responses that answer some of these questions less directly. For example, you might:

- Have students form small groups and develop a short skit that captures connections between or applications of the story and their own lives
- Divide the class into groups that reflect the number of characters in the story, ask each group to develop a tableau that depicts what students think is an important event or message in the story (Note: Teach the process of developing a tableau if students do not have experience with this form of drama.)²⁰³
- Invite students to respond with a drawing, painting, or selection of music and a brief explanation of their response and its relationships to the story or an aspect of the story.

Summary of Questioning

Use open questions most or all of the time. Remain open to all possible responses, and remember that you are not looking for “right” answers.

Use a pattern of questions such as focusing on:

- Thoughts
- Questions
- Feelings
- Connections to self
- Connections to others
- Connections to other books/stories or portrayals in other media
- Connections to people in their daily life, or from national or international news
- Implications for/Applications to daily life
- Motivations and Complexities within human behaviour.

Support students' sense of comfort and right to privacy by stressing that it is fine to think about the questions without sharing ideas with others. Allow for options like drawing or writing a personal response.

Stop before students tire. Not all questions need to be asked on every occasion.

²⁰³ See the Drama section of the Saskatchewan Arts Education curriculum for guidance in relation to developing tableaux.

Resource Suggestions²⁰⁴

Bailey, C. (1991). *Start-up multiculturalism: Integrate the Canadian cultural reality in your classroom*. Markham, ON: Pembroke Publishers.

*Practical resource that starts with the child's own family background and moves outwards to develop appreciation for and understanding of all cultures in Canada. Fully developed lessons/activities that involve children in thinking critically about needs, issues, and concerns related to cultural identity and offer concrete ways for students to begin to contextualize their thinking. Appendices contain a sample letter to parents, questionnaires to support children in undertaking classroom and community research, and a wealth of information about Canadian cultural demographics. Highly recommended.

Brendtro, L., Brokenleg, M., and Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service.

*Excellent resource for those developing educational programs for children and youth who may be at risk – describes moral/spiritual education consistent with traditional Aboriginal beliefs and practices but applicable to all students. Emphasis on *Care/Caring*, and a community service component. Although discussion and ideas are mainly focused on older children and teenagers, the resource provides good information that could be applied to grade four and five children.

Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Skyland, NC: Kivaki Press.

*Describes holistic approach to education of Indigenous peoples, develops relevance for present in a framework where interdependence is a central understanding.

Carlsson-Paige, N. and Levin, D. (1990). *Who's calling the shots?: How to respond effectively to children's fascination with war play and war toys*. Philadelphia, PA: New Society Publishers.

*Thought-provoking and practical. Responds to the needs of both parents and teachers, and provides background and specific advice in relation to concerns related to the proliferation of programs and toys centred on war and violence. The book offers ways, and reasons why it may be better, to guide children's war play than to attempt to ban it completely. A main focus of such guidance would be to help students see alternatives to, and consequences of, violent behaviours and support the development of children's imagination, compassion, and empathy. Guides include ones that focus on the child as a consumer and target of mass marketing.

Charney, R. (1992). *Teaching children to care: Management in the responsive classroom*. Greenfield, MA: Northeast Foundation for Children.

*Inspiring reading. Charney uses her own classroom experiences to show how to make classroom management a central focus of curriculum. Outlines the strategies she uses, starting on the first day of school, to create greater self control and a community of learners. Demonstrates clearly that time spent on these personal and social goals pays great dividends for children's learning in all subject areas.

Coody, B. (1992). *Using literature with young children* (4th Ed.). Beaumont, Texas: Wm. C. Brown, Publishers.

*See Ch. 9: "Children in Crisis": Books can help" for guidance and an annotated bibliography of children's literature in relation to supporting children to solve personal and social problems, and better meet their own needs. Book suggestions include those related to loneliness, death of a friend or relative, divorce, fear and anxiety, illness and hospitalization, and overcoming personal failure.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self Care. Critical and creative thinking would also be fostered.

Dalton, J. and Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. Oakland, CA: Developmental Studies Centre.

*Excellent resource for PSD and CCT. Teachers discuss their philosophies and offer advice on ways to implement programs that support children's thinking, independence, and care for others. Each section contains descriptions of teacher-tested activities.

²⁰⁴ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or regional libraries or Internet sites.

Developmental Studies Center. (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and learning*. Oakland, CA: Developmental Studies Center.

*Practice-centred resource with classroom-tested ideas for establishing class meetings as a foundation for strengthening a sense of community and helping all class members to grow in kindness, compassion, and respectful behaviour. Although the focus is on teacher-led class meetings, the framework and guidelines support children's thinking abilities and full participation. Contains complete outlines for holding class meetings related to a range of common classroom moral concerns. Highly recommended.

Gingras Fitzell, S. (1997). *Free the children! Conflict education for strong and peaceful minds*. Gabriola Island, BC: New Society Publishers.

*Written for teachers and based in Gingras Fitzell's own classroom experiences. See Chapter 1 for an overview and explanation of her basic approach to conflict education and Chapter 4: The Upper Elementary School Child for guidance and ideas in relation to the needs of this age group, their moral development, and media impact on students' beliefs and values. Sections on tattling, name-calling, and cliques are especially helpful. Includes many practical suggestions for ways to support children in these areas. Also see pp. 52-53 for a format for establishing class meetings.

Goodman, J. *Group solutions: Cooperative logic activities*. Great Explorations in Math and Science (GEMS) Series. Berkeley, CA: Lawrence Hall of Science.

*Complete and ready-to-use activities to develop co-operative learning skills and abilities with young children. Activities focus on positive interdependence and offer ways to ensure that all children can and do participate. Has a section on using the activities in ESL classrooms. Also useful for the development of critical thinking abilities. Suggests connections to children's literature.

Grant, J. (1990). *The kids green plan: How to write your own plan to save the environment*. Markham, ON: Pembroke Publishers.

*Excellent user-friendly resource that speaks directly to children/youth and offers concrete advice and step-by-step plans for taking environmental actions in the Canadian context. Sections on wildlife, water, forests, and garbage as well as more general guidance.

Hall, N. S. and Rhomberg, V. (1995). *The affective curriculum: Teaching the anti-bias approach to young children*. Toronto: Nelson Canada.

*Good Canadian resource that contains a variety of activities for teacher use in relation to the education of feelings, development of an inclusive perspective, comfort with and appreciation of human diversity, and social action activities for young children. Also contains a bibliography of resources for teachers and practical tools in the Appendices such as words for "hello" and "good-bye" in a variety of languages.

Henkin, R. (1998). *Who's invited to share: Using literature to teach for equity and social justice*. Portsmouth, NH: Heinemann.

*Very useful resource for developing an inclusive classroom and for supporting children to undertake acts of service in their homes and community, and engage in social action. Written using classroom examples and samples of children's work for each topic. Appendices contain tools for teacher self evaluation and lists of children's books and teacher resources related to all aspects of human diversity.

Lamme, L. and Lowell Krogh, S. (1992). *Literature-based moral education: Children's books and activities for teaching values, responsibility, and good judgement in the elementary school*. Phoenix, AZ: Oryx Press.

*Includes an overview of moral education and the moral development of elementary children, advice about the use of children's literature, and strategies for creating a caring environment. Remaining chapters each relate to a particular aspect of moral development and include an accompanying annotated list of children's books that are related to the selected moral concept. Chapter topics relate to many of the foundational objectives for both PSD and Integrated CCT and PSD. Topics include: self-esteem, responsibility, sharing, truthfulness, solving conflicts peacefully, respecting and appreciating others, ecological values, diligence, perseverance, patience, and unconditional love.

Lantieri, L. (Ed.). (2001). *Schools with spirit: Nurturing the inner lives of children and teachers*. Boston: Beacon Press.

*Excellent as a general reference in the area of spiritual development. Readable, useful, and comprehensive coverage of a broad range of topics and many contributors illustrate their ideas with concrete examples.

Lewis, B. (1998). *What do you stand for? A kid's guide to building character*. Minneapolis, MN: Free Spirit Publishing.

*Excellent resource for teachers of all grades. Although the examples are American, they are relevant and applicable to Canadian contexts. This resource contains information, ideas, and advice along with book, video, and website suggestions in relation to 28 character traits consistent with the foci of PSD learning objectives (e.g., caring, conservation, justice, leadership, purpose, safety). Lewis also includes true life examples of children and youth who have contributed to making their school, community, or country a better place.

Lewis, B. (1991). *The kids guide to social action: How to solve the social problems you choose –and turn creative thinking into positive action*. Minneapolis, MN: Free Spirit Publishing.

*Although the resource is focused on the American political system, the tips it contains on such actions as telephoning, letter writing, interviewing, getting media coverage, protesting, and lobbying are applicable more generally. Contains many examples of children/youth achieving positive results from social actions undertaken. Teachers may find the overall focus on solving social problems to be overly optimistic or feel the book's rationale glosses over the complexity of many social ills, and may wish to contextualize the advice in the book as "making a difference" and "contributing your part" rather than one of "solving problems".

Metropolitan Toronto School Board. (1998). *Responding to media violence: Starting points for classroom practice*. Markham, ON: Pembroke Publishers.

*A teacher-tested model and four units of study focused on aspects of media violence. A proactive approach that supports students in understanding how media "texts" are constructed to generate particular effects for particular purposes and in developing their own alternative media texts. Also provides teachers with factual background on the ways violence in media affect children, from kindergarten to grade 8.

Parry, C. (1987). *Let's Celebrate! Canada's special days*. Toronto: Kids Can Press.

*Activities across the curriculum and the seasons that develop appreciation for Canada's cultural diversity. Moves beyond the traditional Christian celebrations to also include the traditions of many faiths. Provides background information needed for getting the most from the activities.

Pelo, A. and Davidson, F. (2000). *That's not fair!: A teacher's guide to activism with young children*. St. Paul, MN: Redleaf Press.

*Philosophically sound and practical resource for approaching service and social action with young children. Contains many classroom examples of activism projects and useful advice in relation to informing and working with parents/guardians and community members.

Roberts, P. (1998). *Multicultural friendship stories and activities for children 5-14*. (School Library Media Series, No. 12) Lanham, Maryland: Scarecrow Press, Inc.

*Stories and activities selected to develop an appreciation of cultural diversity, global awareness, and understanding of common bonds between people of differing cultures and places. Developed around 3 themes: "Family Friendships", "Community, Neighbourhood, and School Friendships", and "Friendships around the World". Extensive annotated bibliography of children's literature. Due to the American content, some activities require adaptations or substitutions to better suit the Canadian context. Good range of activities that could be used to respond to other books connected to these same themes.

Roehlkepartain, J. and Leffert, N. (2000). *What young children need to succeed: Working together to build assets from birth to age 11*. Minneapolis, MN: Free spirit Publishing.

*Advice, activities, and resource suggestions to support and empower young children. Contains practical support in relation to many topics relevant to PSD objectives. These include chapters on: "Positive Values", "Social Competencies", and "Positive Identity". A good resource for community schools and for the development of a "School Plus" model because of its focus on working with families and others in the community.

Sobel, D. (1998). *Map-making with children: Sense of place education for the elementary years*. Portsmouth, NH: Heinemann.

*Excellent resource to support aspects of Spiritual Development and the objectives related to Diversity, Interdependence, and Sustainability. Contains a range of activities described in sufficient detail to use in elementary classrooms. Activities integrate science, mathematics, social studies, and language arts. Book includes advice and resource suggestions as well as a chapter on using children's literature as a starting point for map-making activities. Highly recommended.

Sheanh, G. (1996). *Helping kids deal with conflict*. Winnipeg, MB: Peguis Publishers.

*Practical resource for teachers and parents. Covers a range of topics related to conflict education including self esteem, peer pressure, bullying, put-downs, and teasing and the humane classroom. Offers background for understanding the roots of conflict and suggestions for preventative measures.

Styles, D. (2001). *Class meetings: Building leadership, problem-solving and decision-making skills in the respectful classroom*. Markham, ON: Pembroke Publishers.

*Comprehensive guide to setting up class meetings, describes the benefits that ensue, the abilities that will be developed through this process, and examples of topics that students may wish to discuss. Contains step-by-step guidelines and reproducible material for classroom use.

Taffel, R. with Blau, M. (1999). *Nurturing good children now: 10 basic skills to protect and strengthen children's core self*. New York: St. Martin's Griffin.

*A practical and accessible resource addressed to parents but equally useful for teachers. The chapters "Peer Smarts" and "Gratitude" are especially relevant and helpful in relation to key PSD objectives. It takes the perspective that children differ in their social and emotional make-up and provides advice for adapting strategies to fit a child's particular temperament. Other topics that support PSD objectives include "Respect", "Passion", "Mood Mastery", and "Body Comfort". The book contains much practical advice on topics not often discussed elsewhere and emphasizes working from children's strengths.

Websites

www.darkness2light.org

This website provides information to adults in relation to simple, proactive steps adults can take to protect children from sexual abuse.

www.youth.org/loco/personproject/resources

This website contains information related to overcoming homophobia in the classroom.

Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: Grades 6-9

Guidelines²⁰⁵

The guidelines in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of PSD.

1. Understand Personal and Social Development of Middle Level Students:²⁰⁶

a) Strengths of Middle Level Students

- Increased intellectual capacities, especially growth of the abilities required for:
 - abstract reasoning
 - questioning purpose
 - exploring meaning and the larger concerns of human existence.
- Increased motivation and ability to know and collect “facts” and details of phenomena – particularly those related in some way to their personal interests.
- Appreciation of more subtle types of humour.
- A growing sense of justice and fair play.
- Intensity (can result in greater motivation and perseverance when it is focused on learning something of personal interest or on contributing to a better world).

b) Needs

Amongst middle level students’ greatest needs are:

The Need for:

- acceptance
- a sense of self worth
- a positive view of their own future
- healthy friendships
- adults worthy of their trust
- teachers and other adults who care about them as individuals
- role models who commit themselves to ideals, principles, and actions
- schools and classrooms that are safe places in which to build their identity
- a sense of connection to others, nature, and the universe and a feeling of having a role to play in it.

The Need to:

- serve and make a difference
- understand what does and does not constitute a healthy friendship, or more intimate relationship, and why abusive relationships develop
- feel comfortable in, and with, their bodies
- feel comfortable with silence, solitude, and quieter pursuits
- feel comfortable “needing” (i.e., showing fragility or anxiety, and asking for help or support)
- see themselves as needed, important, and capable of contributing to the world.

²⁰⁵ The guidelines in this document also support the development of the Integrated CCT and PSD objectives.

²⁰⁶ The material in this section represents a synthesis of a broad range of sources related to the personal and social development of middle level students. See the resource suggestions at the end of these guidelines for descriptions of some of these sources and for further information and advice in relation to the emotional, social, and spiritual needs of young adolescents.

c) Challenges of the Middle Level

- **Inner Strength.** Adolescents and pre-adolescents live in two worlds that become increasingly difficult for them to reconcile:
 - the inner private world of feelings, dreams, and fears
 - the outer world of social interactions, adult expectations, peer pressures, and world events.Often, the price young people pay in reconciling these two worlds is to sacrifice inner growth for external rewards.
- **Impulsiveness and Intensity.** Many middle level students have a tendency to over-stimulation and impulsiveness. They tend to:
 - do too much
 - take on challenges that are too difficult
 - experiment with danger
 - settle too quickly on a direction without exploring other options.
- **Self-preoccupation and Despair.** At the same time, the years between childhood and late adolescence are a time of great self-preoccupation and an increased susceptibility to cynicism and despair. The middle years between childhood and adult life are often a time when young people:
 - begin to see their imperfections
 - start to feel alone
 - question whether there is a spiritual realm
 - experience a crisis of meaning.
- **Image.** Adolescents and pre-adolescents are very concerned about their body image, clothing, and generally “fitting in”. Societal values and media images and messages most often reinforce and increase adolescents’ concerns. “Looks”ism and its effects should have a part in every teachers curriculum.²⁰⁷
- **Intimacy.** Romance, intimacy, and sexuality are central interests and concerns for middle level students. Unless they have witnessed or experienced what healthy intimate relationships look and feel like and have a strong sense of identity and self worth, students may be susceptible to involvement as either perpetrator or victim within abusive intimate relationships. All young people have a need to know:
 - where they can get good quality information (e.g., “self help” books) and how to evaluate the quality of information received
 - who they can go to for guidance and support
 - what resources are available in their community.
- **Safety and Respect.** Young people experience and witness bullying, harassment, racism, and cruel forms of teasing and describe these behaviours as commonplace in their schools. They also report feeling that:
 - they need help with knowing how to prevent and respond to physical and emotional forms of abuse
 - adults do not always take complaints about bullying, harassment, extreme teasing, and physical abuse in schools seriously enough
 - they would like teachers and other adults to become more aware of where and when such forms of abuse are most likely to happen and to exercise their moral authority more strongly and openly.²⁰⁸

²⁰⁷ See *What teachers can do to help students become comfortable with their bodies and resist “looks”ism* at the end of this section for a few ideas in this area.

²⁰⁸ See Garbarino and deLara (2002) for examples of teenagers’ views, summaries of the extensive research done in this area, and advice related to best ways to respond. See the end of this section for a summary of guidance in this area.

- **Meaning and Purpose.** Middle level students need experience of and in the world that pulls them out of self-preoccupation and helps them to feel connected to others, the world, and the universe.²⁰⁹ Students need:
 - inspiring images of beauty and of the moral use of power rather than lectures
 - concrete and supported experiences in nature that offer opportunities for silence and solitude, appreciation of beauty, or physical challenges
 - experiences involving them in co-operation, teamwork, and working with others towards a common goal
 - supported opportunities for service (in classroom, school, and community).
- **Self-esteem.** The greatest personal challenge for many (if not most) young people is maintaining a healthy self esteem.

Teacher Beliefs that Support the Personal and Social Development of Pre-adolescents/Adolescents

Every youth:

- is capable of learning and growing
- has innate worth and a unique contribution to make to the world
- has good in them
- deserves to be treated as a person worthy of dignity and respect
- is not responsible for the particular social circumstances into which they were born²¹⁰
- deserves to have her/his family respected and valued – including in those situations where a family is struggling
- is a spiritual being who seeks answers to the larger questions of meaning and purpose and is becoming capable of spiritual commitments.

Interdependence and Diversity:

- no one can be or is ever completely independent
- we need each other and we depend on the natural world for survival
- human diversity and biodiversity are enriching and necessary for continuance and renewal of life.

Life:

- has majesty and mystery
- not all questions have final answers.

2. Provide:

- A consistent model of a caring, respectful person – one who is still learning, growing, and involved with moral issues and concerns.
- Time, support, and a process for developing a set of ground rules for respectful communication with students and for establishing an emotionally and physically safe classroom together.
- Firmness and fairness in the ways individuals are held to the behavioural guidelines established.
- Opportunities for students to get to know one another in pair, small group, or whole class discussions and activities **after** ground rules for respectful communication and emotional safety have been established.

²⁰⁹ See Kessler (2000), *The Soul of Education*, particularly Ch. 2, “Deep Connection” for further background and ideas in relation to meeting these needs.

²¹⁰ Social circumstances have to do with the ways communities and societies categorize people, what communities/societies value, and the quality of opportunities they offer and supports they provide.

-
- Ways to safeguard student's right to privacy and choice in relation to expressing her/his deeper feelings or communicating important experiences.
 - Clarity about what constitutes emotionally or physically abusive behaviour and the long and short term effects of both abusing and being abused.
 - A school atmosphere and structure where everyone is working together to eliminate bullying, harassment, extreme forms of teasing, and other physically and emotionally abusive behaviours.²¹¹
 - Quiet area/s in the classroom or school for individual or small groups to use as needed to calm oneself, re-establish self control, and/or resolve conflicts or difficulties in privacy.
 - Direct instruction and opportunities for discussion related to the types and causes of peer pressure and effective ways to respond to it.²¹²
 - Gender neutral and culturally sensitive language and instructional practices that are free of gender and cultural bias.²¹³
 - Materials and resources that portray human diversity in accurate and positive ways.
 - Many examples of the positive contributions towards making the world a better place that have been made by children and youth.
 - Real life case studies that illustrate people acting on their values or demonstrating virtues – both from within the subject area/s you teach and from current issues/concerns in daily life.
 - Ways to develop understanding of the need for *reciprocity* and *mutuality* in daily life situations (e.g., “respect” works both ways whether one is a teacher or a student, a cashier or a customer).
 - Time, a structure, a schedule, and guidance for *student-led class meetings* in which students are supported to raise concerns, suggest ideas for class projects, plan together, and solve problems. (Work with other teachers to decide which individuals or teams of teachers will take responsibility for establishing and supporting class meetings for each class of middle level students).²¹⁴
 - Models of, and support for, student participation in the establishment of simple class rituals focused on building or appreciating connections to others, the natural world, a universal life force, or personal deity.
 - Opportunities to wonder and to explore the larger questions of purpose and meaning in a respectful climate.
 - Time, support, inspiration, and a rationale for experiencing:
 - moments of quiet and/or solitude
 - “turning inward” for a source of strength

²¹¹ See “*Taking Bullying, Harassment, Racism, and Unkind Teasing Seriously*” at the end of this section for ideas of ways to develop supports in this area.

²¹² See Sheanh (1996), Chapter 3: “Peer Pressure: More Powerful than a Locomotive” for ideas and advice based in years of classroom experience. Pages 84-85 offer lesson ideas that could be adapted for any classroom.

²¹³ Many resources are available that provide quick references for gender neutral and culturally sensitive language and behaviour (e.g., *Towards diversity: A handbook on strategies promoting respect*, 1999, Regina, SK: Wascana Institute, S.I.A.S.T.).

²¹⁴ See Styles (2001), *Class meetings: Building leadership, problem-solving and decision-making skills in the respectful classroom* and Gingras Fitzell (1997), pp. 52-53 for ideas, formats, and advice.

-
- increased awareness of the present moment and all that it contains.²¹⁵
 - Copies of PSD learning objectives to all students and opportunities to discuss the objectives including ways the objectives could form part of student assessment in the subject area.
 - Work with and engage others (staff, service providers, families, community) in the development of a positive school and community environment.

3. Find Many Ways to:

a) Model Care and Respect, and Build Self-esteem and Trust

- Connect with each student as an individual whom you:
 - care about and are willing to support
 - appreciate for her/himself and not simply for particular achievements.
- Respond with “moral feeling” to situations that are sad, hurtful, or unjust. Help adolescents to see what empathy and compassion look like, feel like, and sound like and try to counteract messages students may be receiving that suggest that it is not “cool” to show you care.²¹⁶
- Show respect for every student as a person of innate worth; recognize and affirm each student’s abilities and potential and capacity to learn, change, and grow.

b) Develop Safe, Comfortable Environment

- Understand and respect differences and similarities between the developmental needs of, and forms of socialization received by, male and female students.
- Increase the safety and depth of discussion related to personal and social objectives by using processes that move from greatest degree of privacy and support to small and large group forums.²¹⁷
- Laugh with students and support and appreciate the appropriate uses of humour.

c) Increase Relevance and Meaning

- Establish classroom experiences and students’ daily life as the primary focus for:
 - strengthening understanding of relationship issues and concerns and of helpful ways to respond to them
 - discussing and developing moral guidelines for behaviour
 - questioning the implications of specific actions
 - modeling and practising moral behaviours
 - finding examples of values and virtues in action
 - discussing feelings, the reasons behind them, and the need to and ways to express feelings in appropriate ways
 - demonstrating ways to transform feelings such as *anger* or prevailing moods such as *boredom*, and when and how to seek help (for example, when sadness is prolonged and becomes a more pervasive feeling of *depression*)²¹⁸
 - discussing sources of support available in the school/community
 - exploring possibilities for social action that individuals and groups of students could take
 - using student-led class meetings as a vehicle for exploration and planning in relation to students’ moral and social needs and concerns.

²¹⁵ See Kessler (2000), *The Soul of Education*, Ch. 3 “Stillness and Silence” for a rationale and ideas.

²¹⁶ See Brendtro, Brokenleg, and Van Bockern (1990), *Reclaiming youth at risk: Our hope for the future*, “Making Caring Fashionable”, p. 85-86 for a strategy called “relabelling” that challenges this adolescent norm and “The Courage to Care”, pp.89-96.

²¹⁷ See *Sample Process for Increasing Safety and Depth of PSD Discussions* at the end of this section for guidance here.

²¹⁸ The intent here is not that teachers would be expected to have background in *clinical depression* nor to treat it, but rather to be aware that more severe forms of depression exist and can be life-threatening, and of resources in the community to which students might go for help.

- Keep informed about what your students watch and listen to in order to help them:
 - make important distinctions between the real and the contrived
 - understand ways media manipulate feelings and desires, and explore alternative responses and ways to resist manipulation
 - find positive and realistic role models and ideas within the images and messages of popular culture.

d) Support Moral and Spiritual Development in a Variety of Ways

- Use both implicit and explicit forms of instruction to help students achieve PSD learning objectives.²¹⁹
- Share your own or other adults' appreciation of natural environments and the need for times of silence and solitude.
- Use stories (from literature, film, documentaries, or daily life) to introduce ideas, deepen understanding of moral or spiritual concepts, and as discussion starters related to PSD objectives.
- Recognize and support the maturation of middle level students' strong sense of justice and fair play through:
 - providing a safe atmosphere and guidance in ways to respectfully question the fairness of the actions of others (including teachers, parents, and other adults)
 - acknowledging their feelings and beliefs in relation to a perceived injustice and stating your own perception of the situation, when necessary
 - supporting them to explore more just/fair alternatives
 - demonstrating that unjust situations can be changed using concrete examples
 - supporting their involvement in taking action on social or environmental issues relevant and important to students.
- Model and illuminate the process of moral-spiritual development, and your own involvement in it, through the use of short personal anecdotes such as:
 - talking about your own moral lapses and the ways you try to make amends for such lapses
 - showing enthusiasm and sharing anecdotes about your own interests and the rewards you receive from these interests
 - admitting you are not perfect and that you sometimes find it hard to forgive yourself, learn from your mistakes, and move on, but stress the importance of doing so
 - showing your concern about intolerance and strongly repudiating all forms of racism, prejudice, and discrimination
 - acknowledging that negative experiences and types of socialization can be hard to overcome and describing the kinds of supports that have been helpful in your life and those of other adults.
- Assess understanding and review central concepts using questions that focus on the meaning the ideas or concepts have for middle level students (e.g., "What does the word '*sacred*' mean to you personally? In what ways does the idea of holding some things as *sacred* influence your own life?").
- Support students' sense of hope through providing them with:
 - positive stories of individual and group social actions
 - positive perspectives on possibilities for social change
 - a bigger picture in which to view present social ills
 - examples of spiritual perspectives and inspiring messages, and actions of moral and political leaders, past and present.

²¹⁹See Renewal of CCT and PSD: Implications for Instruction, point #3, for examples of both implicit and explicit forms of CELs instruction.

e) Inform and Work with Students, Staff, and Community

- Inform adolescents/pre-adolescents about what they will be learning in the PSD area and why the particular learning objectives focused upon, in a lesson or unit, are important. Support students to question and discuss the objectives themselves.
- Involve and inform parents and guardians in relation to the curriculum's personal and social objectives, and the types of activities you provide to support student achievement of these objectives.
- Plan with, and share ideas with, colleagues related to incorporating Personal and Social Development.

4. Limit or Avoid:

- Sarcastic forms of humour.
- Cynical remarks in relation to:
 - human nature
 - the future.
- Comments that focus more on appearance, image, or possessions than character or that suggest one set of physical characteristics is better (more "cool") than another.²²⁰
- A focus on right/wrong answers or single perspectives on moral, spiritual, or social issues and concerns.
- Win/lose situations.
- Treating pre-adolescents and adolescents in ways that you would not treat adults; for example:
 - failing to consult adolescents about decisions that will have a significant impact on their lives
 - ignoring or dismissing adolescents' feelings.
- Talking about virtues without living them and consistently modeling them.
- Talking about virtues and values as though they only applied to teenagers' behaviour and not equally to that of adults.
- Preaching, criticizing, or lecturing.

²²⁰ See "What teachers can do to help students become comfortable with their bodies and resist "looks"ism" on the following page for ideas.

Additional Ideas to Support PSD

What teachers can do to help students become comfortable with their bodies and resist “looks”ism:

- Avoid remarks that focus on students’ appearance and increase your appreciation of inner qualities
- Discuss “looks”ism by both soliciting students’ ideas and providing information and additional perspectives:
 - what it is (i.e., a valuing of appearance over inner qualities and a set of prejudices as to what sort of appearance is “best” in a particular context)
 - its effects on self esteem
 - why people are vulnerable to it
 - ways it is supported or challenged in media and popular culture
 - who benefits and in what ways from society’s emphasis on looks, possessions, and constantly changing trends in clothing and hairstyle.
- Explore students’ ideas about how the world might be different if everyone:
 - valued people more for their inner qualities than their appearance
 - had the same clothes
 - had the same clothes budget
 - avoided clothing with visible labels or characteristics that identify with particular brandnames
 - recycled their clothing and wore recycled clothing
 - tried to dress as individually as possible and to express their unique identity through dress and hairstyle.

What teachers can do to increase safety and depth of PSD discussions:

- Set an open-ended reflection task that focuses on key PSD concepts/topics and draws on personal experience
- Allow time for individual reflection and jotting down of ideas
- Ask individuals to share one idea with a small group
- Ask small groups to share one idea with whole class and tell why they selected it
- Provide time for individual journal writings to synthesize ideas.

What teachers can do to take bullying, harassment, racism, and unkind teasing seriously:

- **Become informed about the causes and effects.**

The effects on those who are the continuous targets of physical abuse, bullying, harassment, and extreme forms of teasing by their peers are profound and long-term. Witnesses to peers abusing peers are also affected adversely. Many excellent resources for parents and teachers exist which explain the damage to teenagers' self esteem and later well-being, and describe ways to respond and support those who have experienced, witnessed, or perpetrated these forms of abuse.²²¹

Bullying, harassment, and other forms of emotional and physical abuse are problems created in and by the larger social context and not simply the problems of students. Teachers, administrators, parents, and community members need to work together with students to develop understanding and a plan for making the school and community safe places to grow and learn. Resources exist which contain a wealth of concrete advice in this area.

- **Understand middle level students' needs in this area.**

Students need to be:

- affirmed in their sense that such behaviours are harmful and "not okay"
- taught ways to respond to and help prevent bullying, harassment, and unkind teasing
- supported to seek help and inform adults about these forms of abuse
- helped to distinguish between the need to remain loyal to friends, be accepted by peers, and the need to protect self and others
- provided with opportunities to discuss these concerns
- supported to develop and share their own ideas about the best ways to respond to peer abuse, and to participate in the development of school policy in this area.

- **Take responsibility and do your part.**

All teachers have a role to play in meeting students' needs related to bullying, harassment, and verbal abuse. Work, plan, and support other staff members to develop an effective and consistent response to emotional and physical abuse of peers by peers.

²²¹ See the resources listed on pages 190-193.

Summary of Needs, Challenges, and Teaching Guidelines²²²

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> Needs for acceptance and a sense of self worth The need to see themselves as needed, important, and capable The challenge of maintaining healthy self esteem 	<ul style="list-style-type: none"> Safe and comfortable learning environment Safeguards for privacy and choice in expression of deeper feelings Language and teaching practices that are free of gender or cultural bias Many examples of teenagers' contributions to making the world a better place 	<ul style="list-style-type: none"> Connect with each student as an individual whom you care about, believe in, and are willing to support, and appreciate for self and not simply her/his achievements Show respect for every student as a person of innate worth Recognize and support middle level students' strong sense of justice and fair play 	<ul style="list-style-type: none"> Sarcastic forms of humour Comments that focus more on appearance/image or possessions than on inner qualities and positive or respectful behaviours Treating teenagers in ways you would not treat adults (e.g., failing to consult teenagers on matters that affect them personally)
<ul style="list-style-type: none"> Need for adults worthy of their trust and role models who commit themselves to ideals, principles, and actions 	<ul style="list-style-type: none"> A consistent model of a caring, respectful person – one who is still learning, growing, and involved with moral issues and concerns 	<ul style="list-style-type: none"> Model and illuminate the process of moral and spiritual development, and your own involvement in it Share true stories of the moral courage and compassionate acts of others (using anecdotes, articles, books, film/video) Invite persons from the community who exemplify important virtues/live their values to speak to students about the challenges and rewards in their lives Respond with moral feeling to situations that are unkind or unjust 	<p>All of the above and:</p> <ul style="list-style-type: none"> Talking about virtues without living them and consistently modeling them Talking about virtues and moral behaviours as though they applied only to teenagers and not equally to adults Preaching, criticizing, or lecturing

²²² All needs and challenges, and ways to respond to them, are not included in this summary version. Many of the ideas listed in the summary under "Provide, Find Many Ways to" and "Limit or Avoid" in relation to one particular need or challenge apply equally to others. For further information in relation to these ideas, see the longer version of the first section entitled "Understand", the footnotes that relate to key points, relevant background documents, and references listed in the annotated Resource Suggestions.

Needs and Challenges:	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> • Need for a positive view of their own future; the challenge of maintaining a sense of hope 	<ul style="list-style-type: none"> • Real life case studies that illustrate people acting on their values and overcoming challenges 	<ul style="list-style-type: none"> • Support teenagers' sense of hope by incorporating: <ul style="list-style-type: none"> ◦ positive stories of individual and group social actions ◦ positive perspectives on possibilities for social change ◦ a bigger picture in which to view present social ills ◦ examples of spiritual perspectives and inspiring messages and actions of moral and political leaders 	<ul style="list-style-type: none"> • Cynical remarks in relation to human nature and the future
<ul style="list-style-type: none"> • Need for schools and classrooms that are safe places in which to build an identity 	<ul style="list-style-type: none"> • Time, support, and a process for developing (with your students) a set of classroom ground rules for respectful communication and respectful, caring behaviours • Firmness and fairness in the ways individuals are held to the behavioural guidelines established • Support for an inclusive process where everyone in the school and community is working together to eliminate bullying, harassment, racism, extreme forms of teasing, and other physically and emotionally abusive behaviours • Clarity about what constitutes emotionally or physically abusive behaviour • Explicit and implicit teaching of personal and social objectives 	<ul style="list-style-type: none"> • Model and support caring, respectful behaviours • Increase the safety of discussion in relation to personal and social objectives by using processes that move gradually from individual and private responses to small and large group discussions • Incorporate opportunities for students to get to know one another as humans with similar needs and individual interests, challenges, hopes, and dreams • Discuss failures to meet agreed upon expectations privately and respectfully 	<ul style="list-style-type: none"> • Any behaviours that might hurt or humiliate students

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> Need to serve, make a difference; challenge of developing own sense of purpose 	<ul style="list-style-type: none"> Many examples of teenagers' contributions to making the world a better place Opportunities within the classroom, school, and community for acts of service – ones supported by guidelines and guidance Time for reflection on students' own values, strengths, and interests Opportunities to explore the concept of <i>service</i> and all the forms (large and small) that it might take in daily life 	<ul style="list-style-type: none"> Integrate exploration, dialogue, and problem solving related to social and environmental concerns into subject area learning and provide opportunities to take well thought-out social actions Link subject area material to the lives and choices of people and support reflection on large and small ways humans can contribute to improving the quality of life on the planet 	<ul style="list-style-type: none"> Cynical remarks in relation to human nature and the future
<ul style="list-style-type: none"> Need for a sense of connection to others, nature, and the universe; challenges of developing inner strength and becoming comfortable with silence or times of solitude 	<ul style="list-style-type: none"> Safeguards for privacy and choice in expression of deeper feelings Opportunities to explore the larger questions of purpose and meaning in a respectful climate Guidance, support, and opportunities to experience and appreciate natural environments Models of, and support for, student involvement in the simple class rituals or celebrations focused on appreciating or building connections to others and the natural world or contributing to greater equality, peace, or planetary health Time, support, and a rationale for experiencing: <ul style="list-style-type: none"> moments of silence and solitude “turning inward” for a source of strength increased awareness of the present moment and all that it contains 	<ul style="list-style-type: none"> Share your own (or other adults) appreciation of natural environments and need for times of silence, solitude, and reflection 	<ul style="list-style-type: none"> All of the above

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> • Need for relevant and meaningful learning; challenge of making sense of a world where contradictions, hypocrisy, and injustice are not uncommon 	<ul style="list-style-type: none"> • Consistency, fairness, and respect in the treatment of all • Real life case studies that illustrate people acting on their values and beliefs to enlarge the common good • Supported opportunities to apply their learning to daily life • Time and guidance for student-led class meetings in which adolescents can share concerns and receive affirmation and support 	<ul style="list-style-type: none"> • Make use of concerns that arise in students' daily life or community/world events as starting points for exploring and developing important subject area themes or PSD objectives • Keep informed about what students watch, and listen to, in order to help them: <ul style="list-style-type: none"> ○ distinguish between image and reality; genuine complexity and oversimplification ○ understand media manipulations ○ find positive role models ○ appreciate human diversity 	<ul style="list-style-type: none"> • Talking about moral behaviours without exemplifying them; treating teenagers in ways you would not treat adults; any appearance of a double moral standard (i.e., one for adults or teachers, another for teenagers/students)

5. A Few Starting Points for Teacher Reflection

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about personal and social development.

*

*“Twelve year olds are social beings. They are extremely conscious of peer expectations, judgements, and criticism. These are the years that female self-esteem plummets. Self-consciousness about appearance and other people’s opinions takes tremendous mental and emotional energy for both sexes of this age. They want to fit in. They don’t want to stick out. They need to feel very, very safe before they will risk opening up in discussion or role-play. Therefore, community-building is essential to success when you’re trying to teach aspects of character education and conflict resolution” (Gingras Fitzell, 1997, **Free the children!: Conflict education for strong, peaceful minds**, p.88).*

*

*“When a boy challenges a teacher’s authority, he often does it in a way that conceals what’s really bothering him. He will express his anger in terms of an unfair rule or policy rather than admit that the teacher has hurt his feelings. At all costs, the feelings must remain secret. ... Another difference between [many] boys and girls in school is that boys have much greater difficulty initiating a heart-to-heart talk with a teacher – or even a friend. The boys have feelings which are just as intense as the girls’ but they would rather die than let them be known. The girl may blurt out her feelings in a flood of tears but the boy stoically holds his in. ... Yet another example of the boy’s awkwardness at this age is the boy who has a serious comment or suggestion to offer but who can’t do so without wrapping it in barbs. ... The trick for the teacher, of course, is to acknowledge and honour the good impulse and ignore the package it is wrapped in. Guidelines such as these must be general. Each student is different and needs to be respected in an individual way. One cannot give recipes on how to treat disciplinary problems, but teachers do need to develop intuition in their relationships with students” (Staley, 1988, **Between Form and Freedom: A practical guide to the teenage years**, pp. 44-45).*

*

“Creating an atmosphere in which students belong, are accepted, and feel safe is essential to helping students deal with issues stemming from peer pressure. Direct instruction helps students become aware of peer-pressure issues and equips them with skills and strategies to achieve success. Establishing a flexible, situational disciplinary regime encourages students to take responsibility for their own behaviour. It will also help them accept responsibility for the choices and decisions they make when influenced by their peers.

*More than anything, teachers need to understand how hard it is to be a kid these days. They need to empathize with the problems kids face each day, many far more complex than the ones they faced as adolescents. They must adopt a positive view of children, one that sees them not as empty vessels to be filled, but as creative, feeling human beings who need help and guidance to develop the skills of effective adults. Finally, in everything they do, teachers must focus on the main objective: to do as much as possible to facilitate the growth of the whole child. Success in achieving these goals will go a long way to help prepare children for the pressures they will face from their peers in adolescence” (Sheanh, 1996, **Helping kids deal with conflict**, p. 89).*

*

Sample Activities

1. Responding to a Story in ways that Foster Reflective Abilities and PSD

The lesson procedure that follows can be adapted to fit a large range of stories from literature, biography, film, or other media but is most effective with a story, video, film clip, or section from a book that can be read or viewed within 5-15 minutes (depending upon age of learners).

This procedure can be used in all subject areas and at all grade levels (for example, senior students could benefit from the use of selections from biographies or documentaries that portray the ways that moral issues are embedded in the lives of scientists or mathematicians).

The procedure is intended to:

- develop critical thinking abilities such as thinking contextually
- develop creative thinking abilities such as viewing an experience from several perspectives
- develop personal and social dispositions
- develop abilities related to particular human virtues or values
- support students to think for themselves
- offer teachers alternatives to lecturing and preaching – approaches that are usually not effective.

Process

- 1) The essence of this approach is the skilful use of open-ended questions and it works best in those classroom situations in which trust has been established between and amongst teacher and students and a safe, caring atmosphere has been created. The process would be strengthened by teaching some of the behaviours and dispositions involved in dialogue and active, respectful communication.²²³ The procedure of questioning would also lend itself to the use of a talking circle.

What is Meant by “Open-ended Questions” in the Context of Supporting Reflection and Personal and Social Development?

In this context, open-ended questions are ones that ask for students’ ideas, opinions, and experiences in relation to a story, behaviour, or event. They are questions to which:

- the teacher does not know and does not assume to know how students will answer the question/s
- the teacher does not have a set picture in her/his mind of what “good” answers should be but rather is open to many possibilities
- there is not one right or best answer
- many ideas or perspectives are possible in response to them
- all answers are “right” or appropriate if they represent the genuine thoughts of the respondent.

In order to foster reflection and personal and social development, some of the following qualities should also apply. The teacher:

- is genuinely interested in the students’ ideas
- shows appreciation for students’ willingness to reflect upon the questions and to share ideas with others
- has patience and a willingness to give students time to think
- knows her/his students’ needs for privacy and safety and does not probe beyond what individuals show comfort with discussing aloud
- allows for alternative means of responding in relation to sensitive topics (e.g., journal writing, use of puppets, drawing, or other art forms).

²²³ See the learning objectives related to “Communitarian Thinking and Dialogue” and those in the area of “Social Interaction Skills and Abilities”.

-
- 2) Select a segment of a story from a book or film that exemplifies a particular human value or virtue, or some aspect of moral and spiritual development but does not oversimplify the challenges or complexities involved. In selecting the book or film segment, keep the general principle of “appreciating and respecting human diversity” in mind. This would mean (over the course of a term/year) seeking books or films that portray a variety of aspects of human diversity in positive ways.
 - 3) In most cases, you would not mention the virtue or moral/spiritual behaviour that you feel is exemplified, or discuss why you selected the story, other than that you think it is interesting in some way.
 - 4) Read/view the story through without stopping for comments and questions. Explain that this is what you wish to do and that you will allow time at the end for students’ thoughts and ideas about the story. Younger students might sit on the floor in front of you and within viewing distance of the pictures. With older students, you could select 3 illustrations from the book that represent critical moments and photocopy them to use as overheads or to provide students with individual copies. This is useful with many books because the illustrations also convey meaning.
 - 5) At the conclusion of the story, pause for a moment before asking your first question. Your questions should move from most open and safe to those that are of a more personal nature. All the questions described here would not be used on every occasion. Rather, you would select those most useful and appropriate to the situation and close the discussion before students began to tire. It is better to leave students with something more to think about than to overdo the questioning in an attempt to achieve a synthesis or arrive at some conclusion.
 - 6) A useful series of open questions to use with most stories is:
 - What are some of your **thoughts** about this story? (Note: To support deeper reflection, thoughts should come before feelings.)
 - What are some of your **questions** about this story? (Note: To reinforce the idea that questions are important and a valid way to respond. You might preface this by suggesting that no one has to try and answer the questions of others but simply to think about them.)
 - What are your **feelings** about the story? (Note: You may need to elaborate on the difference between thoughts and feelings until students understand the distinction and become used to this procedure.)²²⁴
 - Have there been any times in your life when you felt like _____ ? (Note: These questions focus students on **making connections** between actions of the main character/s and **themselves**. Younger students may share ideas freely. However, with older students you may wish to ask them just to think about this but make it clear that verbal responses are strictly voluntary. Alternatively, you may ask them to think about it now and, later, allow time for a journal entry).
 - Can you think of anyone in your life who has acted like _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **others**. Remind students not to use names when describing behaviours that cast others in a negative light. Again, responses might be verbal, written, or remain as private thoughts.)
 - Are there characters in other books/media you know that remind you of _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **characters in other books**.)

²²⁴In order to help students distinguish between asking for a thought and asking for a feeling, you might tell them that, when you ask for their **thoughts**, any comment which is a genuine response to the story would be appropriate. The response could be a comment about something the story made them think about, a part of the story that surprised or puzzled them, or a connection to their own lives. These initial thoughts could include how they felt about the story, or part of the story, but you are not asking for that specifically. When you are asking for a **feeling** about the story, this is a somewhat more personal question and it is asking if the story (or some part of it) triggered any particular feeling or emotion such as sympathy, anger, sorrow, happiness, or relief. A feeling about a story may also be a statement about their personal reaction to it such as that they found it interesting/not interesting. In short, asking for initial thoughts is a completely open question, asking for feelings is requiring students to limit responses to more personal and affective ones.

- Do you know persons in our community/country/the world who have the same qualities as _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **people in their daily life, or from national or international news.**)
- With older students, ask them to also think about the roles or positions these people are in and how the qualities students see could support or hamper their work. (Note: Questions like these help students to draw connections between behaviours in the story and their **implications for daily life.**)
- How could it help (or harm) our classroom/school/community if we were to behave like (or adopt some of the behaviours/characteristics of) _____ ? (Note: Such questions ask students to **apply** what they have learned.)
- Do you act like _____ ? all of the time? most of the time? some of the time? Do other people you know act like _____ ? all of the time? most of the time? some of the time? With older students, you might ask, "Under what circumstances do you/might you act like _____?" (Note: Such questions focus students on **seeing complexity within human behaviour** and avoiding categorizing people too narrowly, shallowly, or in an either/or manner.) With younger students, you might initially use a few more leading questions to help them **sense motives** and, after a few experiences with questions of motives, use open-ended questions (e.g., Do you only act like _____ when you are feeling really good about yourself or only act like _____ when you are feeling hurt, ignored, unimportant, or mistreated?). With older students, you would seek out their ideas about why someone might behave in a certain way (for example, selfishly/unselfishly or bravely/cowardly) rather than ask leading questions.

Extensions and Variations

This questioning and discussion process is **one** way to support reflection on moral and spiritual development, and help students to make connections to their own lives. After the students have had a few experiences with the question format, you might suggest other types of responses that answer some of these questions less directly. For example, you might:

- Have students form small groups and develop a short skit that captures connections between, or applications of, the story and their own lives
- Put students into groups that reflect the number of characters in the story, ask each group to develop a tableau that depicts what students think is an important event or message in the story (Note: Teach the process of developing a tableau if students do not have experience with this form of drama.)²²⁵
- Invite students to respond with a drawing, painting, or selection of music and a brief explanation of their response and its relationships to the story or an aspect of the story.

Summary of Questioning

Use open questions most or all of the time. Remain open to all possible responses, and remember that you are not looking for "right" answers.

Use a pattern of questions such as focusing on:

- Thoughts, questions, or feelings
- Connections to self or others
- Connections to books/stories or portrayals in other media
- Connections to people in their daily life, or from national or international news
- Implications for/applications to daily life
- Motivations and complexities within human behaviour.

Support students' sense of comfort and right to privacy by stressing that it is fine to think about the questions without sharing ideas with others. Allow for options like drawing or writing a personal response.

Stop before students tire. Not all questions need to be asked on every occasion.

²²⁵ See the Drama section of the Saskatchewan Arts Education curriculum for guidance in relation to developing tableaux.

2. Developing Moral Courage as a Virtue

There are many ways to focus on and help students develop their moral courage.²²⁶

The purpose of these types of activities is to help students to:

- recognize moral courage
- understand the ways moral courage is essential to community life
- see the connections between moral courage and world peace
- be inspired by the moral courage of others
- develop the motivation for, and the abilities related to, moral courage.

Processes

1) Find and use resources that exemplify moral courage as sources of inspiration, motivation, and understanding.

- Be alert for videos and movies (or segments of them), literature for adolescents/pre-adolescents, magazine and newspaper articles, and real life events in the classroom, school, or community that demonstrate moral courage in action.
- Choose literature that portrays the complexities and challenges of displaying moral courage rather than those that make acting with moral courage seem simpler and easier than it actually is (for example, those that illuminate the risks that are involved, or the times when people learn from their failures or cowardice).
- Support students to develop a personal response to the portrayal of moral courage. Encourage them to use drawings, poetry, music, drama, and dance as ways to respond or to supplement their written ideas. Alternate individual with pair or small group responses.
- Hold open-ended discussions in response to the examples of moral courage viewed or read. Utilize wait time and ask non-leading questions such as, "What are your thoughts about this film/book/incident? Take your time and think about what ____ did from more than one perspective. What are your feelings about what ____ did?" (Note: In all discussions related to human moral/immoral behaviours, it is important to focus on thoughts before feelings. You want students to become more adept at using their critical thinking abilities for deeper reflection rather than simply drawing on their immediate feelings and spontaneous reactions.)
- Avoid lecturing or moralizing about the video, film, or story. Instead, supplement discussion or encourage further reflection by adding another perspective from time to time or including a question later in the discussion that would take students into a new line of thought; for example, "Could anyone do what ____ did? How easy would this be to do?" "Why do you think people don't seem to act in this courageous way more often? Are their penalties or are people ever punished for moral behaviour?"

2) Develop or seek out examples of moral dilemmas to use for individual reflection and pair and small group discussion.²²⁷

- Be alert for stories, incidents in movies or television programs, real life situations, and classroom or school incidents that present a moral dilemma that requires moral courage to resolve (i.e., events in which a person is faced with a difficult situation where there may be consequences to pay regardless of which action s/he takes). Examples of moral dilemmas which middle level students often face would be as follows:
 - *an individual facing pressure from peers to engage in an activity that she/he feels or knows to be unsafe while not wanting to jeopardize her/his membership in the group*
 - *the challenge to be oneself including in how one dresses, talks, and treats others particularly when this involves violating the norms for looking and acting "cool".*The closer the moral dilemma is to real life experiences, the more power it will have in inviting students to consider the consequences and rewards of acting with moral courage.

²²⁶ Many of the sections in Lewis (1998) contain ideas and activities to support this focus. See particularly the section on "Courage", pp. 71-78. See also related ideas in the sections on "Integrity" and "Respect".

²²⁷ See Lewis (1998), p. 73 for examples of character dilemmas.

- Facilitate a class brainstorming session in which students think of all the possible ways that a person could respond to the dilemma. Encourage them to use imagination and creativity to move beyond predictable responses while employing critical thinking abilities to ensure the response would actually be helpful or effective in some way. At the completion of the brainstorming, ask students to reflect on and explore with a partner or small group those responses that most reflect a virtue such as kindness or truthfulness and which might take moral courage.
- Invite students to reflect on the consequences and rewards for all those involved in an event in which someone acts in a morally courageous or unkind/unfair way – including people who witness the act and those who care for the persons most affected by the moral choice of the protagonist (e.g., parents, close friends). Ask students to think of both long and short term effects on the person who chooses a course of action which is either virtuous in some way or lacking in virtue; for example, you might ask, “How might the action s/he chose affect how s/he feels about her/himself? How might others view her/him as a result of this choice of response? Do people sometimes admire another person but pretend to dislike her/him for the sake of saving face with others?”
- Particularly at the beginning of the year, or with moral dilemmas that are very close to home for some of the students in the class, it is best to allow for a private response such as a journal entry before moving to small or large group discussion.

In any discussion of moral concerns, the choice to pass rather than contribute a personal opinion should always be respected.

3) Help students to experience acts of moral courage for themselves by enlisting the co-operation of all class members to act as sources of support.

- Suggest to students that it may be hard to act with courage and virtue in difficult situations if you have no sources of support and encouragement.
- Tell students that you believe in their abilities to act with courage and care for others, and in their abilities to offer support and encouragement to a class member. Invite students to reflect on, and offer ideas as to, how students might best do this and to begin putting the ideas into action in support of classmates, as soon as an applicable situation arises.
- Remind students that there will be times when a people’s moral courage fails and they respond in ways that they later regret. Seek students’ ideas as to what an individual could do in this situation and how others might be of help.
- Ask students to consider the situations in their own lives in which students might be called upon to act with greater courage or kindness. If they can do so without jeopardizing their physical safety, ask them to attempt or try out a new response – one involving a greater degree of moral courage; for example, they might try standing up for themselves or someone else in the face of unfairness, and need to think first of the best way to do so.

Note: Remember that middle level students value humour, need a comfortable environment, and opportunities to “lighten up”; work to set an atmosphere for discussion of moral concerns that includes timely, **appropriate, or non-hurtful** humour in order to:

- avoid preaching, or lecturing
- increase comfort level
- relieve tension
- support a sense of community.

- Encourage students to practise thoughtful, respectful, and morally courageous ways to respond through participating in role play, in pairs or small groups. Provide them with scenarios with which to develop better and worse ways to respond. Invite students to evaluate the responses and to reflect on how students felt when responding in a courageous but respectful way.

-
- When students have participated in several activities related to the development of moral courage, encourage students to practise this virtue in their own lives while keeping in mind to use good judgement in deciding if the situation is one in which it is safe to act.
 - Periodically, choose “acts of moral courage” as a focus for student self evaluation; for example, ask students to select an act of moral courage that they recently undertook and to describe it and the results through responding to questions such as:

Self-evaluation of an Act of Moral Courage

- What did you do and/or say?
- How did the persons involved respond to your words/actions?
- What did you think about before you decided what to say or do?
- What were your thoughts and feelings afterwards?
- Is this incident still affecting you in any way? If so, what are these effects?

- Assure students that they can come to you for support and help if more serious negative consequences ensue.

4) Discuss with students ways to celebrate the development of this virtue and ways to recognize particular individual achievements. Celebrate as a class, and support and affirm students who show moral courage yourself.

Resource Suggestions²²⁸

Bailey, C. (1991). *Start up multiculturalism: Integrate the Canadian cultural reality in your classroom!* Markham, ON: Pembroke Publishers.

*A wealth of information about Canadian cultural groups, interesting activities accompanied by black line masters – all the tools needed for students to research, understand, and appreciate their own family histories and cultural diversity in their community, province, and country.

Benson, P., Galbraith, M., and Espeland, P. (1998). *What teens need to succeed: Proven, practical ways to shape your future.* Minneapolis, MN: Free Spirit Publishing, Inc.

*Speaks directly to teens but could also be a teacher resource as it is full of activities, advice, and information easily adaptable for classroom use (demographic material is American). Based in an asset-building and community development model. Contains suggestions for other resources and includes a bibliography.

Bigelow, B., Harvey, B., Karp, S., and Miller, L. (Eds.) (2001). *Rethinking our classrooms, Volume 2: Teaching for equity and justice.* Williston, VT: Rethinking Schools, Ltd.

*Contains a wealth of descriptions of classroom-tested lessons, units, and experiences contributed by teachers who are committed to equity and social justice. Although most classroom lessons are built around the American social and historical context, many of the ideas could be easily adapted for Canadian classrooms. See also *Rethinking our classrooms, Volume 1* by the same publishers.

Blanco, J. (2003). *Please stop laughing at me: One woman's inspirational story.* Avon, MA: Adams Media Corporation.

*The author describes the realities of bullying, harassment, and cruel behaviour in today's schools – its causes and the ways it affects those that are the targets of teasing and taunting by their peers. Blanco shares the pain, anger, and confusion she experienced as the victim of verbal and emotional abuse throughout her junior and senior high school years. She also describes the people and things that helped her to survive, the ways she overcame seeing herself as a victim, and how she feels about her experiences now. The book is useful for both teachers and adolescents who want to understand and work to create safe and caring school and community environments. In addition, it could serve as a starting point for classroom discussion and problem solving.

Bohlin, K., Farmer, D. and Ryan, K. (2001). *Building character in schools: Resource guide.* San Francisco, CA: Jossey-Bass.

*Advice and ideas related to a virtues model of character education. Mainly focused upon elementary schools but also useful for middle level teachers for its overview of a school-wide model of character/moral education and suggestions related to teachers and parents working together. See also the related book *Building character in schools: Practical ways to bring moral instruction to life* (Ryan and Bohlin, 1999) for theoretical and philosophical background to the virtue-based approach, and discussion of some effective strategies that have been used by schools in the United States.

Brendtro, L., Brokenleg, M., and Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future.* Bloomington, IN: National Educational Service.

*Excellent resource for those developing educational programs for youth; describes moral/spiritual education consistent with traditional Aboriginal beliefs and practices but applicable to all students. Emphasis on *Care/Caring*, and a community service component.

Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education.* Skyland, NC: Kivaki Press.

*Describes holistic approach to education of Indigenous peoples, develops relevance for present in a framework where interdependence is a central understanding and all education is seen as spiritual education and is ecologically-sensitive.

Coles, R. (1989). *The call of story: Teaching and the moral imagination.* Boston, MA: Houghton Mifflin.

*Inspiring reading for teachers in relation to the moral courage and character of children and young adults and the potential of literature to evoke moral questions and inspire moral behaviour. The book is written in a personal, unsentimental, but thoughtful voice and filled with Cole's own experiences including the books he has used and found consistently effective.

²²⁸ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out-of-print and not available for purchase. Teachers may need to find these resources through school, STF, or public libraries, or Internet sites.

Desetta, A. and Wolin, S. (Eds.). (2000). *The struggle to be strong: True stories by teens about overcoming tough times*. Minneapolis, MN: Free Spirit Publishing.

*True stories told by teenagers that illustrate human resilience and offer hope to other adolescents facing a range of problems including those associated with poverty, AIDS, and homosexuality. Stories are short enough to be read and used for reflection and dialogue within single lesson or unit formats.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self Care. Critical and creative thinking would also be fostered.

Evans, P. (2003). *Teen torment: Overcoming verbal abuse at home and at school*. Avon, MA: Adams Media Corporation.

*Excellent resource that clearly defines all forms of verbal abuse, explains why people abuse others verbally, and offers clear, practical, and sound advice for teachers, parents, and teens. Includes chapters on verbal abuse in media and sports, and within boyfriend/girlfriend relationships. Chapter 14: "For Teens" speaks directly to adolescents and all, or sections, of it could be used as foci for small group and classroom discussion.

Garbarino, J. and deLara, E. (2002). *And words **can** hurt forever: How to protect adolescents from bullying, harassment, and emotional violence*. New York: The Free Press.

*Strong emphasis on preventative measures for both parents and teachers. Communication and how to improve it is a central theme. Community involvement and a team approach are demonstrated to be the only sound and long term types of solutions. The book provides in-depth, research-based descriptions of the emotional lives of adolescents, and the prevalence of bullying and harassment and the effects. Each chapter concludes with a section of practical advice entitled "What can you do?" Excellent conclusion on the emotionally safe school and what it means to "care" for and about youth in schools.

Gingras Fitzell, S. (1997). *Free the children! Conflict education for strong and peaceful minds*. Gabriola Island, BC: New Society Publishers.

*Written for teachers and based in Gingras Fitzell's own classroom experiences. See especially Chapter 1 for an overview and explanation of her basic approach to conflict education and Chapter 5 – The Junior High School Adolescent for guidance and ideas in relation to middle years students' cognitive and moral development; the needs met by cliques, the damage they do, and ways to respond to cliques and other forms of exclusion; and practical approaches and techniques related to conflict education for this age group. Includes a particularly helpful discussion of the needs of the young adolescent female.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can help them*. New York: Anchor Books.

*Especially useful for understanding the impact of the broader social context on today's youth and the factors that make for a "socially toxic" environment. Garbarino outlines both how youth become "lost" and what they need to turn their lives around. His emphasis on the spiritual needs of troubled youth is applicable more broadly. In stressing the importance of helping youth to develop spiritual anchors, Garbarino makes some important distinctions between religious practices that are punitive, materialistic, or based in hypocritical sermonizing and those that are grounded in spirituality (as a sense of purpose and connection) and love.

Grant, J. (1990). *The kids green plan: How to write your own plan to save the environment*. Markham, ON: Pembroke Publishers.

*Excellent user-friendly resource that speaks directly to children/youth and offers concrete advice and step-by-step plans for taking environmental actions in the Canadian context. Sections on wildlife, water, forests, and garbage as well as more general guidance.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Strong framework for supporting spiritual development in middle and secondary level students. Accessible, containing lots of concrete examples. Students' comments on their experiences incorporated throughout.

Lantieri, L. (Ed.). (2001). *Schools with spirit: Nurturing the inner lives of children and teachers*. Boston: Beacon Press.

*Excellent as a general reference in the area of spiritual development. Readable, useful, and comprehensive coverage of a broad range of topics and many contributors illustrate their ideas with concrete examples.

Lewis, B. (1998). *What do you stand for? A kid's guide to building character*. Minneapolis, MN: Free Spirit Publishing.

*Excellent resource for teachers of all grades. Although the examples are American, they are relevant and applicable to Canadian contexts. This resource contains information, ideas, and advice plus book, video, and website suggestions in relation to 28 character traits consistent with the foci of PSD learning objectives (e.g., caring, conservation, justice, leadership, purpose, safety). Lewis also includes true life examples of children and youth who have contributed to making their school, community, or country a better place.

Lewis, B. (1991). *The kids guide to social action: How to solve the social problems you choose – and turn creative thinking into positive action*. Minneapolis, MN: Free Spirit Publishing.

*Although the resource is focused on the American political system, the tips it contains on such actions as telephoning, letter writing, interviewing, getting media coverage, protesting, and lobbying are applicable more generally. Contains many examples of children/youth achieving positive results from social actions undertaken. Teachers may find the overall focus on solving social problems to be overly optimistic or feel the book's rationale glosses over the complexity of many social ills, and may wish to contextualize the advice in the book as "making a difference" and "contributing your part" rather than one of "solving problems".

Metropolitan Toronto School Board. (1998). *Responding to media violence: Starting points for classroom practice*. Markham, ON: Pembroke Publishers.

*A teacher-tested model and four units of study focused on aspect of media violence. A proactive approach that supports students to understand how media "texts" are constructed to generate particular effects for particular purposes, and to develop their own alternative media texts. Also provides teachers with factual background on the ways violence in media affect children from kindergarten to grade 8.

Roberts, P. (1998). *Multicultural friendship stories and activities for children 5-14*. (School Library Meida Series, No. 12) Lanham, Maryland: Scarecrow Press, Inc.

*Stories, activities, and an annotated bibliography selected to develop an appreciation of cultural diversity, global awareness, and understanding of common bonds between people of differing cultures and places. Developed around 3 themes: "Family Friendships", "Community, Neighbourhood, and School Friendships", and "Friendships around the World". Range of activities that could be used to respond to other books connected to these themes. Roberts' focus in selecting books is on the American context and these selections need to be supplemented with Canadian ones.

Sheanh, G. (1996). *Helping kids deal with conflict*. Winnipeg, MB: Peguis Publishers.

*Practical resource for teachers and parents. Covers a range of topics related to conflict education including self esteem, peer pressure, bullying, put-downs, and teasing, and the humane classroom. Offers background for understanding the roots of conflict and suggestions for preventative measures.

Staley, B. (1988). *Between form and freedom: A practical guide for the teenage years*. Stroud, UK: Hawthorn Press.

*One of the few books describing contemporary adolescents and their needs that includes the needs of the spirit and considers spiritual development to be a part of the overall development of children/youth. Written with a large degree of compassion for young people and understanding of common problems which they face. The section on teenage depression (pp. 196-205) is particularly helpful in its descriptions of ways to recognize adolescent depression and understand its causes.

Styles, D. (2001). *Class meetings: Building leadership, problem-solving and decision-making skills in the respectful classroom*. Markham, ON: Pembroke Publishers.

*Comprehensive guide to setting up class meetings and describes the benefits that ensue, the abilities that will be developed through this process, and examples of topics that students may wish to discuss. Contains step-by-step guidelines and reproducible material for classroom use.

Wooding, G. (1995). *Parenting today's teenager effectively: Hear me, hug me, trust me*. Calgary, AB: Script Publishing Inc.

*Although written for parents, the description of teenagers' perspectives on adults and ideas about their own needs would also be valuable to teachers. The material in the book is based on Wooding's 25 years of experience teaching and counseling adolescents, and describes their views on a variety of topics of greatest importance to them (e.g., better and worse ways to listen to and talk with teenagers; their need for ground rules and input into setting them).

www.youth.org/loco/personproject/resources

This website contains information related to overcoming homophobia in the classroom.

Teacher Guidelines, Sample Activities, and Resource Suggestions for PSD: Grades 10-12

Guidelines²²⁹

The guidelines in this section are addressed to the classroom teacher and describe things that s/he would understand and do in order to support the development of PSD.

1. Understand Teenagers' Personal and Social Development²³⁰

a) Needs

Amongst teenagers' greatest needs are:

The Need for:

- acceptance
- a sense of self worth
- a positive view of their own future
- healthy friendships
- adults worthy of their trust
- teachers and other adults who care about them as individuals
- role models who commit themselves to ideals, principles and actions
- schools and classrooms that are safe places in which to build their identity
- a sense of connection to others, nature, and the universe and a feeling of having a role to play in it.

The Need to:

- serve and make a difference
- understand what does and does not constitute a healthy friendship, or more intimate relationship, and why abusive relationships develop
- feel comfortable in, and with, their bodies
- feel comfortable with silence, solitude, and quieter pursuits
- feel comfortable "needing" (i.e., showing fragility or anxiety, and asking for help or support)
- see themselves as needed, important, and capable of contributing to the world.

b) Challenges Teenagers Face

- **Self-esteem.** The greatest challenge for many (if not most) young people is maintaining a healthy self esteem.
- **Inner Strength.** Teenagers live in two worlds:
 - the inner, private world of feelings, dreams, and fears
 - the outer world of social interactions, adult expectations, peer pressures, and world events.Often, the price teenagers pay in reconciling conflicts between their inner and outer worlds is to sacrifice inner growth for social acceptance and external rewards.
- **Meaning and Relevance.** To go beyond rote learning and achieve real understanding, teenagers need to experience the world as "making sense" at some level. Questions of meaning and relevance are central to them. If their questions are ignored or they are offered overly simplistic answers, teenagers may become more passive as learners or give up on their own learning.

²²⁹ The guidelines in this section also support the development of the Integrated CCT and PSD objectives.

²³⁰ The material in this section represents a synthesis of a broad range of sources related to the personal and social development of teenagers. See the resource suggestions at the end of this section for descriptions of some of these sources, and for further information and advice in relation to the emotional, social, and spiritual needs of teenagers.

- **Hope.** Teenagers experience the world as full of social ills, see contemporary North American society as largely focused on image, possessions, and status, and witness many contradictions between what adults say and what they do. A large challenge for today's teenager is that of resisting cynicism, avoiding despair, and maintaining hope.
- **Safety and Respect.** Teenagers experience and witness bullying, harassment, racism, and cruel forms of teasing and describe these behaviours as commonplace in their schools. Many report feeling that:
 - they need help with knowing how to prevent and respond to physical and emotional forms of abuse
 - adults do not always take their complaints about bullying, harassment, extreme teasing, and physical abuse in schools seriously enough
 - they would like teachers and other adults to become more aware of where and when such forms of abuse are most likely to happen and to exercise their moral authority more strongly and openly.²³¹
- **Trust.** Lack of trust in self, significant adults, and in community and world leaders is a major concern for teenagers today.

Teacher Beliefs that Support Teenagers' Personal and Social Development

Every teenager:

- is capable of learning and growing
- has innate worth and a unique contribution to make to the world
- has good in them
- deserves to be treated as a person worthy of dignity and respect
- is not responsible for the particular social circumstances into which they were born²³²
- deserves to have her/his family respected and valued – including in those situations where a family is struggling
- is a spiritual being who seeks answers to the larger questions of meaning and purpose, and is capable of spiritual commitments.

Interdependence and Diversity:

- no one can be or is ever completely independent
- we need each other and we depend on the natural world for survival
- human diversity and biodiversity are enriching and necessary for continuance and renewal of life.

Life:

- has majesty and mystery
- not all questions have final answers.

2. Provide:

- A consistent model of a caring, respectful person – one who is still learning, growing, and involved with moral issues and concerns.
- Time, support, and a process for developing a set of ground rules for respectful communication with students and for establishing an emotionally and physically safe classroom together.
- Firmness and fairness in the ways individuals are held to the behavioural guidelines established.

²³¹ See Garbarino and deLara (2002) for examples of teenagers' views, summaries of the extensive research done in this area, and advice related to best ways to respond. See the end of this section for additional guidance in this area.

²³² Social circumstances have to do with the ways communities and societies categorize people, what communities/societies value, and the quality of opportunities offered and supports provided.

- Opportunities for students to get to know one another in pair, small group, or whole class discussions and activities **after** ground rules for respectful communication and emotional safety have been established.
- Clarity about what constitutes emotionally or physically abusive behaviour, and the long and short term effects of both abusing and being abused.
- A school atmosphere and structure where everyone is working together to eliminate bullying, harassment, extreme forms of teasing, and other physically and emotionally abusive behaviours.²³³
- Quiet area/s in the classroom or school for individuals' or small groups' use as needed to calm oneself, reestablish self control, and/or resolve conflicts or difficulties in privacy.
- Gender neutral and culturally sensitive language and instructional practices that are free of gender and cultural bias.²³⁴
- Many examples of teenagers' contributions towards making the world a better place.
- Real life case studies that illustrate people acting on their values or demonstrating virtues – both from within the subject area/s you teach and from current issues/concerns in daily life.
- Ways to develop understanding of the need for *reciprocity* and *mutuality* in daily life situations (e.g., “respect” works both ways whether one is a teacher or a student, a cashier or a customer).
- Models of, and support for, student participation in the establishment of simple class rituals focused on building or appreciating connections to others, the natural world and a universal life force or personal deity.
- Ways to safeguard students' right to privacy and choice in relation to expressing deeper feelings or communicating important experiences.
- Opportunities to explore the larger questions of purpose and meaning in a respectful climate.²³⁵
- Guidance, support, and opportunities to experience and appreciate natural environments.
- Time, support, inspiration, and a rationale for experiencing:
 - moments of quiet and/or solitude
 - “turning inward” for a source of strength
 - increased awareness of the present moment and all that it contains.²³⁶
- Copies of PSD learning objectives to all students, and opportunities to discuss the objectives, including ways the objectives could form part of student assessment in the subject area.
- Both implicit and explicit instruction related to PSD learning objectives.²³⁷

²³³ See “*Taking Bullying, Harassment, and Unkind Teasing Seriously*” at the end of this section for ideas of ways to develop supports in this area.

²³⁴ Many resources are available that provide quick references for gender neutral and culturally sensitive language and behaviour (e.g., *Towards diversity: A handbook on strategies promoting respect*, 1999, Regina, SK: Wascana Institute, S.I.A.S.T). Given the increasingly multicultural nature of Saskatchewan classrooms, cultural sensitivity is an important area for teacher professional development. Teachers can also increase their knowledge and understanding in this area by asking students, parents, and community members for information and help in relation to communication norms of cultures other than their own.

²³⁵ See page 200 for guidelines in this area.

²³⁶ See Kessler, R. (2000), *The Soul of Education*, Ch. 3 “Stillness and Silence” for a rationale and ideas.

²³⁷ See “*Qualities and Characteristics of a Good PSD Lesson for Teenagers*” on page 209 for guidance.

- Work with and engage others (staff, service providers, families, community) in the development of a positive school and community environment.

3. Find Many Ways to:

a) Model Care and Respect, and Build Self-esteem and Trust

- Connect with each student as an individual whom you:
 - care about and are willing to support
 - appreciate for her/his self and not simply for particular achievements.
- Show respect for every student as a person of innate worth and recognize and affirm each student's abilities and potential and capacity to learn, change, and grow.
- Respond with "moral feeling" to situations that are sad, hurtful, or unjust. Help adolescents to see what empathy and compassion look like, feel like, and sound like and try to counteract messages adolescents may be receiving that suggest that it is not "cool" to show you care.²³⁸

b) Develop Safe, Comfortable Environments

- Increase the safety and depth of discussion related to personal and social objectives by using processes that move from greatest degree of privacy and support to small and large group using a process such as the one that follows:
 - Set an open-ended reflection task that focuses on key concepts and draws on personal experience
 - Allow time for individual reflection and jotting down of ideas
 - Ask individuals to share one idea with a small group
 - Ask small groups to share one idea with whole class and tell why they selected it
 - Provide time at conclusion of discussion for an individual journal writing to synthesize ideas.
- Laugh with students and support and appreciate the appropriate uses of humour.

c) Increase Relevance and Meaning

- Make use of concerns and interests that arise in students' daily life or school/community events as starting points for:
 - strengthening understanding of relationship issues and concerns, and of helpful ways to respond to them
 - discussing and developing moral guidelines for behaviour
 - questioning the implications of specific actions
 - modeling and practising moral behaviours
 - finding examples of values and virtues in action
 - learning about ways to transform feelings, such as *anger* or prevailing moods such as *apathy* or *boredom*, and how to seek help (for example, when sadness is prolonged and becomes a more pervasive feeling of *depression*)²³⁹
 - discussing sources of support available in the school/community
 - exploring possibilities for social action that individuals and groups of students could take.

²³⁸ See Brendtro, Brokenleg, and Van Bockern, 1990, *Reclaiming youth at risk: Our hope for the future*, "Making Caring Fashionable", p. 85-86 for a strategy called "relabelling" that challenges this adolescent norm and "The Courage to Care", pp.89-96.

²³⁹ The intent here is not that teachers would be expected to have background in *clinical depression* nor to treat it, but rather to be aware that more severe forms of depression exist and can be life-threatening, and of resources in the community to which students might go for help.

-
- Keep informed about what your students watch and listen to in order to help them:
 - make important distinctions between the real and the contrived
 - understand ways that mass media manipulate feelings and desires, and explore alternative responses and ways to resist manipulation
 - find positive and realistic role models and ideas within the images and messages of popular culture.

d) Support Moral and Spiritual Development

- Use stories (from literature, film, documentaries, daily life) to introduce ideas and deepen understanding of moral or spiritual concepts, and as discussion starters related to PSD objectives.
- Share your own (or other adults) appreciation of natural environments and the need for times of silence and solitude.
- Develop the understanding that:
 - moral and spiritual development is a lifelong process with both setbacks and rewards
 - humans are always in the process of becoming and “perfection” is seldom if ever achieved
 - ultimately, it is the journey that is important.
- Model and illuminate the process of moral-spiritual development and your own involvement in it through the use of short personal anecdotes such as:
 - talking about your own moral lapses and the ways you try to make amends for them
 - showing enthusiasm and sharing anecdotes about your own interests and the rewards you receive from them
 - admitting you are not perfect and that you sometimes find it hard to forgive yourself, learn from your mistakes, and move on but stress the importance of doing so
 - showing your concern about intolerance and strongly repudiating all forms of racism, prejudice, and discrimination
 - acknowledging that negative experiences and types of socialization can be hard to overcome and describing the kinds of supports that have been helpful in your life and those of other adults.
- Assess understanding and review central moral and spiritual concepts using questions that focus on the meaning the ideas or concepts have for secondary students (e.g., “What does the word ‘*sacred*’ mean to you personally? In what ways does the idea of holding some things as *sacred* influence your own life?”).
- Support their sense of hope through providing them with:
 - positive stories of individual and group social actions
 - positive perspectives on possibilities for social change
 - a bigger picture in which to view present social ills
 - examples of spiritual perspectives and inspiring messages, and actions of moral and political leaders past and present.

e) Inform and Work with Students, Staff, and Community

- Inform teenagers about what they will be learning in the PSD area and why the particular learning objectives focused upon in a lesson or unit are important. Support students to question and discuss the objectives themselves.
- Involve and inform parents and guardians in relation to the curriculum’s personal and social objectives and the types of activities you provide to support their achievement.

-
- Plan with and share ideas with colleagues related to incorporating Personal and Social Development.

4. Limit or Avoid:

- Sarcastic forms of humour.
- Cynical remarks in relation to human nature and the future.
- Comments that focus more on appearance, image, or possessions than character or that suggest one set of physical characteristics is better (more “cool”) than another (e.g., females should be thin, males should be tall and well muscled).
- A focus on right/wrong answers or single perspectives on moral, personal, and social issues and concerns.
- Win/lose situations.
- Treating teenagers in ways that you would not treat adults; for example:
 - failing to consult them about decisions that will have a significant impact on their lives
 - making comments that assume or pretend to know them better than they know themselves (e.g., telling them how they are feeling rather than asking them).
- Talking about virtues without living them and consistently modeling them.
- Talking about virtues and values as though they only applied to teenagers’ behaviour and not equally to that of adults.
- Preaching, criticizing, or lecturing.

Guidelines for Exploring Questions of Meaning and Purpose²⁴⁰

Examples of Teenagers' Larger Questions

- Are any of my goals worthwhile? What do I really want to do? What is my destiny and how will I know it?
 - Is there a meaning to life? Do things happen for a reason? Why do people commit suicide when they're not in trouble?
 - How can I NOT be a cynic?
 - How did life begin? How can something come out of nothing? What existed before the Big Bang?
 - Is there really a God or someone up there or out there? If there is, and God is love, why is there so much suffering? Is there a purpose for suffering?
-
- Be clear with students that many of the most important human questions do not have final answers; that you will not be answering the questions but rather, that you will be supporting students to think about and explore their own ideas in relation to these questions.
 - Affirm the worth of questioning as rewarding in itself. Discuss the idea that, "Growth comes when we are willing to struggle with our questions".
 - Demonstrate that students' deeper questions and concerns are important by taking class time for reflection, writing, and discussion of them.
 - Develop a process that protects students' need for anonymity and confidentiality when inviting them to reflect on, and write about, the things that matter most to them (i.e., the big questions students have about life, their dreams, their fears, and their concerns).
 - Share the questions and concerns that teenagers have written about in a way that protects the anonymity of the writer but helps teenagers to see that others think, feel, dream, or worry about the same kinds of things that students do.
 - Start slowly and do not focus on deeper concerns of students until a positive classroom environment has been established.
 - Invite students to think and write about what matters most to them by:
 - sharing with students some of the concerns and thoughts you had as a teenager
 - describing questions that other teenagers have raised
 - reading a poem or part of a story, showing a video clip, or playing a song that raises one or more of the deeper questions and concerns of young adults.
 - Set aside time on a regular basis to reflect on and explore the questions and concerns that have been raised using a respectful class discussion format such as a Sharing Circle or Dialogue²⁴¹ process. Establish ground rules such as:
 - Students sit in a circle.
 - Everyone has a turn to speak and the right to "pass".
 - Individuals speak only when it is their turn.
 - Everyone knows the focus of discussion that day and is invited to share their own personal experiences, feelings, ideas, questions, or concerns in relation to the topic.
 - An individual can ask others for ideas or suggestions in relation to a question or concern s/he raised.
 - Individuals can respond to another student's request for ideas or suggestions only when it is their turn. If they choose to do this, they must refrain from passing judgement on the question or concern and rather, try to develop a helpful response.
 - All comments shared in the circle are to remain within the class and the sharing circle time.
 - Everyone understands the importance of confidentiality and respect, and works to maintain the trust of the group.

²⁴⁰ See Kessler (2000), *The Soul of Education: Helping students find connection, compassion, and character at school* for a wealth of advice and many concrete examples of students' questions, thoughts, dreams, and fears in relation to living a life of meaning and purpose.

²⁴¹ See the learning objectives of Communitarian Thinking and Dialogue for a description of a dialogue process and the abilities upon which it draws.

Summary of Needs, Challenges, and Teaching Guidelines²⁴²

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> Needs for acceptance and a sense of self worth The need to see themselves as needed, important, and capable The challenge of maintaining healthy self esteem 	<ul style="list-style-type: none"> Safe and comfortable learning environment Safeguards for privacy and choice in expression of deeper feelings Language and teaching practices that are free of gender or cultural bias Many examples of teenagers' contributions to making the world a better place 	<ul style="list-style-type: none"> Connect with each student as an individual whom you care about, believe in, and are willing to support and appreciate for self and not simply her/his achievements Show respect for every teenager as a person of innate worth and a belief in each student's potential and ability to change and grow 	<ul style="list-style-type: none"> Sarcastic forms of humour Comments that focus more on appearance/image or possessions than on inner qualities and positive or respectful behaviours Treating teenagers in ways you would not treat adults (e.g., failing to consult teenagers on matters that affect them personally)
<ul style="list-style-type: none"> Need for adults worthy of their trust and role models who commit themselves to ideals, principles, and actions 	<ul style="list-style-type: none"> A consistent model of a caring, respectful person – one who is still learning, growing, and involved with moral issues and concerns 	<ul style="list-style-type: none"> Model and illuminate the process of moral and spiritual development and your own involvement in it Share true stories of the moral courage and compassionate acts of others (using anecdotes, articles, books, film/video) Invite persons from the community who exemplify important virtues/live their values to speak to students about the challenges and rewards in their lives Respond with moral feeling to situations that are unkind or unjust 	<p>All of the above and:</p> <ul style="list-style-type: none"> Talking about virtues without living them and consistently modeling them Talking about virtues and moral behaviours as though they applied only to teenagers and equally to adults Preaching, criticizing, or lecturing

²⁴² All needs and challenges and ways to respond to them are not included in this summary version. Many of the ideas listed in the summary under "Provide, Find Many Ways to" and "Limit or Avoid" in relation to one particular need or challenge apply equally to others. For further information in relation to these ideas, see the longer version of the first section entitled "Understand", the footnotes that relate to key points, relevant background documents, and references listed in the resource suggestions.

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> • Need for a positive view of their own future; the challenge of maintaining a sense of hope 	<ul style="list-style-type: none"> • Real life case studies that illustrate people acting on their values and overcoming challenges 	<ul style="list-style-type: none"> • Support their sense of hope by incorporating: <ul style="list-style-type: none"> ◦ positive stories of individual and group social actions ◦ positive perspectives on possibilities for social change ◦ a bigger picture in which to view present social ills ◦ examples of spiritual perspectives and inspiring messages and actions of moral and political leaders 	<ul style="list-style-type: none"> • Cynical remarks in relation to human nature and the future
<ul style="list-style-type: none"> • Need for schools and classrooms that are safe places in which to build an identity 	<ul style="list-style-type: none"> • Time, support, and a process for developing (with your students) a set of classroom ground rules for respectful communication and respectful, caring behaviours • Firmness and fairness in the ways individuals are held to the behavioural guidelines established • Support for an inclusive process where everyone in the school and community is working together to eliminate bullying, harassment, racism, extreme forms of teasing, and other physically and emotionally abusive behaviours • Clarity about what constitutes emotionally or physically abusive behaviour • Explicit and implicit teaching of personal and social objectives 	<ul style="list-style-type: none"> • Model and support caring, respectful behaviours • Increase the safety of discussion in relation to personal and social objectives by using processes that move gradually from individual and private responses to small and large group discussions • Incorporate opportunities for students to get to know one another as humans with similar needs and individual interests, challenges, hopes, and dreams • Discuss failures to meet agreed upon expectations privately and respectfully 	<ul style="list-style-type: none"> • Any behaviours that might hurt or humiliate students

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> Need to serve, make a difference; challenge of developing own sense of purpose 	<ul style="list-style-type: none"> Many examples of teenagers' contributions to making the world a better place Opportunities within the classroom, school, and community for acts of service – ones supported by guidelines and guidance Time for reflection on students' own values, strengths, and interests Opportunities to explore the concept of <i>service</i> and all the forms (large and small) that it might take in daily life 	<ul style="list-style-type: none"> Integrate exploration, dialogue, and problem solving related to social and environmental concerns into subject area learning and provide opportunities to take well thought-out social actions Link subject area material to the lives and choices of people and support reflection on large and small ways that humans can contribute to improving the quality of life on the planet 	<ul style="list-style-type: none"> Cynical remarks in relation to human nature and the future
<ul style="list-style-type: none"> Need for a sense of connection to others, nature, and the universe; challenges of developing inner strength and becoming comfortable with silence and times of solitude 	<ul style="list-style-type: none"> Safeguards for privacy and choice in expression of deeper feelings Opportunities to explore the larger questions of purpose and meaning in a respectful climate Guidance, support, and opportunities to experience and appreciate natural environments Models of, and support for, student involvement in the simple class rituals or celebrations focused on appreciating or building connections to others and the natural world or contributing to greater equality, peace, or planetary health Time, support, and a rationale for experiencing: <ul style="list-style-type: none"> moments of silence and solitude “turning inward” for a source of strength increased awareness of the present moment and all that it contains 	<ul style="list-style-type: none"> Share your own (or other adults) appreciation of natural environments and the need for times of silence, solitude, and reflection 	<ul style="list-style-type: none"> All of the above

Needs and Challenges	Provide:	Find Many Ways to:	Limit or Avoid:
<ul style="list-style-type: none"> • Need for relevant and meaningful learning; challenge of making sense of a world where contradictions, hypocrisy, and injustice are not uncommon 	<ul style="list-style-type: none"> • Consistency, fairness, and respect in the treatment of all • Real life case studies that illustrate people acting on their values and beliefs to enlarge the common good • Supported opportunities to apply learning to daily life • Time and guidance for student-led class meetings in which adolescents can share concerns and receive affirmation and support 	<ul style="list-style-type: none"> • Make use of concerns that arise in students' daily life or community/world events as starting points for exploring and developing important subject area themes or PSD objectives • Keep informed about what students watch and listen to in order to help them: <ul style="list-style-type: none"> ○ distinguish between image and reality, genuine complexity, and oversimplification ○ understand mass media manipulations ○ find positive role models ○ appreciate human diversity 	<ul style="list-style-type: none"> • Talking about moral behaviours without exemplifying them; treating teenagers in ways you would not treat adults; any appearance of a double moral standard (i.e., one for adults or teachers, another for teenagers/ students)

5. A Few Starting Points for Teacher Reflection

The ideas presented here can be used by individual teachers for reflection or groups of teachers for discussion and exploration of ideas about personal and social development.

*

“As a high school teacher, I used a weekly meeting, usually fifteen minutes on Fridays, to carry out the goals and ideals of a class meeting. ... We discussed concerns that came up during the week, or a topic of the students’ choosing.... The benefits were social interaction and teacher-student bonding. This relationship is so difficult to encourage and establish at this age and yet so necessary for the moral and social development of the student and the morale of the teacher. ... Many [high school teachers] feel their only purpose as teachers is to teach content so as to prepare students academically for the future. I contend that when students and teachers form relationships based on caring and trust, much more academic learning occurs. In my workshops I ask teachers to close their eyes and remember one coach or teacher who made a positive difference in their lives during their teen years. What they remember about that teacher is a relationship that fostered growth through caring” (Gingras Fitzell, 1997, p.126).

*

*“Spirituality can be defined as one’s awareness of the infinite ... [S]piritual persons are those who have a notion of their place in the great scheme of things.” The important thing is to understand that as humans we live in a universe of deep mysteries. The quest to understand that and what that means is a spiritual quest involving us in sensing our inherent limitations and also our goodness and in creating and using various forms of metaphor to communicate this understanding (paraphrasing). (Willis, 2000, “Spirituality, Mysticism, the Arts and Education”, *Educational Horizons*, 78:4, pp. 173-5.)*

*

“Every culture embodies its most basic values in its language. When hurting behaviour is exalted or rationalized and helping behaviour is ridiculed, then there is a powerful value indoctrination at work. Unless adults challenge this cultural deception, young people will be systematically socialized towards anti-social life values and life styles. While some may be reluctant to become involved in asserting values, there is really no choice; silence is not neutrality. ... The verbal communication strategy of “relabelling” has been developed as an antidote to a subculture language that makes caring unfashionable. ... Helping behaviour is given such labels as strong, courageous, intelligent, or attractive. Destructive acts are more accurately relabelled as immature, incompetent, cowardly, foolish, and so forth. In no case is a negative label attached to the young person, but only to the behaviour. In order for this approach to be effective, the adult must succeed in conveying the genuine message that ‘this is very irresponsible behaviour for such a great young person as you.’ (Konopka in Brendtro, Brokenleg, and Van Bockern, 1990, p.86).

*

Sample Activities

1. Responding to a Story in ways that Foster Reflective Abilities and PSD

Background

The lesson that follows can be adapted to fit a large range of stories from literature, biography, film, or other media but is most effective with a story, video, film clip, or section from a book that can be read or viewed within 5-15 minutes (depending upon age of learners).

This lesson can be used in all subject areas and at all grade levels (for example, senior students could benefit from the use of selections from biographies or documentaries that portray the ways that moral issues are embedded in the lives of scientists or mathematicians).

The format is intended to:

- develop critical thinking abilities such as thinking contextually
- develop creative thinking abilities such as viewing an experience from several perspectives
- develop personal and social dispositions
- develop abilities related to particular human virtues or values
- support students to think for themselves
- offer teachers alternatives to lecturing and preaching –approaches that are usually not effective.

Process

- 1) The essence of this approach is the skilful use of open-ended questions and works best in those classroom situations in which trust has been established between and amongst teacher and students and a safe, caring atmosphere has been created. The process would be strengthened by teaching some of the behaviours and dispositions involved in dialogue and active, respectful communication.²⁴³ The procedure of questioning would also lend itself to the use of a talking circle.

What is Meant by “Open-ended Questions” in the Context of Supporting Reflection and PSD?

In this context, open-ended questions are ones that ask for students’ ideas, opinions, and experiences in relation to a story, behaviour, or event. They are questions to which:

- all answers the teacher does not know and does not assume to know how students will answer the question/s
- the teacher does not have a set picture in her/his mind of what “good” answers should be like but rather is open to many possibilities
- there is not one right or best answer
- many ideas or perspectives are possible in response to them
- all answers are “right” or appropriate if they represent the genuine thoughts of the respondent.

In order to foster reflection, and personal and social development, some of the following qualities should also apply.

The teacher:

- is genuinely interested in the students’ ideas
- shows appreciation for students’ willingness to reflect upon the questions and to share their ideas with others
- has patience and a willingness to give students time to think
- knows her/his students’ needs for privacy and safety, and does not probe beyond what individuals show comfort with discussing aloud
- allows for alternative means of responding in relation to sensitive topics (e.g., journal writing, use of puppets, drawing, or other art forms).

²⁴³ See the learning objectives related to “Communitarian Thinking and Dialogue” and those in the area of “Social Interaction Skills and Abilities”.

-
- 2) Select a segment of a story from a book or film that exemplifies a particular human value or virtue, or some aspect of moral and spiritual development, but does not oversimplify the challenges or complexities involved. In selecting the book or film segment, keep the general principle of “appreciating and respecting human diversity” in mind. This would mean (over the course of a term/year) seeking books that portray a variety of aspects of human diversity in positive ways.
 - 3) In most cases, you would not mention the virtue or moral/spiritual behaviour that is exemplified, or discuss why you selected the story, other than that you think it is interesting in some way.
 - 4) Read/view the story through without stopping for comments and questions. Explain that this is what you wish to do and that you will allow time at the end for their thoughts and ideas about the story. Younger students might sit on the floor in front of you and within viewing distance of the pictures. With older students, you could select 3 illustrations from the book that represent critical moments and photocopy them to use as overheads or to provide students with individual copies. This is useful with many children’s books because the illustrations also convey meaning.
 - 5) At the conclusion of the story, pause for a moment before asking your first question. Your questions should move from most open and safe to those that are somewhat less open and of a more personal nature. All the questions described here would not be used on every occasion. Rather, you would select those most useful and appropriate to the situation and close the discussion before students begin to tire. It is better to leave students with something more to think about than to overdo the questioning in an attempt to achieve a synthesis or arrive at some conclusion.
 - 6) A useful series of open questions to use with most stories is:
 - What are some of your **thoughts** about this story? (Note: To support deeper reflection, thoughts should come before feelings.)
 - What are some of your **questions** about this story? (Note: To reinforce the idea that questions are important and a valid way to respond. You might preface this by suggesting that no one has to try and answer the questions of others but simply to think about them.)
 - What are your **feelings** about the story? (Note: You may need to elaborate on the difference between thoughts and feelings until students understand the distinction and become used to this format.)²⁴⁴
 - Have there been any times in your life when you felt like _____ ? (Note: These questions focus students on **making connections** between actions of the main character/s and **themselves**. Younger students may share ideas freely. However, with older students, you may wish to ask them just to think about this but make it clear that verbal responses are strictly voluntary. Alternatively, you may ask students to think about it now and, later, allow time for a journal entry.)
 - Can you think of anyone in your life who has acted like _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **others**. Remind students not to use names when describing behaviours that cast others in a negative light. Again, responses might be verbal, written, or remain as private thoughts.)
 - Are there characters in other books/media you know that remind you of _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **characters in other books**.)

²⁴⁴In order to help students distinguish between asking for a thought and asking for a feeling, you might tell them that, when you ask for their **thoughts**, any comment which is a genuine response to the story would be appropriate. The response could be a comment about something the story made them think about, a part of the story that surprised or puzzled them, or a connection to their own lives. These initial thoughts could include how they felt about the story, or part of the story, but you are not asking for that specifically. When you are asking for a **feeling** about the story, this is a somewhat more personal question and it is asking if the story (or some part of it) triggered any particular feeling or emotion such as sympathy, anger, sorrow, happiness, or relief. A feeling about a story may also be a statement about students’ personal reaction to it such as that they found it interesting/not interesting. In short, asking for initial thoughts is a completely open question, asking for feelings is requiring students to limit responses to more personal and affective ones.

- Do you know persons in our community/country/the world who have the same qualities as _____ ? (Note: These questions focus students on making connections between actions of the main character/s and **people in their daily life, or from national or international news.**)
- With older students, ask them to also think about the roles or positions these people are in and how the qualities students see could support or hamper their work. (Note: Questions like these help students to draw connections between behaviours in the story and their **implications for daily life.**)
- How could it help (or harm) our classroom/school/community if we were to behave like (or adopt some of the behaviours/characteristics of) _____ ? (Note: Such questions ask students to **apply** what they have learned.)
- Do you act like _____ ? all of the time? most of the time? some of the time? Do other people you know act like _____ ? all of the time? most of the time? some of the time? With older students, you might ask, “Under what circumstances do you/might you act like _____ ?” (Note: Such questions focus students on **seeing complexity within human behaviour** and avoiding categorizing people too narrowly, shallowly, or in an either/or manner.)
- With younger students, you might initially use a few more leading questions to help students **sense motives** and, after a few experiences with questions of motives, leave the questions open (e.g., Do you only act like _____ when you are feeling really good about yourself or only act like _____ when you are feeling hurt, ignored, unimportant, or mistreated?).
- With older students, you would seek out their ideas about why someone might behave in a certain way (e.g., selfishly/unselfishly or bravely/cowardly) rather than ask leading questions.

Extensions and Variations

This questioning and discussion process is **one** way to support reflection on moral and spiritual development, and help students to make connections to their own lives. After the students have had a few experiences with the question format, you might suggest other types of responses that answer some of these questions less directly. For example, you might:

- Have students form small groups and develop a short skit that captures connections between, or applications of, the story and their own lives
- Put students in groups that reflect the number of characters in the story, and ask students to develop a tableau that depicts what they feel to be an important event or message in the story (teach the process of developing a tableau if they do not have experience with this form of drama)²⁴⁵
- Invite students to respond with a drawing, painting, or selection of music and a brief explanation of their response and its relationships to the story or an aspect of the story.

Summary of Questioning

Use open questions most or all of the time. Remain open to all possible responses, and remember that you are not looking for “right” answers. Most importantly, stop before students tire. Not all questions need to be asked on every occasion.

Use a pattern of questions focusing on:

- Thoughts, questions, or feelings
- Connections to self or others
- Connections to books/stories or portrayals in other media
- Connections to people in their daily life, or from national or international news
- Implications for/applications to daily life
- Motivations and complexities within human behaviour.

Support students’ sense of comfort and right to privacy by stressing that it is fine to think about the questions without sharing ideas with others. Allow for options like drawing or writing a personal response.

²⁴⁵ See the Drama section of the Saskatchewan Arts Education curriculum for guidance in relation to developing tableaux.

Additional Ideas to Support PSD

Taking Bullying, Harassment, Racism, and Unkind Teasing Seriously

- **Become informed about the causes and effects.**

The effects on those who are the continuous targets of physical abuse, bullying, harassment, and extreme forms of teasing by their peers are profound and long term. Witnesses to peers abusing peers are also affected adversely. Many resources for parents and teachers exist which explain the damage to teenagers' self-esteem and later well-being, and describe ways to respond and support those who have experienced, witnessed, or perpetrated these forms of abuse (see following page for list of resources).

Bullying, harassment, and other forms of emotional and physical abuse are problems created in and by the larger social context and not simply the problems of students. Teachers, administrators, parents, and community members need to work together with students to develop understanding and a plan for making the school and community safe places to grow and learn. Resources exist which contain a wealth of concrete advice in this area.

- **Understand teenagers' needs in this area.**

Teenage students need to be:

- affirmed in their sense that such behaviours are harmful and "not okay"
- taught ways to respond to and help prevent bullying, harassment, and unkind teasing
- supported to seek help and inform adults about these forms of abuse
- helped to distinguish between the need to remain loyal to friends, be accepted by peers, and protect self and others
- provided with opportunities to discuss these concerns
- supported to develop and share their own ideas about the best ways to respond to peer abuse, and to participate in the development of school policy in this area.

- **Take responsibility and do your part.**

All teachers have a role to play in meeting students' needs related to bullying, harassment, and verbal abuse. Work, plan, and support other staff members to develop an effective and consistent response to emotional and physical abuse of peers by peers.

Qualities and Characteristics of a Good PSD Lesson for Teenagers

- Topic has personal relevance to members of class (e.g., is connected to a recent incident in their lives, a question or concern that has been raised, or a recent event in the news).
- Topic is approached through use of story, film, newspaper or magazine article, or a scenario containing a moral dilemma rather than via a lecture.
- Students are invited to reflect and comment on the topic from their own perspective.
- All ideas are accepted without teacher comment so long as they do not violate norms of respect.
- Teacher poses "big questions" in relation to the topic but does not lecture, preach, or give the students the "right" answer.
- Teacher supports students to see many perspectives and to understand that many personal and social dilemmas do not have single, simple, or perfect solutions.
- Teacher shares relevant information or sources of information/support when teenagers ask for it or when there is confusion in relation to an important aspect of a topic being explored.
- Teacher affirms that teenagers have good ideas and can solve personal and social problems with fairness and respect when given an opportunity and support to do so.
- No disrespectful behaviour on the part of students or teachers is tolerated.

Resource Suggestions²⁴⁶

Benson, P., Galbraith, M., and Espeland, P. (1998). *What teens need to succeed: Proven, practical ways to shape your future*. Minneapolis, MN: Free Spirit Publishing, Inc.

*Speaks directly to teens but could also be a teacher resource as it is full of activities, advice, and information easily adaptable for classroom use (demographic material is American). Based in an asset-building and community development model. Contains suggestions for other resources and includes a bibliography.

Bigelow, B., Harvey, B., Karp, S., and Miller, L. (Eds.) (2001). *Rethinking our classrooms, Volume 2: Teaching for equity and justice*. Williston, VT: Rethinking Schools, Ltd.

*Contains a wealth of descriptions of classroom-tested lessons, units, and experiences contributed by teachers who are committed to equity and social justice. Although most classroom lessons are built around the American social and historical context, many of the ideas could be easily adapted for Canadian classrooms. See also *Rethinking our classrooms, Volume 1* by the same publishers.

Blanco, J. (2003). *Please stop laughing at me: One woman's inspirational story*. Avon, MA: Adams Media Corporation.

*The author describes the realities of bullying, harassment, and cruel behaviour in today's schools – its causes and the ways it affects those that are the targets of teasing and taunting by peers. Blanco shares the pain, anger, and confusion she experienced as the victim of verbal and emotional abuse throughout her high school years. She also describes the people and things that helped her to survive, the ways she overcame seeing herself as a victim, and how she feels about her experiences now. The book is useful for both teachers and teenagers who want to understand and work to create safe and caring school and community environments, and could serve as a starting point for classroom discussion and problem solving.

Bohlin, K., Farmer, D., and Ryan, K. (2001). *Building character in schools: Resource guide*. San Francisco, CA: Jossey-Bass.

*Advice and ideas related to a virtues model of character education. Mainly focused upon elementary schools but also useful for secondary teachers for its overview of a school-wide model of character/moral education and suggestions related to teachers and parents working together. See also the related book *Building character in schools: Practical ways to bring moral instruction to life* (Ryan and Bohlin, 1999) for theoretical and philosophical background to the virtue-based approach and discussion of some effective strategies that have been used by schools in the United States.

Brendtro, L., Brokenleg, M., and Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service.

*Excellent resource for those developing educational programs for youth – describes moral/spiritual education consistent with traditional Aboriginal beliefs and practices but applicable to all students. Emphasis on *Care/Caring*, and a community service component. Other central values and themes include: *Independence, Generosity, Belonging, Mastery*; Themes – “Freedom through Self Control”, “Discipline rather than Punishment”, “Demanding Greatness instead of Obedience”, “Making Caring Fashionable”, “Tapping the Spirit of Adventure”, “Mobilizing the Power of Peers”.

Cajete, G. (1994). *Look to the mountain: An ecology of Indigenous education*. Skyland, NC: Kivaki Press.

*Describes holistic approach to education of Indigenous peoples, develops relevance for present in a framework where interdependence is a central understanding and all education is seen as spiritual education and is ecologically-sensitive.

Coles, R. (1989). *The call of story: Teaching and the moral imagination*. Boston, MA: Houghton Mifflin.

*Inspiring reading for teachers in relation to the moral courage and character of children and young adults, and the potential of literature to evoke moral questions and inspire moral behaviour. The book is written in a personal, unsentimental, but thoughtful voice and filled with Cole's own experiences including the books he has used and found consistently effective.

²⁴⁶ While an effort has been made to cite mainly recent sources, some useful resources suggested may be out of print and not available for purchase. Teachers may need to find these resources through school, STF, or public libraries, or Internet sites.

Desetta, A. and Wolin, S. (Eds.). (2000). *The struggle to be strong: True stories by teens about overcoming tough times*. Minneapolis, MN: Free Spirit Publishing.

*True stories told by teenagers that illustrate human resilience and offer hope to other adolescents facing a range of problems including those associated with poverty, AIDS, and homosexuality. Stories are short enough to be read and used for reflection and dialogue within single lesson or unit formats.

Evans, P. (2003). *Teen torment: Overcoming verbal abuse at home and at school*. Avon, MA: Adams Media Corporation.

*Excellent resource that clearly defines all forms of verbal abuse, explains why people abuse others verbally, and offers clear, practical, and sound advice for teachers, parents, and teens. Includes chapters on verbal abuse in media and sports and within boyfriend/girlfriend relationships. Chapter 14: "For Teens" speaks directly to adolescents and all, or sections of it, could be used as foci for small group and classroom discussion.

Garbarino, J. and deLara, E. (2002). *And words **can** hurt forever: How to protect adolescents from bullying, harassment, and emotional violence*. New York: The Free Press.

*Strong emphasis on preventative measures for both parents and teachers. Communication and how to improve it is a central theme. Community involvement and a team approach are demonstrated to be the only sound and long term types of solutions. The book provides in-depth, research-based descriptions of the emotional lives of adolescents and the prevalence of bullying and harassment and their effects. Each chapter concludes with a section of practical advice entitled "What can you do?" Excellent conclusion on the elements of an emotionally safe school and what it means to "care" for and about teenagers in schools.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can help them*. New York: Anchor Books.

*Especially useful for understanding the impact of the broader social context on today's youth and the factors that make for a "socially toxic" environment. Garbarino outlines both how youth become "lost" and what they need to turn their lives around. His emphasis on the spiritual needs of troubled youth is applicable more broadly. In stressing the importance of helping youth to develop spiritual anchors, Garbarino makes some important distinctions between religious practices that are punitive, materialistic, or based in hypocritical sermonizing and those that are grounded in spirituality (as a sense of purpose and connection) and love.

Gingras Fitzell, S. (1997). *Free the children! Conflict education for strong and peaceful minds*. Gabriola Island, BC: New Society Publishers.

*Written for teachers and based in Gingras Fitzell's own classroom experiences. See especially Chapter 1 for an overview and explanation of her basic approach to conflict education and Chapter 6 – The High School Adolescent for guidance and ideas in relation to teenagers' cognitive and moral development, verbal bullying, relationship violence, and practical approaches and techniques.

Greer, C. and Kohl, H. (1997). *The plain truth of things*. New York: Harper Collins.

*A treasury of short prose and poetry selections from many cultures that are intended to invite, provoke, and support moral reflection without sermonizing. The book is divided into 12 sections – each section focuses upon an aspect of the moral and spiritual life of humans from a number of perspectives. Selections have been selected for the quality of their writing as well as the depth of their insights and would make inspiring and/or thought-provoking material useful to focus or stimulate classroom dialogue, journal writing, arts expressions, or research. Could also be a useful tool for teacher personal-professional development.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Strong framework for supporting spiritual development in middle and secondary level students. Accessible, containing lots of concrete examples. Students' comments on their experiences incorporated throughout.

Lantieri, L. (Ed.). (2001). *Schools with spirit: Nurturing the inner lives of children and teachers*. Boston: Beacon Press.

*Excellent as a general reference in the area of spiritual development. Readable, useful, and comprehensive coverage of a broad range of topics and many contributors illustrate their ideas with concrete examples.

Lewis, B. (1998). *What do you stand for? A kid's guide to building character*. Minneapolis, MN: Free Spirit Publishing.

*Excellent resource for teachers of all grades. Although the examples are American, they are relevant and applicable to Canadian contexts. This resource contains information, ideas, and advice along with book, video, and website suggestions in relation to 28 character traits consistent with the foci of PSD learning objectives (e.g.,

caring, conservation, justice, leadership, purpose, safety). Lewis also includes true life examples of children and youth who have contributed to making their school, community, or country a better place.

McLuhan, T.C. (1996) *Cathedrals of the spirit: The message of sacred places*. Toronto, ON: Harper Collins.

*This resource contains a collection of short pieces by leaders from the literary, spiritual, and environmental fields. These selections explore the idea of nature as sacred, describe particular natural sites that have been considered sacred by individuals and cultures, and relate the experiences humans have had within such places and their long lasting effects. The photographs and prose pieces in the collection could be used by teachers as discussion starters in relation to many of the learning objectives of "Spiritual Development" and "Diversity, Interdependence, and Sustainability". Selections could also be used to introduce field trips, or for personal response activities such as journal writing and the creation of artworks.

Miller, L., Steinlage, T., and Printz, M. (1994). *Cultural cobblestones: Teaching cultural diversity*. (School Library Media Series, No.4). Metuchen, NJ: The Scarecrow Press, Inc.

*Descriptions of resource-based units that promote reflection and understanding related to cultural diversity. Includes examples of work done by students in response to the unit themes. Especially useful for secondary teachers of Language Arts, Social Studies, History, or Arts Education.

Ontario Ministry of Education. (1989). *Media literacy*. Ontario: Queen's Printer for Ontario.

*Includes activities to develop media literacy for all types of media. Intended to help students interpret media messages; recognize influences, underlying motivations, and values; and learn ways to design and develop media texts. Develops understanding of media within its larger social context and media literacy as an important life skill.

Russell, N. (1994). *Morals and the media: Ethics in Canadian journalism*. Vancouver: UBC Press.

*Thought-provoking selections on a number of topics related to ethics in journalism. Although written for a university student audience, material could be suitable for senior high school students as starting points for discussion and further reflection on the many ways that the mass media construct messages and influence peoples' lives for better or for worse.

Staley, B. (1988). *Between form and freedom: A practical guide for the teenage years*. Stroud, UK: Hawthorn Press.

*One of the few books describing contemporary teenagers and their needs that includes the needs of the spirit and considers spiritual development to be a part of the overall development of adolescents. Written with a large degree of compassion for young people and understanding of common problems adolescents face. The section on teenage depression (pp. 196-205) is particularly helpful in its descriptions of ways to recognize adolescent depression and understand its causes.

Wooding, G. (1995). *Parenting today's teenager effectively: Hear me, hug me, trust me*. Calgary, AB: Script Publishing Inc.

*Although written for parents, the description of teenagers' perspectives on adults and ideas about their own needs would also be valuable to teachers. The material in the book is based on Wooding's 25 years of experience teaching and counseling adolescents and describes their views on a variety of topics of greatest importance to them (e.g., better and worse ways to listen to and talk with teenagers; their need for ground rules and input into setting them).

www.youth.org/loco/personproject/resources

This website contains information related to overcoming homophobia in the classroom.

Integrated Objectives for Critical and Creative Thinking and Personal and Social Development

Checklist for PreK-K Integrated CCT and PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the child will:

1. Moral Opportunities and and Challenges in Daily Life	
	Begin to develop awareness of moral aspects of behaviour and the ability to describe them (e.g., naming kind/unkind, generous/selfish, or fair/unfair actions).
	Begin to participate in informal discussions of moral aspects of classroom, school, family, and community life.
2. Communitarian Thinking and Dialogue	
	Experience support for and many opportunities to: <ul style="list-style-type: none">• develop ideas about the elements and qualities of a good community• contribute to the establishment of the classroom as a caring, inclusive, and democratic community• participate in classroom community experiences including planning, decision making, implementing, and celebrating.
	Experience and begin to develop appreciation for the benefits of consulting others and hearing many ideas when one has a concern or problem.
	Experience and begin to understand the idea of the classroom as a community in which everyone works, plays, faces challenges, and celebrates accomplishments together.
	Begin to see oneself as a contributing member of a community.
3. Global and Planetary Ethic	
	Begin to become aware that the world is a larger place than the one s/he experiences through: <ul style="list-style-type: none">• exposure to books, film, and other media that portray geographical land forms, places, and people with which s/he is not familiar• locating own community on globe/s and maps and participating in discussion of own community in relationship to/comparison with whole (province, country, and/or planet)• exposure to film and other media that shows the Earth in space.
	Begin to develop awareness that her/his behaviour affects other living and non-living things through a focus on, and experiences of, caring for living and non-living things in the classroom and/or community.
	Participate in wondering about and imagining the existence of other places, people, objects, and life forms.

See Guidelines for PreK-3 CCT and PSD for ideas and guidance in relation to supporting development of the integrated objectives.

Resource Suggestions

Many of the resources listed in Guidelines for PreK-3 CCT and PSD also support development of the integrated objectives.

Cech, M. (1990). *Global child: Multicultural resources for young children*. Ottawa: Health and Welfare Canada.
*Practical resource that contains a wealth of information, guidance, and activities to support young children in becoming aware and appreciating the diversity that exists in the social/cultural world.

Choldin, E., Franks, T., Jarvey, M., Martenet, L., and Sargent, B. (1990). *Children of the world; A primary unit*. Edmonton, AB: Alberta Global Education Project.

*Ready-to-use, practical resource containing lessons that could be integrated into social studies, health education, and language arts or used as a complete unit on global education as developed. Many of the lessons focus on environmental concerns from a global perspective. Highly recommended.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self-care. Critical and creative thinking would also be fostered.

Sobel, David. (1998) *Mapmaking with children: Sense of place education for the elementary years*. Portsmouth, NH: Heinemann.

*Excellent resource for use with students from kindergarten to grade eight. Well thought-out activities that could form integrated units encompassing science, language arts, arts education, and mathematics. Implementation of the ideas in this resource could fulfill many of the objectives of the renewed CELS of CCT and PSD including those related to biological diversity, and the development of a global and planetary perspective.

Checklist for Grades 1-3 Integrated CCT and PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the child will:

1. Moral Opportunities and Challenges in Daily Life	
	Begin to recognize and describe the moral aspects of classroom, school, family, and community life.
	Participate in informal discussions of the moral aspects of life, making use of moral standards such as <i>kindness, fairness, or generosity</i> .
	Begin to develop understanding of the moral aspects of relationships and actions as having to do with “better” and “worse” ways to treat self and others.
	Explore the consequences which individual actions have for others and/or the environment in concrete situations.
2. Moral Reasoning	
	Begin to develop the ability to apply general moral principles (maxims, guidelines) to specific situations (e.g., “Be kind and fair to everyone in the class”).
3. Communitarian Thinking and Dialogue	
	Experience support for and many opportunities to: <ul style="list-style-type: none"> • develop ideas about the elements and qualities of a good community • contribute to the establishment of the classroom as a caring, inclusive, and democratic community • participate in classroom community experiences including planning, decision making, implementing, and celebrating.
Knowledge and Understanding	
	Begin to develop awareness and understanding of <i>dialogue</i> as a communication process through experiencing simplified forms of dialogue in guided discussions which are focused upon a mutual interest or concern.
	Begin to develop an initial understanding of a “ <i>community</i> ” as a group of people who: <ul style="list-style-type: none"> • interact • work and play together • face challenges and solve problems together • help each other • contribute to the common good in the best ways they can.
	Begin to understand that there are many types of communities and that the classroom is one of them.
	Develop awareness of self as a contributing member of community/communities.
	Begin to understand that natural environments are part of one’s local community or neighbourhood.
Values	
	Begin to develop appreciation for <i>patience</i> as a virtue that supports full participation in the classroom as a community.
	Develop appreciation of human diversity (i.e., diversity of backgrounds, experiences, interests, and abilities) within the context of social problem solving.
	Experience and develop appreciation for the benefits of consulting others and hearing many ideas when one has a group project, concern, or problem.
Abilities	
	Begin to develop understanding of, and some of the abilities related to, Communitarian Dialogue through experiencing its elements in a guided process that involves: <ul style="list-style-type: none"> • discussing things that matter to or affect the class as a whole • tables or desks in a circular format and “going around the circle” taking turns to speak • practising active, respectful listening and communication at their own developmental level²⁴⁷ • becoming aware of who has and has not yet spoken.

²⁴⁷ See PSD, *Social Interaction Skills and Abilities*, for objectives related to “Respectful Communication”.

	Begin to develop the ability to incorporate critical and creative thinking skills/abilities into dialogue including: <ul style="list-style-type: none"> • is developing awareness of the need for truthfulness when sharing experiences or beliefs related to a topic and the abilities to distinguish truthful from untruthful statements • uses imagination to envision possibilities and consequences.
4. Global and Planetary Ethic	
	Develop awareness and understanding that the world is a larger place than the one s/he experiences through: <ul style="list-style-type: none"> • exposure to books, film, and other media that portray geographical land forms, places, and people with which s/he is not familiar • locating own community on globe/s and maps and participating in discussion of own community in relationship to/comparison with whole (province, country, and/or planet) • exposure to film and other media that shows the Earth in space.
	Develop awareness and understanding that her/his behaviour affects other living and non-living things through a focus on, and experiences of, caring for living and non-living things in the classroom and/or community.
	Participate in wondering about and imagining the existence of other places, people, objects, and life forms – their appearance, needs, activities, and life cycles or patterns.
	Begin to imagine and discuss the ways her/his behaviour might affect the life of something or someone in another place.
	Begin to develop the moral sense that all persons deserve to have their needs met and that s/he is a valuable member of her/his community but not more valuable or important than others.

See Guidelines for PreK-3 CCT and PSD for ideas and guidance in relation to supporting development of the integrated objectives.

Resource Suggestions

Many of the resources listed in Guidelines for PreK-3 CCT and PSD also support development of the integrated objectives.

Burch, M. (2000). *Stepping lightly: Simplicity for people and the planet*. Gabriola Island, BC: New Society Publishers.

*Provides an analysis and develops understanding useful for developing sustainable practices in daily life and for the creation of a global and planetary ethic. The section on simplicity and spirituality is good background for many of the PSD objectives related to spiritual development. Burch's writing is accessible and thought-provoking and could be a focal point for personal-professional development.

Cech, M. (1990). *Global child: Multicultural resources for young children*. Ottawa: Health and Welfare Canada.

*Practical resource that contains a wealth of information, guidance, and activities to support young children in becoming aware and appreciating the diversity that exists in the social/cultural world.

Choldin, E., Franks, T., Jarvey, M., Martenet, L., and Sargent, B. (1990). *Children of the world; A primary unit*. Edmonton, AB: Alberta Global Education Project.

*Ready-to-use, practical resource containing lessons that could be integrated into social studies, health education, and language arts or used as a complete unit on global education as developed. Many of the lessons focus on environmental concerns from a global perspective. Highly recommended.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self-care. Critical and creative thinking would also be fostered.

Pike, G. and Selby, D. (1999). *In the global classroom: Book 1*. Toronto, ON: Pippin Publishing.

Pike G. and Selby, D. (2000). *In the global classroom: Book 2*. Toronto, ON: Pippin Publishing.

*These two excellent teacher resources provide ready-to-use classroom activities for all grades in support of global and planetary awareness and education. Activities specify grade levels and are divided into ones that

support many of the areas of Integrated CCT and PSD learning objectives. Areas focused upon in Book 1 include: “A friendly classroom for a small planet”; interconnections; environment and sustainability; health; perceptions, perspectives, and cross cultural encounters; technology; and futures. Book 2 includes more ideas for developing “a friendly classroom for a small planet” and increasing awareness and understanding in relation to peace; equity; economics, development, and global justice; rights and responsibilities; citizenship; and mass media. Both books also include annotated bibliographies of other helpful teacher resources. Highly recommended.

Sobel, David. (1998) *Mapmaking with children: Sense of place education for the elementary years*. Portsmouth, NH: Heinemann.

*Excellent resource for use with students from kindergarten to grade eight. Well thought-out activities that could form integrated units encompassing science, language arts, arts education, and mathematics. Implementation of the ideas in this resource could fulfill many of the objectives of the renewed CELS of CCT and PSD including those related to biological diversity, and the development of a global and planetary perspective.

Checklist for Grades 4-5 Integrated CCT and PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the child will:

1. Moral Opportunities and Challenges in Daily Life	
	Recognize and describe moral issues and/or concerns as they arise in classroom, school, family, and community life.
	Explore and develop understanding of a range of moral standards (<i>kindness, generosity, or fairness</i>) and principles (e.g., <i>respect for persons</i>) and the ways they can be used to evaluate moral behaviour.
	Continue to develop understanding of the moral aspects of relationships and actions as having to do with “better” and “worse” ways to treat self and others (e.g., <i>thoughtful</i> or <i>thoughtless actions</i> rather than <i>good behaviour</i> or <i>bad behaviour</i>).
	Recognize and describe the consequences which individual actions have for others and/or the environment in concrete situations.
2. Moral Reasoning ²⁴⁸	
	Begin to recognize and describe both long and short-term consequences of particular decisions.
	Develop the ability to imagine what would happen if everyone acted in the particular way that is at issue.
	Develop the ability to apply general moral principles (maxims, guidelines) to specific situations (e.g., “ <i>Do no harm</i> ”).
	Begin to develop understanding of the principle of <i>balance</i> as it applies to moral dilemmas, issues, or concerns (e.g., the need to balance the rights of the individual with the rights of the group or community when deciding upon a course of action).
3. Communitarian Thinking and Dialogue	
	Experience support for and many opportunities to: <ul style="list-style-type: none"> • develop ideas about the elements and qualities of a good community • contribute to the establishment of the classroom as a caring, inclusive, and democratic community • participate in classroom community experiences including planning, decision making, implementing, and celebrating.
Knowledge and Understanding	
	Begin to develop understanding of <i>dialogue</i> as a communication process where participants value listening to others as much as speaking themselves and one in which a sense of <i>community</i> is developed.
	Begin to develop understanding of the many meanings of “ <i>community</i> ” – the support it offers its members and the responsibilities community members have for supporting the common good.
	Begin to explore and discuss ways to support everyone in the class to take part in dialogue and other discussions.
	See oneself as a contributing member of community/communities.
	Develop the understanding that natural environments are part of one’s community and need to be taken into account in community decision making.
	Begin to develop understanding of the role and importance of “ <i>hope</i> ” to social/environmental and personal problem solving: <ul style="list-style-type: none"> • develops awareness that while social/environmental problems are not usually solved quickly, taking small steps towards goals matters (and is an important part of the change process) • begins to develop a sense that s/he is not solely responsible or alone in solving problems, that this is a <u>shared</u> responsibility, and that each individual can contribute something of worth to the solution • begins to develop a disposition towards finding the possibilities for improvement, a sense of being solution-oriented.

²⁴⁸ *Moral Reasoning* has some aspects that overlap or interrelate with objectives of *Moral Development*. They can be distinguished, however, on the basis of the main focus of each. While *Moral Development* has to do with the development of empathy, compassion, and conscience (i.e., the process of becoming a good person), *Moral Reasoning* is a particular form of critical thinking – one that involves using critical reasoning abilities to understand moral challenges, and evaluate actions and decisions on moral grounds through the application of moral principles.

Values	
	Develop appreciation for <i>patience</i> as a virtue that supports full participation in the classroom as a community and in dialogue processes.
	Begin to develop an understanding of, and appreciation for, the diversity of ideas and viewpoints that can come from supporting everyone in a community to voice their ideas.
Abilities	
	<p>Begin to develop understanding of, and some of the abilities related to, Communitarian Dialogue through experiencing its elements in a guided process that involves:</p> <ul style="list-style-type: none"> • developing a common vision of something that matters to the class as a whole²⁴⁹ (e.g., concern for a local environment; or the qualities and elements of a good learning community/classroom) • tables or desks in a circular format and “going around the circle”, taking turns to speak to open and close dialogue processes • use of a range of other formats that support the full and relatively equal participation of everyone involved²⁵⁰ • practicing gender-inclusive language and other language practices that are sensitive to human diversity²⁵¹ • practising active, respectful listening and communication at their own developmental level²⁵² • practising rotating the chair and keeping track of who is next to speak in the open discussion format • developing a variety of ways to develop plans or respond to concerns • working towards <i>consensus decision making</i>.²⁵³
	<p>Begin to develop the ability to incorporate critical and creative thinking skills/abilities into dialogue including:</p> <ul style="list-style-type: none"> • is becoming aware of and practising “<i>non-dualistic</i>” thinking²⁵⁴ • sees and proposes several alternatives or perspectives • uses imagination to envision possibilities and consequences.
	<p>Begin to develop the abilities to talk and act with others in a manner that supports the participation of everyone present:</p> <ul style="list-style-type: none"> • develops awareness of common goals • practises stillness and being sensitive to what is distracting to others • asks for the ideas of those who have not spoken to that point • refrains from speaking a second time until everyone has shared their thoughts once • begins to work from a sense of <i>empathy</i> to develop body language that encourages the participation of others • develops patience and patient behaviours.
4. Global and Planetary Ethic	
	<p>Continue to develop understanding that the world is a larger place than the one s/he experiences through:</p> <ul style="list-style-type: none"> • exposure to books, film, and other media that portray geographical land forms, places, and people with which s/he is not familiar • locating own community on globe/s and maps and participating in discussion of own community in relationship to/comparison with whole • exposure to film and other media that shows the Earth in space and other aspects of the universe.
	Continue to develop awareness and understanding that her/his behaviour affects other living and non-living things through experiences of caring for living things in the classroom and/or community and guided discussions that relate to these experiences.
	Participate in wondering about and imagining other places, people, objects, and life forms – their appearance, needs, activities, life cycles or patterns, and relationships with self and own community.
	Imagine and discuss the ways her/his behaviour might affect the life of something or someone in another place.

²⁴⁹Communitarian Dialogue is a good format for developing social action projects. See PSD objectives for *Service and Social Action*.

²⁵⁰Such formats include use of journal writing prior to discussion to develop individual preparedness to speak, and moving from sharing in pairs to small group configurations before approaching dialogue in the large group. As well, whole group discussions that include some guidance such as encouraging persons to refrain from contributing a second time until everyone has spoken once.

²⁵¹See PSD, *Diversity, Interdependence, and Sustainability* and “*Specific Objectives related to Human Diversity*” for related objectives.

²⁵²See PSD, *Social Interaction Skills and Abilities* for objectives related to “Respectful Communication”.

²⁵³Consensus decision making should be understood in its less formal sense as continuing to work at a solution, approach, or direction until finding one that everyone can commit to and support.

²⁵⁴“*Non-dualistic*” refers to thinking that moves beyond “either/or” ideas to the seeing of several perspectives and alternatives. At more sophisticated levels, it also involves grasping the concept of “both/and”.

	Develop awareness and begin to develop understanding of those situations in which decisions/actions in one country affect the lives of people in another.
	Develop awareness and understanding of ways moral principles such as “ <i>Respect for persons and the environment</i> ” apply to people, living things, and life forms in all parts of the planet.
	Experience connections to people in other places through participating in visits, exchanges, letter-writing, or e-mail and a focus on mutual interests and supports.
	Begin to develop an appropriate sense of <i>humility</i> in relation to her/his place in the universe as a valuable member of the global community but not more important than others including those who live in distant places.
	Begin to develop understanding of the concept of a “ <i>global citizen</i> ”.

See Guidelines for Grades 4-5 CCT and PSD for ideas and guidance in relation to supporting development of the integrated objectives.

Resource Suggestions

Many of the resources listed in Guidelines for Grades 4-5 CCT and PSD also support development of the integrated objectives.

Burch, M. (2000). *Stepping lightly: Simplicity for people and the planet*. Gabriola Island, BC: New Society Publishers.

*Provides an analysis and develops understanding useful for developing sustainable practices in daily life and for the creation of a global and planetary ethic. The section on simplicity and spirituality is good background for many of the PSD objectives related to spiritual development. Burch’s writing is accessible and thought-provoking and could be a focal point for personal-professional development.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self-care. Critical and creative thinking would also be fostered.

Pike, G. and Selby, D. (1999). *In the global classroom: Book 1*. Toronto, ON: Pippin Publishing.

Pike, G. and Selby, D. (2000). *In the global classroom: Book 2*. Toronto, ON: Pippin Publishing.

*These two excellent teacher resources provide ready-to-use classroom activities for all grades in support of global and planetary awareness and education. Activities specify grade levels and are divided into ones that support many of the areas of Integrated CCT and PSD learning objectives. Areas focused upon in Book 1 include: “A friendly classroom for a small planet”; interconnections; environment and sustainability; health; perceptions, perspectives, and cross cultural encounters; technology; and futures. Book 2 includes more ideas for developing “a friendly classroom for a small planet” and increasing awareness and understanding in relation to peace; equity; economics, development, and global justice; rights and responsibilities; citizenship; and mass media. Both books also include annotated bibliographies of other helpful teacher resources. Highly recommended.

Checklist for Grades 6-9 Integrated CCT and PSD Learning Objectives

In the context of subject area learning and school and classroom routines and relationships, the student will:

1. Moral Opportunities and Challenges in Daily Life	
	Develop understanding of the meaning and weaknesses of <i>moral relativism</i> ²⁵⁵ in concrete situations.
	Develop understanding of, and appreciation for, the benefits that critical and creative thinking brings to the resolution of moral issues and dilemmas.
	Explore and discuss the moral obligations that stem from living in a democracy.
	Develop understanding of a wide range of moral values and principles, and the ways they have been used by persons and cultures, past and present.
	Recognize and describe ways that moral values and principles influence her/his behaviour in particular situations.
2. Moral Reasoning Abilities ²⁵⁶	
	Develop the abilities to integrate critical thinking standards and abilities into reasoning about moral issues: <ul style="list-style-type: none"> • assess <i>comprehensiveness, truthfulness, clarity, and accuracy</i> of information related to issue • assess <i>credibility</i> of sources and understand interests involved • question <i>inclusiveness</i> of perspectives • recognize and correct common errors in thinking.
	Use <i>empathy</i> , intuition, and imagination to: <ul style="list-style-type: none"> • understand consequences of decisions/actions for self, others, and the natural world • envision the consequences of everyone adopting the behaviour of concern.
	Begin to develop the understanding that moral principles are <u>general</u> guidelines which require interpretation of their application within particular contexts. ²⁵⁷
	Begin to develop the understanding and abilities needed to apply a moral reasoning process ²⁵⁸ to real life dilemmas, issues, and concerns making use of elements and steps such as: <ul style="list-style-type: none"> • identify moral principles relevant to the particular situation (e.g., the rights of democratic participation in decision making that affects the self) • describe what s/he understands as the meaning and general implications of the principle/s selected (e.g., establishing that “<i>equality</i>” means the fair treatment of all in terms of meeting their needs equally well as opposed to treating them all in the same way) • recognize and describe particular implications of moral principles selected for self, others, and/or the environment • identify any contradictions that result from the application of moral principle/s selected (e.g., instance where caring for persons in one community involves depriving others in an adjacent community) • reflect on and attempt to resolve contradictions through use of a more fundamental principle such as “<i>doing the greatest good for the greatest number</i>” or “<i>respect for persons and the natural environment</i>” • attempt to see all possible interpretations of a particular moral principle/s

²⁵⁵ *Moral relativism* is a position that believes that one can be the sole arbiter of what is right and wrong for one's self and does not recognize any more universal moral values, virtues, or standards. Moral relativism also describes a belief that all judgments about moral matters are relative to the contexts in which the judgments are being made. For further discussion, see *Understanding the Common Essential Learnings: A Handbook for Teachers*.

²⁵⁶ *Moral Reasoning* has some aspects that overlap or interrelate with objectives of *Moral Development*. They can be distinguished, however, on the basis of the main focus of each. While *Moral Development* has to do with the development of empathy, compassion, and conscience (i.e., the process of becoming a good person), *Moral Reasoning* is a particular form of critical thinking – one that involves using critical reasoning abilities to understand moral challenges, and evaluate actions and decisions on moral grounds through the application of moral principles.

²⁵⁷ The idea that moral principles are *general* guidelines that must be interpreted in relation to particular contexts is to stress that they are usually not “absolutes”. Rather, they require the abilities of “*Thinking Contextually*” in order to understand how they might be understood and applied within particular personal, social, and cultural situations.

²⁵⁸ “Chapter VI: Personal and Social Values and Skills” of *Understanding the Common Essential Learnings* (Saskatchewan Education, 1988) provides further background to support teacher understanding in this area. See particularly the section entitled “Moral Reasoning”, pp. 46-47.

	<ul style="list-style-type: none"> • apply the concept of <i>balance</i> to the resolution of contradictions and/or dilemmas – for example, attempting to balance rights of individual with rights of group, or balancing the meeting of human needs with the preservation of environments • select and develop an argument for the best possible course of action granting that no single solution will be “perfect”.
3. Communitarian Thinking and Dialogue	
	<p>Experience support for and many opportunities to:</p> <ul style="list-style-type: none"> • develop ideas about the elements and qualities of a good community • contribute to the establishment of the classroom as a caring, inclusive, and democratic community • participate in classroom community experiences including planning, decision making, implementing, and celebrating.
Knowledge and Understanding	
	Develop understanding of the similarities and main differences between <i>debate</i> and <i>dialogue</i> in terms of their purposes, processes, and language styles.
	Develop understanding of the many meanings of <i>community</i> and of what it means to belong to a community (e.g., the rewards and responsibilities of community life).
	Acquire language that is gender, culture, and abilities sensitive and develop understanding of the importance of using it. ²⁵⁹
	Explore and discuss ways to support the participation of others in group/class discussions.
	<p>Develop understanding of the values, structures, and processes of <i>Communitarian Dialogue</i> including that it/its:</p> <ul style="list-style-type: none"> • is inclusive in its membership • supports community development • is centred on the concepts of <i>empowerment, sustainability, mutuality, commitment, responsibility, and thoughtfulness</i>²⁶⁰ • involves taking time for members of a dialogue group to get to know each others’ knowledge, experiences, values, and visions • members understand and value dialogue and use active, respectful communication abilities to support the participation of all • uses structures such as “going around the circle” and offering everyone a time to speak and be heard before any general, open discussion takes place • closes with “going around the circle” to hear the synthesis of each member • chair is rotated and agendas are developed by the group • uses <i>consensus decision making</i>.²⁶¹
	Develop understanding of the benefits of <i>Communitarian Dialogue</i> to self, others, and the community from which participants come.
	Understand that natural environments are a part of one’s community and are affected by a community’s decisions and actions.
	Develop a profile of a <i>Communitarian Thinker</i> and identify persons who model or possess the dispositions and abilities of communitarian thinking.
	<p>Develop understanding of the role and importance of “<i>hope</i>” to social/environmental problem solving:</p> <ul style="list-style-type: none"> • develops the commitment and abilities to imagine a better world • develops understanding that belief in the possibility of change is an important starting point for change • develops understanding that while social/environmental problems are not usually solved quickly, taking small steps towards goals matters (and is an important part of the change process) • understands that social/environmental change is affected by individual lifestyle choices and actions, that individual actions are always possible, and that individual change can be a catalyst to encourage or inspire group or community change • develops a sense that one is not solely responsible or alone in solving problems, that this is a <i>shared</i> responsibility, but that each individual can contribute something of worth to the solution

²⁵⁹ See PSD, *Diversity, Interdependence, and Sustainability* and “Specific Objectives related to Diversity” and *Social Interaction Skills and Abilities* for related objectives.

²⁶⁰ See the background document *Communitarian Thinking and Dialogue* in Appendix C for ideas related to these concepts.

²⁶¹ Consensus decision making should be understood in its less formal sense as continuing to work at a solution, approach, or direction until finding one that everyone can commit to and support.

	<ul style="list-style-type: none"> develops a disposition towards finding the possibilities for improvement, a sense of being solution-oriented.
Values and Dispositions	
	Develop appreciation of human diversity (of backgrounds, experiences, interests, and abilities) within the context of social problem solving.
	Value and demonstrate a belief in the importance of hearing the ideas/views of all persons through dialogue situations.
	Develop appreciation for, and the disposition and abilities of, a “ <i>fair-minded</i> ” <i>critical thinker</i> within the context of Communitarian Dialogue.
Abilities	
	Incorporate environmental values and perspectives into Communitarian Thinking and Dialogue.
	Use gender-neutral and culture- and abilities-sensitive language.
	Develop communication abilities that are sensitive to, and respectful of, human difference.
	<p>Develop the abilities to talk and act with others using a manner that supports the participation of everyone present:</p> <ul style="list-style-type: none"> supports the development and recognition of common goal/s recognizes and builds upon common ground or areas of agreement works to transcend self interest practises stillness and being sensitive to what is distracting to others keeps facial expression neutral or looks at the speaker (if culturally appropriate) tries to show equal interest in all ideas (e.g., does not frown at some ideas and smile or nod at others) asks for the ideas of those who have not spoken to that point refrains from speaking a second time until everyone has shared their thoughts once is becoming aware of own body language and facial expressions, and works from a sense of <i>empathy</i> to develop body language that encourages the participation of others.
	Use active, respectful listening abilities in dialogue situations.
	Develop the abilities to recognize when critical and creative thinking are needed and integrate CCT skills and abilities into Communitarian Dialogue.
	<p>Develop the abilities to talk with others in a manner that encourages the exploration of many ideas/alternatives and suggests that all contributions/experiences have value:</p> <ul style="list-style-type: none"> reinforces the idea that there are many reasonable points of view or possibilities; for example, prefacing her/his remarks by saying “There are many ways to look at this/approach this. One possibility is ...” describes an alternative point of view or possibility rather than state <u>the</u> “right” or “best” viewpoint/alternative returns to a point made by someone in an earlier discussion and credits the contributor of the idea shows a tolerance for/patience with initial ambiguities of group discussions (e.g., saying “I’m not sure how this is all related yet, but I’ll keep thinking about it”).
4. Global and Planetary Ethic²⁶²	
	<p>Develop understanding of her/his place in, and experiences on, Earth and a sense of <i>humility</i>, <i>awe</i>, and <i>respect</i> in relation to:</p> <ul style="list-style-type: none"> the lives (struggles, achievements) of other people, past and present the time humans have lived on Earth as compared to the length of time other life has existed on Earth and Earth has existed as a planet the size and place of the Earth in relation to the universe a sense of the vastness and infiniteness of the cosmos.
	Imagine and develop understanding of the many ways her/his behaviour can affect/affects other living and non-living things, now and in the future.

²⁶² The tasks related to developing a global and planetary perspective and ethic are greatly supported through the consistent incorporation of an historical perspective (i.e., of using the past to understand the present and predict possible future consequences).

	Develop understanding of those situations in which decisions/actions in one country affect the lives and futures of people in other countries.
	Develop knowledge and understanding of the resources (human and non-human) that go into the making of her/his own material possessions including: <ul style="list-style-type: none"> the scarcity or <i>renewability</i> of the resources the working conditions under which material possessions were created.
	Develop understanding of, and appreciation for, moral principles such as “ <i>Respect for persons and the environment</i> ” and the ways these principles apply to people, living things, and life forms in all parts of the planet.
	Explore and discuss connections to the feelings, needs, struggles, and achievements of others and develop a sense of <i>empathy</i> and <i>compassion</i> in relation to the suffering of others, in own community and other places.
	Experience connections to people in other places through participating in visits, exchanges, letter-writing, or e-mail and a focus on mutual interests and supports.
	Begin to develop an understanding of the meaning, rights, and responsibilities of <i>global citizenship</i> .
	Develop understanding of the concept of a <i>global code of ethics</i> through reference to national and international statements of the rights and freedoms of all people.
	Develop understanding of the needs, and rights of, and human responsibilities in relation to all living things and life systems through exploration of environmental principles and documents such as the United Nations <i>Charter for Nature</i> (1982).
	Develop the understanding that a <i>planetary ethic</i> is a code that guides actions in relation to the planet as a living, interdependent system of life forms and forces within the cosmos.
	Develop the understanding that a <i>global and planetary code of ethics</i> is guided by and developing in accordance with rational, moral, and spiritual ideas and standards: <ul style="list-style-type: none"> understand that the development cannot be the result of arbitrary actions but rather must be the result of (adequate, sound) knowledge and critical thinking begin to understand the ways that spiritual beliefs and a sense of interconnectedness contribute to development explore and reflect upon those values that are most central to guide actions as a global citizen and as a part of the living systems of planet Earth.
	Contribute to the development of a class and a personal <i>planetary and global code of ethics</i> and begin to develop the disposition and abilities to live in accordance with it.

See Guidelines for Grades 6-9 CCT and PSD for ideas and guidance in relation to supporting development of the integrated objectives.

Resource Suggestions

Many of the resources listed in Guidelines for Grades 6-9 CCT and PSD also support development of the integrated objectives.

Burch, M. (2000). *Stepping lightly: Simplicity for people and the planet*. Gabriola Island, BC: New Society Publishers.

*Provides an analysis and develops understanding useful for developing sustainable practices in daily life and for the creation of a global and planetary ethic. The section on simplicity and spirituality is good background for many of the PSD objectives related to spiritual development. Burch's writing is accessible and thought-provoking and could be a focal point for personal-professional development.

Education for Development Committee, Toronto Board of Education and UNICEF Canada (1995). *In our own backyard: A teaching guide for the rights of the child*. Toronto, ON: UNICEF Canada.

*A good resource to be used in conjunction with a set of Case Studies and Rights Cards to raise awareness of the rights to which all children should be entitled. Developed for use with students in grades one to eight in an interactive approach. Supports many of the objectives related to Self-care. Critical and creative thinking would also be fostered.

Pike, G. and Selby, D. (1999). *In the global classroom: Book 1*. Toronto, ON: Pippin Publishing.

Pike, G. and Selby, D. (2000). *In the global classroom: Book 2*. Toronto, ON: Pippin Publishing.

*These two teacher resources provide ready-to-use classroom activities for all grades in support of global and planetary awareness and education. Activities specify grade levels and are divided into ones that support many

of the areas of Integrated CCT and PSD learning objectives. Areas focused upon in Book 1 include: “A friendly classroom for a small planet”; interconnections; environment and sustainability; health; perceptions, perspectives, and cross-cultural encounters; technology; and futures. Book 2 includes more ideas for developing “a friendly classroom for a small planet” and increasing awareness and understanding in relation to peace; equity; economics, development, and global justice; rights and responsibilities; citizenship; and mass media. Both books also include annotated bibliographies of other helpful teacher resources. Highly recommended.

Checklist for Grades 10-12 Integrated CCT and PSD Learning Objectives

In the context of subject area learning, and school and classroom routines and relationships, the student will:

1. Moral Opportunities and Challenges in Daily Life	
	Understand the weaknesses of <i>moral relativism</i> ²⁶³ with reference to concrete situations.
	Appreciate the benefits that critical/creative thinking brings to the resolution of moral issues and dilemmas.
	Understand and appreciate the moral obligations that stem from living in a democracy.
	Understand and describe a wide range of moral principles and the ways these principles have been used by persons and cultures, past and present.
	Recognize and describe ways that moral values and principles influence her/his behaviour in particular situations.
2. Moral Reasoning Abilities ²⁶⁴	
	Demonstrate the abilities to integrate critical thinking standards and abilities into reasoning about moral issues: <ul style="list-style-type: none"> • assess <i>comprehensiveness, truthfulness, clarity, and accuracy</i> of information related to issue • assess <i>credibility</i> of sources and understand interests involved • question <i>inclusiveness</i> of perspectives • recognize and correct common errors in thinking.
	Continue to use <i>empathy</i> , intuition, and imagination to: <ul style="list-style-type: none"> • understand consequences of decisions/actions for self, others, and the natural world • envision the consequences of everyone adopting the behaviour of concern.
	Develop the understanding that moral principles are <i>general</i> guidelines that require interpretation of their application within particular contexts. ²⁶⁵
	Identify and order moral principles and moral values that apply to a particular moral issue or dilemma: <ul style="list-style-type: none"> • start from a fundamental principle such as “<i>respect for persons and the environment</i>” • list the mediating or secondary principles that can be derived from it and are especially applicable to the situation at hand (e.g., “In this instance, <i>respect for persons</i> would mean respecting their language.”) • outline the moral values/virtues that are consistent with and required by the mediating principles (e.g., respect for the environment involves the virtues of <i>conserving, preserving, and using in moderation</i>).
	Recognize that each moral reasoning situation will involve some similar and some unique challenges, and develop flexibility in own approach to moral reasoning.
	Demonstrate the ability to apply a moral reasoning process ²⁶⁶ to real life dilemmas, issues, and concerns making use of elements and steps such as: <ul style="list-style-type: none"> • identify moral principles relevant to the particular situation (e.g., the rights of democratic participation in decision making that affects self)

²⁶³ *Moral relativism* is a position that believes that one can be the sole arbiter of what is right and wrong for one's self and does not recognize any more universal moral values, virtues, or standards. Moral relativism also describes a belief that all judgments about moral matters are relative to the contexts in which the judgments are being made. For further discussion, see *Understanding the Common Essential Learnings: A Handbook for Teachers*.

²⁶⁴ *Moral Reasoning* has some aspects that overlap or interrelate with objectives of *Moral Development*. They can be distinguished, however, on the basis of the main focus of each. While *Moral Development* has to do with the development of empathy, compassion, and conscience (i.e., the process of becoming a good person), *Moral Reasoning* is a particular form of critical thinking – one that involves using critical reasoning abilities to understand moral challenges, and evaluate actions and decisions on moral grounds through the application of moral principles.

²⁶⁵ The idea that moral principles are *general* guidelines that must be interpreted in relation to particular contexts is to stress that they are usually not “absolutes”; rather, they require the abilities of “*Thinking Contextually*” in order to understand how they might be understood and applied within particular personal, social, and cultural situations.

²⁶⁶ “Chapter VI: Personal and Social Values and Skills” of *Understanding the Common Essential Learnings* (Saskatchewan Education, 1988) provides further background to support teacher understanding in this area. See particularly the section entitled “Moral Reasoning”, pp. 46-47.

	<ul style="list-style-type: none"> describe what s/he understands as the meaning and general implications of the principle/s selected (e.g., establishing that “<i>equality</i>” means the fair treatment of all in terms of meeting their needs equally well as opposed to treating them all in the same way) recognize and describe particular implications of moral principles selected for self, others, and/or the environment identify any contradictions that result from the application of moral principle/s selected (e.g., instance where caring for persons in one community involves depriving others in an adjacent community) reflect on, and attempt to resolve, contradictions through use of a more fundamental principle such as “<i>doing the greatest good for the greatest number</i>” or “<i>respect for persons and the natural environment</i>” attempt to see all possible interpretations of a particular moral principle/s apply the concept of <i>balance</i> to the resolution of contradictions and/or dilemmas – for example, attempting to balance rights of individual with rights of group, or balancing the meeting of human needs with the preservation of environments select and develop an argument for the best possible course of action granting that no single solution will be “perfect”.
3. Communitarian Thinking and Dialogue	
	<p>Experience support for and many opportunities to:</p> <ul style="list-style-type: none"> develop ideas about the elements and qualities of a good community contribute to the establishment of the classroom as a caring, inclusive, and democratic community participate in classroom community experiences including planning, decision making, implementing, and celebrating.
Knowledge and Understanding	
	Understand the similarities and main differences between <i>debate</i> and <i>dialogue</i> in terms of their purposes, processes, and language styles.
	Demonstrate understanding of the many meanings of “ <i>community</i> ” and what it means to belong to a community (e.g., the rights and responsibilities that community membership might involve).
	<p>Demonstrate understanding of the values, structures, and processes of <i>Communitarian Dialogue</i> including that it/its:</p> <ul style="list-style-type: none"> is inclusive in its membership supports community development is centred on the concepts of <i>empowerment</i>, <i>sustainability</i>, <i>mutuality</i>, <i>commitment</i>, <i>responsibility</i>, and <i>thoughtfulness</i>²⁶⁷ involves taking time for members of a dialogue group to get to know each others’ knowledge, experiences, values, and visions members understand and value dialogue and use active, respectful communication abilities to support the participation of all uses structures such as “going around the circle” and offering everyone a time to speak and be heard before any general, open discussion takes place closes with “going around the circle” to hear the synthesis of each member chair is rotated and agendas are developed by the group uses <i>consensus decision making</i>.²⁶⁸
	Understand and describe the benefits of Communitarian Dialogue to self, others, and the community from which participants come.
	Demonstrate understanding of the dispositions, values, knowledge, and abilities of a <i>Communitarian Thinker</i> and identify persons who model or possess the dispositions and abilities of communitarian thinking.
	Understand the importance of gender, culture, and abilities-sensitive language and the differences in communication styles that exist across genders/cultures.
	Demonstrate understanding of the importance of “ <i>hope</i> ” to social/environmental problem solving.

²⁶⁷ See the background document *Communitarian Thinking and Dialogue* in Appendix C for ideas related to these concepts.

²⁶⁸ Consensus decision making should be understood in its less formal sense as continuing to work at a solution, approach, or direction until finding one that everyone can commit to and support.

Values and Dispositions	
	Appreciate human diversity and the positive role it can play/plays in social problem solving.
	Appreciate and adopt the disposition of a <i>“fair-minded” critical thinker</i> within Communitarian Dialogue.
	Value and adopt the disposition and behaviours related to active, respectful communication.
Abilities	
	Demonstrate communication abilities that are sensitive to, and respectful of, human difference.
	<p>Continue to demonstrate the abilities to talk and act with others in a manner that supports the participation of everyone present:</p> <ul style="list-style-type: none"> • supports the development and recognition of common goal/s • recognizes and builds upon common ground or areas of agreement • works to transcend self interest • practises stillness and being sensitive to what is distracting to others • keeps facial expression neutral or looks at the speaker (if culturally appropriate) • tries to show equal interest in all ideas (e.g., does not frown at some ideas and smile or nod at others) • asks for the ideas of those who have not spoken to that point • refrains from speaking a second time until everyone has shared their thoughts once • is becoming aware of own body language and facial expressions, and adjusts them as necessary to encourage the participation of others.
	<p>Incorporate critical and creative thinking dispositions and abilities into Communitarian Dialogue processes:</p> <ul style="list-style-type: none"> • adopts the disposition and values of a <i>“fair-minded” critical thinker</i> • applies critical thinking criteria to own ideas and solutions/alternatives generated by the group in a thoughtful way • recognizes and avoids common errors in thinking • contextualizes thinking about issues, concerns, and events • uses imaginative, intuitive, and expressive abilities not only to envision workable solutions and develop ideas, but also to keep the atmosphere positive, and build a sense of community • uses generative skills and abilities.
	<p>Demonstrate the abilities to talk with others in a manner that encourages the exploration of many ideas/alternatives and suggests that all contributions/experiences have value:</p> <ul style="list-style-type: none"> • reinforces the idea that there are many reasonable points of view or possibilities; for example, saying “There are many ways to look at this/approach this. One possibility is” • describes an alternative point of view or possibility rather than state <u>the</u> “right” or “best” viewpoint/alternative • returns to a point made by someone in an earlier discussion and credits the contributor of the idea • shows a tolerance for/patience with initial ambiguities of group discussions (e.g., saying “I’m not sure how this is all related yet, but I’ll keep thinking about it.”).
4. Global and Planetary Ethic²⁶⁹	
	<p>Deepen understanding of the place of humans in the cosmos through reflecting upon the ideas that humans:</p> <ul style="list-style-type: none"> • are only one part of an infinitely larger context • are not necessarily the most important part • have unique responsibilities that stem from possessing a high level of consciousness • are part of an interdependent web of life forms and forces in which the relationships and their interactive effects cannot be completely known or predicted • have moral obligations that extend to all creation.
	Demonstrate the abilities to imagine and describe the many ways her/his behaviour affects/can affect other living and non-living things, now and in the future.
	Demonstrate understanding of situations in which decisions and actions in one country affect/affected the lives and futures of people in other countries.

²⁶⁹ The tasks related to developing a global and planetary perspective and ethic are greatly supported through the consistent incorporation of an historical perspective (i.e., of using the past to understand the present and predict possible future consequences).

	Develop an appreciation for evaluating actions by considering all possible consequences including: <ul style="list-style-type: none"> • long-term consequences²⁷⁰ • wide-reaching consequences that take into account other life forms and forces • the possibility of consequences that are unexpected and unintended.
	Develop an understanding of the resources (human and non-human) that go into the making of the human world (i.e., buildings, highways, technological inventions, and material objects of all sorts): <ul style="list-style-type: none"> • understand the relative scarcity or <i>renewability</i> of particular resources • understand the variability of working conditions under which material objects are created and reasons why poor working conditions exist more in some places than others • develop understanding of the values and interests that shape working conditions and the proliferation of “consumer goods” • explore and reflect on possibilities for sharing resources fairly and ways to conserve resources.
	Develop understanding of and appreciation for the needs, struggles, and achievements of others in own community/province/country and in other countries, and a disposition of <i>compassion</i> and <i>empathy</i> in relation to the suffering of others.
	Continue to develop and deepen the understanding that <i>global and planetary codes of ethics</i> are guided by and developing in accordance with rational, moral, and spiritual ideas and standards: <ul style="list-style-type: none"> • understand that the development cannot be the result of arbitrary actions but rather must be the result of (adequate, sound) knowledge and critical thinking • begin to understand the ways that spiritual beliefs and a sense of interconnectedness contribute to development • explore and reflect upon those values that are most central to guide actions as a global citizen and as a part of the living systems of planet Earth.
	Demonstrate understanding of the meaning, intent, and general contents of a <i>global and planetary code of ethics</i> .
	Develop a personal <i>global and planetary code of ethics</i> and the disposition and abilities to act in accordance with it.

See Guidelines for Grades 10-12 CCT and PSD for ideas and guidance in relation to supporting development of the integrated objectives.

Resource Suggestions

Many of the resources listed in Guidelines for Grades 10-12 CCT and PSD also support development of the integrated objectives.

Burch, M. (2000). *Stepping lightly: Simplicity for people and the planet*. Gabriola Island, BC: New Society Publishers.

*Provides an analysis and develops understanding useful for developing sustainable practices in daily life and for the creation of a global and planetary ethic. The section on simplicity and spirituality is good background for many of the PSD objectives related to spiritual development. Burch’s writing is accessible and thought-provoking and could be a focal point for personal-professional development.

Pike, G. and Selby, D. (1999). *In the global classroom: Book 1*. Toronto, ON: Pippin Publishing.

Pike, G. and Selby, D. (2000). *In the global classroom: Book 2*. Toronto, ON: Pippin Publishing.

*These two teacher resources provide ready-to-use classroom activities for all grades in support of global and planetary awareness and education. Activities specify grade levels and are divided into ones that support many of the areas of Integrated CCT and PSD learning objectives. Areas focused upon in Book 1 include: “A friendly classroom for a small planet”; interconnections; environment and sustainability; health; perceptions, perspectives, and cross-cultural encounters; technology; and futures. Book 2 includes more ideas for developing “a friendly classroom for a small planet” and increasing awareness and understanding in relation to peace; equity; economics, development, and global justice; rights and responsibilities; citizenship; and mass media. Both books also include annotated bibliographies of other helpful teacher resources. Highly recommended.

²⁷⁰ This involves thinking contextually and can be supported through use of analogies from history.

Appendix A: CCT Background Information

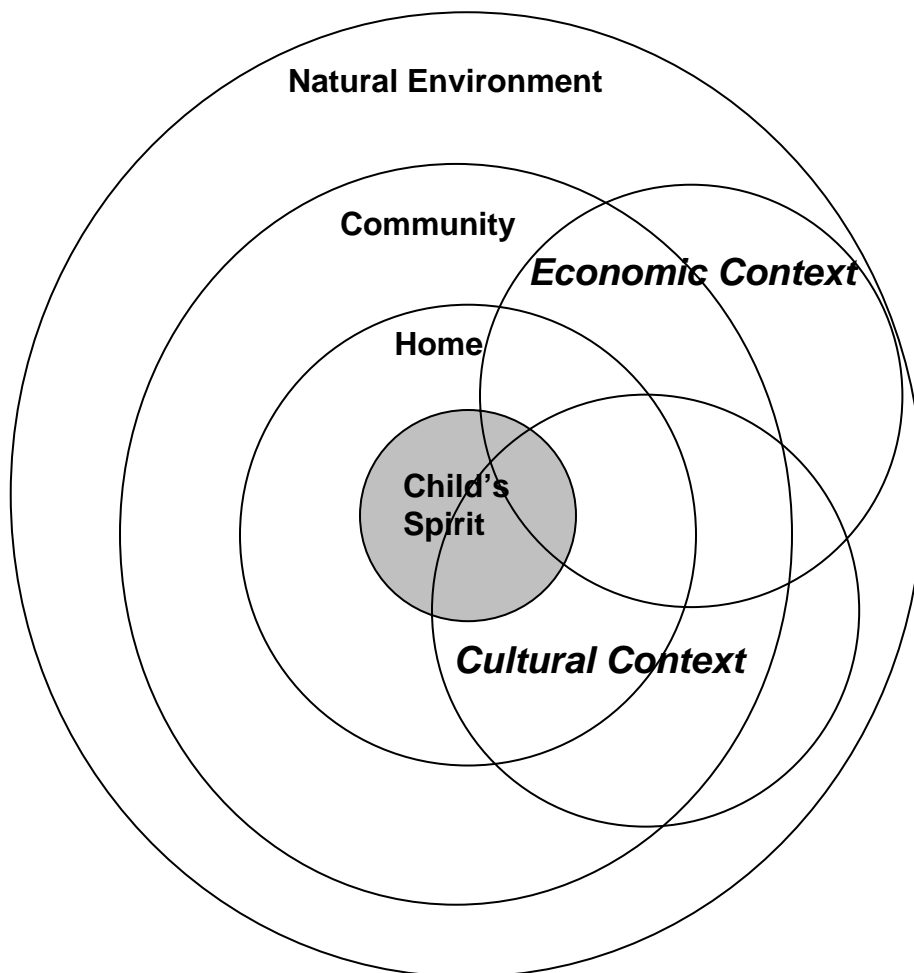
Appendix A1: Thinking Contextually

A Context:

- is a larger whole that influences how we define or understand a part (*e.g., larger whole/living things; part/tree*)
- influences and is influenced by the parts of which it is comprised (*e.g., context/rural health care practices; parts: provincial health care policy, access to health care professionals, rural ambulance service, rural tax base, individual and local views of what constitutes an emergency, etc.*)
- can be concrete such as a setting (*e.g., a province or an art gallery*) or abstract such as a world view (*e.g., a scientific or a religious view of reality*)
- can be seen as existing within a yet larger context (*e.g., family exists within a community, community exists within a province, province exists within a country, country exists within a global economic context*)
- is influenced by other contexts (*a rural Saskatchewan school context is influenced by its local agricultural context*).

Example of Contexts Influencing Each Other

Note: Not all possible contexts of influence are included.

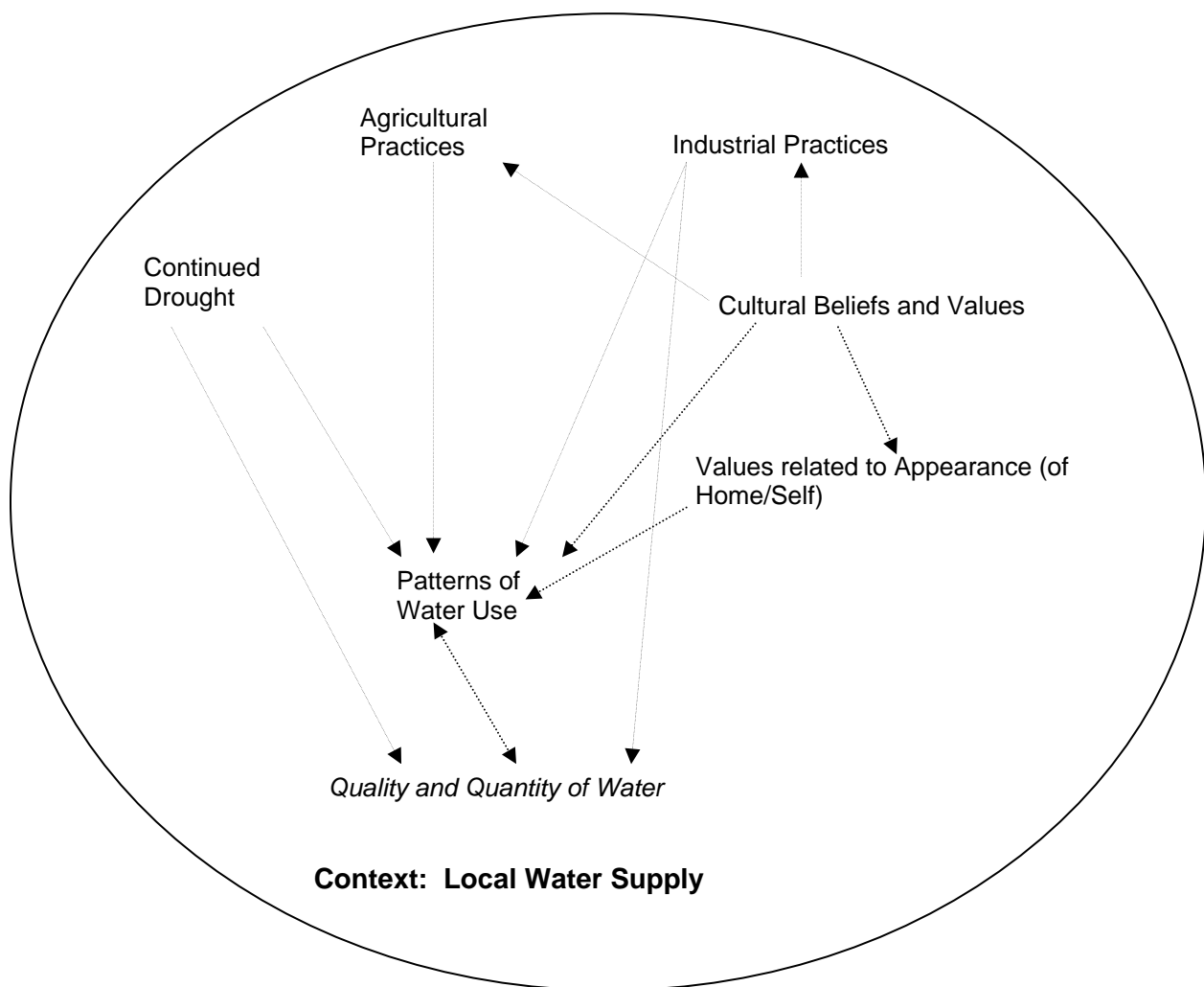


Thinking Contextually.²⁷¹

- begins from a recognition that all thinking, perceiving, and valuing take place within a particular context or set of contexts that influence, limit, or enlarge our understanding and shape our perceptions and values.
- is the ability to recognize the nature and quality of relationships within a given context and the ways these relationships influence elements within the context (e.g., Context: *classroom*; Nature of Relationships: *democratic*; Quality of Relationships: *friendly and respectful*; Influence on Learning: *Positive*).
- involves understanding the types of contexts that influence thinking (e.g., Value Context: *concern for the environment*; Place context: *our home and neighbourhood*) and recognizing which particular contexts apply in a specific instance (such as our decision to recycle).
- involves looking at one element in a situation, problem, or setting, and, at the same time, recognizing the other elements that are also present and the ways these elements influence each other and the element upon which we are focusing.

Example of Elements within a Context and their Reciprocal Influences

Note: Not all possible elements and relationships are included.



²⁷¹ Adapted from material developed by S. Finney and D. Schaefer (2001), Garden River Research Associates: Saskatoon, SK.

Importance of Contextualizing Thinking

- In order to understand the **meaning** of any statement, one has to relate it to the context in which it arose.
- Changing the context changes the meaning and the **implications** of a statement (e.g., “*She wants to fool them*” has a different meaning and different implications in the context of planning a surprise party as opposed to that of giving a political speech).
- We may better perceive the **motives** behind words and actions by relating the speaker to relevant context/s (e.g., Applying political, economic, and educational perspectives to better understand what is at stake when someone is trying to convince us of the merits of applying free trade rules to education).
- Different beliefs have different consequences. In order to understand the **consequences** of specific actions, we must recognize all the relationships within the context and how each will be affected (e.g., Asking, “*Is this likely to be good for teachers? for administrators? How will children and parents be affected?*”).
- The more theoretical contexts we can understand and apply, the **stronger** our **problem-solving abilities** in relation to real life needs and concerns (e.g., the ability to view a local development proposal from both an economic and an environmental perspective to develop the most sustainable alternative).
- As we become able to deepen and broaden our ability to think contextually, we are better able to get at the **root causes** of problems and thus also to develop better responses to these problems.
- The **flexibility** of our thinking is improved when we include more contexts within problem-solving and decision-making tasks. For example, applying a creative thinking framework to a problem (finding metaphors or analogies to describe the problem) can result in new insights and help us to see more or larger possibilities.
- The tendencies and abilities involved in contextualization (i.e., perceiving relationships or connections, seeing how we are part of a larger whole) can lessen feelings of alienation and make our lives more **meaningful**.

When we Think Contextually, we Understand that:

- all thoughts arise within and are influenced by specific contexts.
- thinking is influenced by relationships with other persons, objects, or phenomena.
- no two people experience the same reality.
- knowledge is a social construction.²⁷²
- histories are written by people and influenced by the author's particular time, place, circumstances, experiences, and values and that different histories are/can be written about the same sequence of events.

²⁷² This means that knowledge is created, interpreted, changed, and transmitted in particular forms (e.g., verbally, linguistically) by specific people in particular times and places for particular reasons. All of these factors affect (amongst other things) the type of knowledge created, its uses, and who has access to the knowledge.

- there are different types of thinking processes to use for different purposes (e.g., *technical reasoning generally involves specific step by step procedures that are useful for activities like repairing machines but less helpful in solving a moral dilemma involving living beings*).
- there are different types of knowledge (e.g., “facts”, concepts, principles, theories) and recognize the uses and limits of each (e.g., a “fact” such as “My name is Sandra” can be verified and is different than a concept such as “democracy” which means different things to different people and can be clarified through discussion but not proven or disproved).
- “either/or” analyses limit thinking and are not usually accurate.
- “both/and” concepts may be more accurate and are often useful and empowering (e.g., *both individual and joint responsibility leads to growth for the individual and the group*).
- in creating, inquiry, and other reasoning processes, there are both more or less universal standards (e.g., *clarity*) and processes (e.g., *compare/contrast*) and ones that are specific to particular fields (e.g., *authenticity as a standard for an archeological artifact but not a mathematical solution; deciding upon movements and levels when creating a dance sequence but not as part of an historical research process*).
- questioning plays a critical role in learning.
- real life problems are usually multidimensional²⁷³ and, in order to understand and respond to them, we may need to combine ideas and processes from several fields.
- some acquired preferences or tendencies place our reasoning within **value contexts** that limit or bias our thoughts towards single points of view. Persons whose thinking is limited in such a way may have more difficulty with human diversity, and fairness to others.

Examples of Value Contexts that Limit or Bias Thinking:

- privileging one’s self (egocentrism)
- privileging one’s social/economic or cultural group (socio or ethnocentrism)
- privileging one’s gender (androcentrism)
- privileging humans over other life forms (anthropocentrism).

- ideas and beliefs are created and shaped by larger **worldviews**.²⁷⁴ Important ideas related to the influence of worldviews include:
 - we are born into cultural worldviews and family/community beliefs and values that affect how we are socialized, how we think, and what we come to value and believe.
 - other worldviews/belief systems exist in addition to the ones in which we were socialized. It is important to understand that these other belief systems may also influence our thinking (e.g., images and values promoted within the belief framework of television advertising).
 - worldviews or belief systems can increase or decrease the flexibility of our thinking in specific situations, and support or hinder our ability to see alternatives and other points of view (e.g., *Traditional worldviews of most indigenous people were/are useful in recognizing and appreciating interrelationships between humans and other animals and life forms. This recognition tends to extend thinking beyond the self but also to place limits upon personal freedoms*).

²⁷³ That is, they contain many elements, can be viewed from many perspectives, and have several causes and potential solutions.

²⁷⁴ A worldview is commonly understood to be an overarching, integrated, and encompassing set of assumptions about the nature of reality that influences the perceptions, values, beliefs, and actions of persons who hold these views. Worldviews are most often unexamined, taken for granted, and not consciously employed. Critical and creative thinking is limited by the extent to which these assumptions remain unconscious, unexamined, and unavailable for transformation.

When we Think Contextually, We Demonstrate the Abilities To:

- distinguish between qualitative and quantitative aspects of life and the ways these are most appropriately described or aptly conveyed (e.g., *feelings cannot be precisely quantified but can be captured more or less well through use of adjectives and within stories; machine metaphors do not apply well to furthering understanding and appreciation of natural environments*)
- recognize individual contributions and responsibilities within a larger context
- recognize which processes and standards apply to specific situations or problems
- recognize when a concept or theory is being treated as if it were a fact (e.g., *decreasing corporate taxes increases the number of new jobs the corporations create is a theory not a fact*)
- read and listen carefully with attention to details that may significantly affect meaning (e.g., *notice qualifiers such as “some” and “may”, read footnotes, return to the stems of bulleted lists to clarify or remind oneself as to what items in the list apply and do not apply*)
- recognize the importance of the historical dimension in understanding the present and of looking at histories from the perspectives of all people involved
- seek out and use more than one source to develop a fuller and clearer picture
- recognize “hidden” or dominant perspectives (i.e., perspectives that are so commonplace as to be taken for granted, often as if there were no other way to look at or do something)²⁷⁵
- use dialectical reasoning and dialogue as a means for increasing understanding
- question the underlying motives present in advertising, politics, news, media portrayal, and controversies within daily life and understand the purposes that may be served
- maintain open-mindedness and flexibility and appreciate the role of doubt when involved in conflict, theorizing, or solving social problems
- adopt multiple perspectives on complex and/or important problems
- shift from linguistic to visual, auditory, or other forms of representation as necessary to clarify or support understanding
- accept that complex and important problems are never completely solved and work towards “better” as opposed to “final” solutions
- adapt creative, inquiry, and problem-solving processes to meet the demands of particular situations
- appreciate the need for reciprocity and mutuality in human relationships
- look at life situations using more than one lens or viewpoint in order to:
 - increase accuracy and fairness of reasoning
 - see more alternatives
 - strengthen personal visions
 - deepen experiences
 - increase enjoyment of life.

²⁷⁵ An example would be that much Canadian educational material is written from a dominant Western European academic perspective and set of values that is often not recognized as such and may be considered “neutral”. When the material contains another perspective, however, such as one from an Aboriginal or Asian tradition, this tends to be noticed.

Appendix A2: Forms of Critical Thinking

The distinctions in this two-page chart (pages 236-237) are made to support understanding and teaching in relation to central CCT objectives and could be adapted for use with students. The forms of thinking described should not be taken as mutually exclusive categories. As humans, we are likely to move back and forth between these types of thinking depending upon the context, our particular needs, and whether or not we have been taught the CCT behaviours and values involved.

Uncritical Thinking ←-----	Critical Thinking	-----→ “Self-serving” Critical Thinking
<p>Includes such characteristics as:</p> <ul style="list-style-type: none"> • a lack of self-understanding • deceiving oneself about own motives • being easily deceived • being easily manipulated • having difficulty overcoming confusion • a lack of ability to think clearly in relation to important ideas, issues, and concerns • accepting ideas, opinions, and information without question • a tendency to be impulsive or jump to conclusions • not taking the time to think of more than one option (i.e., being “idea poor”) • making judgements, decisions, and/or drawing conclusions without adequate evidence • a tendency to think in either/or terms • liking things to be “cut and dried” • avoiding complexity • not looking for or perceiving connections easily. 	<p>Includes such characteristics as:</p> <ul style="list-style-type: none"> • valuing and developing self-understanding • not being easily fooled or manipulated • asking questions when uncertain • taking the time to think things through • seeking evidence or “proof” • recognizing complexity – understanding that not everything in life can be described in “black and white” terms and that there can be many approaches to the same problem but often not one “best” solution • thinking contextually²⁷⁶ • possessing and integrating creative thinking abilities as needed • valuing knowledge and the use of reason (i.e., unbiased, logical, evidence-based thinking) • having stronger critical thinking abilities in one/some subject area/s than others • seeking help/advice, other sources/resources in areas in which students do not have strong knowledge or abilities. 	<p>Includes such characteristics as:</p> <ul style="list-style-type: none"> • ignoring self knowledge if it goes against one’s present desires or interests • having “blind spots” in one’s self-understanding • trying to deceive others about own motives in order to get what one wants • using critical thinking abilities to manipulate others into believing or doing what we want them to believe or do • tendencies to be ego-centric, ethno-centric, and/or socio-centric • having and using a range of critical and creative thinking abilities • using one’s thinking abilities to achieve what is wanted for self (i.e., to serve our own interests).

²⁷⁶See background document “Thinking Contextually” in Appendix A for full description of skills/abilities involved.

Forms of Critical Thinking (continued)

Fair-minded Critical Thinking (“Strong Sense”)	Communitarian Critical and Creative Thinking
<p>In addition to the characteristics of critical thinking, fair-minded critical thinking involves:</p> <ul style="list-style-type: none"> • having strong self-understanding • being honest (including with self) • having the courage to think for oneself and to stand up for the strongest idea or argument even when this is not the popular view • understanding the implications of our social and biological interdependence • seeking to understand both short and long term consequences of decisions/actions • possessing values, attitudes, and dispositions related to fair-mindedness, respect, and concern for others and other life forms (e.g., <i>fairness, justice, care, empathy</i>) • using the full range of critical and creative thinking abilities not only to meet own needs but also to find the fairest, most equitable solutions for all, and to conserve environments and support planetary health. 	<p>In addition to the characteristics of “fair-minded” critical thinking, communitarian thinking involves:</p> <ul style="list-style-type: none"> • valuing the development of strong communities and community-based decision making and problem solving • appreciating social and cultural diversity and developing intercultural understandings and abilities • understanding and appreciating the natural environment as a part of one’s community • acting upon an understanding of the implications of our social and biological interdependence • valuing ideas of all persons involved in an issue/concern, believing the group will develop stronger understanding and better solutions than an individual • possessing a full range of dialogue abilities and abilities to “think with” others²⁷⁷ • building relationships and working towards greater trust amongst individuals in a community • questioning own role, role of community, and role of society in understanding or solving a problem • working towards solutions that are environmentally sound • understanding importance of hope and vision • contributing positive examples or actions that have worked in other places, times, or cultures.

²⁷⁷ See background section “Profile of a Communitarian Thinker” in Appendix C for a full description of skills/abilities involved.

Appendix A3: Creative Development

1. What do we mean by “Creativity?”

“[T]here are as many ways to conceptualize creativity as there are people and opportunities to do so. ... Creativity is an open concept – the precise definition is bound to each new context. It differs for each particular era, culture, individual, challenge, and set of resources” (Marks-Tarlow, 1996, p.x).

Creativity is:

- “original self expression, natural to all [people], achieved through accessing and expressing unique personal and cultural perspectives” (Marks-Tarlow, 1996, p.x).
- a set of imaginative, intuitive, and generative abilities that all humans possess to some degree.
- both innate potential and learned skills and abilities.
- teachable.²⁷⁸
- an element of all learning and growth.
- essential to survival – individual, cultural, and planetary.
- used in creating, producing, generating, constructing, making, interpreting, searching, and researching processes.
- involved in production of ideas and alternatives; exploration and manipulation of objects, ideas, and materials; and design and construction.
- used in daily conversations, work, leisure, household tasks, and all forms of play.
- influenced by social context.
- valued and defined differently in different cultures.
- related to individual abilities such as fluency, flexibility, originality, risk-taking, and craftsmanship; as well as to cultural traditions such as use of humour, storytelling, ritual, and spiritual development tasks that support cultural harmony/unity.

Creativity can be:

- part of individual, small, or large group creating processes
- demonstrated by creating something unique or new to the culture or something original to the individual²⁷⁹
- creative abilities within particular areas such as music or biology or more general creative abilities that can be applied in all areas of life
- looking or working at some points outside of standardized rules or patterns
- making unusual associations between remote ideas
- used to make life more meaningful, enjoyable, just, and equitable.

Creativity is not:

- used in isolation from critical thinking abilities
- restricted to the creation of observable or completed products
- something only a few people possess.

²⁷⁸ Teaching that supports the development of creativity might involve inspiring, motivating, drawing out innate abilities; supporting and strengthening self-confidence and self-knowledge; creating an environment for productive risk-taking; modeling and teaching about creative thinking; affirming and appreciating creative behaviours.

²⁷⁹ *Originality* as a criterion should be understood as something that is deeply authentic, stemming from self-understanding and the uniqueness of the individual as opposed to something which is merely novel or produced for the sake of novelty alone. See ideas related to “Personal Expressiveness” for further discussion of this distinction.

2. Why is the Development of Creative Abilities Important?

Creative Development is Important for Teachers because:

When you strengthen your creative abilities, you:

- are better able to think on your feet
- can see more solutions to classroom problems
- can develop your own units/lessons to suit particular students and contexts more easily
- broaden your range of tools for assessment/evaluation
- increase your appreciation of diversity
- increase your flexibility and ability to adapt or respond to changes in your work environment
- can better find the positive aspect of any situation
- will be more likely to continue to find better and more interesting ways to do things each day/month/year
- can inject novelty and new challenges into classroom life and keep your students on their toes
- will be able to ask more interesting questions and broaden your assignments to include a stronger range of choices
- are likely to find teaching and learning more enjoyable, rewarding, and meaningful.

Creative Development is Important for Students because:

- creative abilities are involved in all learning processes
- they will have more ideas and see more ways to do things
- their critical thinking abilities will be enhanced as they increasingly see things from more than one perspective
- they can use creative abilities to better solve problems in daily life – social, intellectual, and practical ones
- they can use their creative abilities in recreational pursuits and to make life more interesting and enjoyable
- the development of creative abilities can enhance their self esteem
- the development of creative abilities can lead to greater tolerance for uncertainty and appreciation of diversity
- increasingly, employers are looking for individuals who demonstrate strong creative abilities
- the world/planet needs creative people to develop better solutions to social, economic, and environmental problems.

Engagement in Creative Processes can be a Good in itself because:

When people become fully and sincerely involved in creating, they may experience such benefits as feeling:

- fully alive
- more whole and integrated
- a sense of timelessness and absorption
- greater self understanding
- a heightened consciousness
- a sense of playfulness and possibility.

“In play we manifest fresh, interactive ways of relating with people, animals, things, ideas, images, ourselves. ... To play is to free ourselves from arbitrary restrictions and expand our field of action” (Nachmanovitch, 1990, p. 43).

3. How are Views of Creativity affected by Contexts and Values?

People in different times and places have/had different views of:

- who creates
- why they create
- how they create
- what they create
- what is important to create
- who should create what.

Creativity is Influenced by Cultural and Societal Norms, Values, and Traditions²⁸⁰

Depending on the particular context, creativity can involve a greater emphasis on:

- | | | |
|--|----|---|
| ♦ Individuality | or | ♦ Interdependence |
| ♦ Product | or | ♦ Process |
| ♦ Performance | or | ♦ Participation |
| ♦ Individual fame and gain | or | ♦ Cultural unity/Social cohesion |
| ♦ Rapid progress | or | ♦ Harmonious change |
| ♦ Concern for consequences for individual only | or | ♦ Concern for effects on community, natural world |
| ♦ Control of others | or | ♦ Human freedom. |

Creative Abilities of Individuals and Groups can be Used to Serve Positive or Negative Ends

These ends can be

- constructive or destructive
- helpful or harmful
- a mixture of both.

The Classroom as a Learning Context can Support a Positive Sense of Creativity when teachers:

- understand and accept that creative processes can have unexpected outcomes and/or unforeseen consequences, that creativity involves change, and that creative individuals often disrupt the status quo
- explore ideas with students in relation to censorship and self-censorship in general
- discuss ideas with students as to what would, and would not, constitute an acceptable or appropriate product in relation to particular projects/assignments
- set general guidelines for acceptability while remaining open to student input
- place creative processes within the overall context of a safe and caring classroom environment and remind students that behaviour guidelines established continue to apply
- support students' personal and social development (PSD) and integrate PSD objectives into lessons and units involving creative processes.

²⁸⁰ These categories should not be seen as completely mutually exclusive.

4. Understanding and Supporting the Development of Creative Abilities

“Since creativity flows from the inside out, ... you teach students to relax, to find the still centre from which self expression emerges, to open inner eyes of imagination, and sharpen outer eyes of perceptual awareness. You give them the opportunity to scribble and doodle, and ‘get serious’ about play. They learn concentration and observation skills. They experience multiple perspectives. Finally, you encourage students to identify and respect their own uniqueness, both as individuals and as members of a multicultural world” (Marks-Tarlow, p. xi).

Creative Abilities:

- Develop from intuition, imagination, curiosity, perception, interaction, feeling, reflection, skill, teaching/modeling/mentoring, and practice
- Are more than thinking abilities
- Also involve sensations, feelings, emotions, and actions
- Include generative skills and abilities (e.g., expanding, elaborating, personalizing, simplifying, making connections, seeing relationships, and changing perspectives)
- Require a tolerance for ambiguity and uncertainty in order to grow/develop
- Involve effort and hard work as well as playfulness and enjoyment
- May be strengthened as a result of personal struggle or as a response to suffering or joy
- Involve perseverance, concentration, and attention to detail, as well as spontaneity, surprise, and open exploration
- Require some element and degree of choice
- Are supported when a period of exploration, experimentation, and play with ideas and materials is valued and incorporated into learning processes
- Are strengthened within meaningful and challenging pursuits
- Can be enhanced or stifled by attitudes in the educational environment
- Are not well developed by trivial, shallow, or “generic” activities
- Grow out of pursuing larger questions, deeper interests, and daily concerns with imagination, commitment, and confidence.

5. Intuition, Imagination, and Personal Expressiveness are Aspects of Creativity that can be Nurtured and Strengthened

Intuition involves:

- Being present in the moment
- Trusting the self
- Slowing down or “tuning in”
- Awareness and sensitivity to qualities and feelings
- Expansion of human senses beyond the five senses
- Following hunches.

Intuition is supported by:

- Relative freedom from distraction
- Respect for privacy
- Validation of feelings
- Opportunities to choose
- Feelings of security and acceptance.

Aspects of Imagination include:

- Imagination is a means of freeing the individual to try out experiences, feelings, and ideas that go beyond conformity.
- Imagination can be defined as *the capacity to think of things as possibly being so*.
- Imagining is an internal and holistic activity that involves thinking about (mentally manipulating) aspects of life that may not exist or are not actually present.
- Imagination can be seen as operating at two levels: 1) *a largely unconscious synthesizing of experience (such as is involved in intuition)*, and 2) an intentional (conscious) use of a variety of elements to create imaginary worlds (objects, events, etc.).
- Imagination does not merely copy the world, but rather functions to create new worlds and to shape the world we perceive, using our experiences, theories, hopes, fears, and other emotions in this shaping.
- Imaginative abilities can be deployed on the trivial or the profound, and can involve rigorous thought and depth of feeling or shallow perceptions and content with no great human significance.

Imagination can involve:

- making sense of perceptions, giving meaning to what we see, hear, feel, touch, or taste
- creating images but is not restricted to image forming
- imagining in words, sounds, shapes, and movements
- theorizing about what might be true
- combining thoughts, feelings, or perceptions
- seeing everyday things afresh, with the mind of a young child, or with a “beginner’s mind”
- not being bound by convention, or restricted by habits
- exceptional flexibility in one area or a flexibility that permeates and enlivens all our thoughts
- conceiving of a wider range of actions or possibilities than that which is seen as the norm
- thinking of varied, detailed, and perhaps, unusual possibilities
- empathizing, perceiving, or understanding the reality of another
- taking the perspective of someone else or of some other living thing
- seeing similarities, drawing relationships, or creating metaphors
- moving beyond dualistic thinking
- seeing the part in the whole and the whole in the part.

Imagination plays:

- an important role in human freedom, and the development of empathy, compassion, and social justice.

Personal Expressiveness is:

- A way of telling the world (and ourselves) who we are
- A quality of creations and creating processes
- Originality that is developed from the inside out – through knowing oneself well and trusting one's own judgements, insights, and ideas.

Personal Expressiveness involves finding ways to communicate:

- What we care about
- What we want to know
- Who we want to become
- What we see, hear, and feel
- What we perceive to be connected or related
- Our vision of parts and wholes, the universal and the particular
- Other questions, doubts, and fears
- Our ideas, hopes, and dreams.

Understanding “Originality” as an Aspect of Personal Expressiveness

The concept of “original” is often used as a primary criterion of the extent to which an idea, process, or product could be considered to be creative. In order to support students’ creative development, it is important to have an understanding of “original” that moves beyond viewing it solely as meaning something unique, new, and/or novel. As humans, we are influenced by the world around us and creative products reveal these influences as well as our particular understanding of the world. To be original does not mean to not be influenced by what has gone before. Rather, “*original*” should be understood as a quality having to do with:

- the individual as the origin or source of the creation
- authenticity, awareness, and self knowledge
- the unique set of perceptions, experiences, and abilities that come together in a creative process.

“As you develop and individuate more deeply, you break through into deeper layers of the collective consciousness and the collective unconsciousness. There is no need to alter your voice in order to please others, and no need to alter it in order to differentiate yourself from others. Quality arises from, and is recognized by, resonance with inner truth” (Nachmanovitch, 1990, pp.179-180).

In describing the seeming paradox of originality, Mathieu (1991) notes: “Part of this truth is that you are everyone; the other part is that you are one-of-a-kind. The more you identify with humanity the more your uniqueness is revealed. In her lecture “The Question of Originality,” Jane Hirshfield calls this uniqueness a ‘deep particularity.’ It is deep like water flowing underground. ... Originality rises from your underground truth. When you have passion for the truth about yourself, originality will percolate up through your work. When you go for the truth, originality takes care of itself” (p. 108).

Growth in intuitive, imaginative, and personally expressive abilities requires:

- A climate of openness and respect
- Acceptance from others
- Inspiration, or internal motivation (e.g., a question, need, concern, or desire)
- Belief in self, feelings of confidence, and a degree of risk taking
- Periods of time devoted to experimenting, exploring, or playing
- Experiences that challenge us to grow – ones that incorporate boundaries, impose limits, develop techniques, model possibilities, and support reflection.

References

Marks-Tarlow, T. (1996). *Creativity inside out: Learning through multiple intelligences*. Parsippany, NJ: Dale Seymour Publications and Addison-Wesley.

Mathieu, W. (1991). *The listening book: Discovering your own music*. Boston, MA: Shambhala.

Nachmonovitch, S. (1990). *Free play: Improvisation in life and art*. Los Angeles, CA: Jeremy P. Tarcher, Inc.

Appendix B: PSD Background Information

Spiritual Development: An Overview

Background

Spiritual development is one of the goals of education in Saskatchewan. It is incorporated into the Core Curriculum within the Common Essential Learning of Personal and Social Development (PSD), across subject areas, and through qualities and elements of school routines, relationships, and rituals.²⁸¹ The central aim of spiritual development is the cultivation of inner strength along with the development of an outward focus of care, compassion, and respect. The needs of the spirit are recognized as a part of the development of whole persons.

Spiritual development refers to the exploration of a larger and more general framework of ideas, questions, and experiences related to the search for meaning and purpose – ones that recognize and nourish the human spirit in positive and respectful ways. Spiritual growth can be supported in a number of ways. A large body of literature and research related to education for spiritual growth has been consulted in the development of this aspect of PSD.²⁸²

Central Ideas and Elements

For the purposes of public education in Saskatchewan, the following ideas apply to spiritual development:

- Attention to spiritual development arises from the profound and abiding human need for connection and a sense of meaning and purpose.
- Spiritual development stems from experiences and explorations of *connectedness* such as with:²⁸³
 - one's deeper self
 - other humans
 - particular places and natural environments
 - nature, the earth, and the universe/cosmos
 - larger purposes and positive powers (such as love) that transcend one's more limited or self-centred concerns
 - a deity/dieties or universal life force.²⁸⁴

²⁸¹ An example of a ritual with a spiritual dimension is that of an assembly to celebrate individual and group achievements that has an overarching focus on gratitude for the diversity of gifts/abilities within the school community. Such a ritual would emphasize the enrichment of school and community life that results from individuals using their gifts for the good of all and would recognize and appreciate co-operation amongst individuals and groups.

²⁸² See the bibliography at the end of this overview for a list of some of the many books and articles which were consulted.

²⁸³ Adapted from Vokey (2000), "Longing to connect: Spirituality in public schools". *Padeusis*, 13(2), 23-41.

²⁸⁴ Experiences and explorations of this particular focus would be largely individual ones – any whole class activities in this area would need to protect and respect the diversity of students' backgrounds and beliefs.

- The elements of spiritual development are drawn from a variety of wisdom traditions across time and place and include:

Elements of Spiritual Development

- Nurturing a sense of awe and wonder related to the beauty, power, and mysteries of nature
- Pondering the deeper questions of human life²⁸⁵
- Developing and strengthening a sense of purpose
- Cultivating experiences that support a sense of meaning (e.g., those related to beauty, peacefulness, challenge, perseverance, joy, or community)
- Understanding that struggle and perseverance are a part of growth and that spiritual development may come out of suffering
- Developing understanding of, and appreciation for, the many ways that humans across time and place have met spiritual needs and expressed spiritual ideas and feelings
- Appreciating the spiritual dimension as a source for the development of a deep and encompassing vision of that which matters most in human life
- Recognizing, understanding, and acting upon:
 - a capacity for care and compassion
 - a sense of connection with others that transcends individual/cultural differences
 - our profound interdependence with all beings, life forms, and forces.

- Growth in understanding of “interdependence” and the development of ecological values are foundational elements of spiritual development for many individuals and cultures. For example, these elements are particularly central to the spiritual beliefs of many First Nations and Métis peoples. They are incorporated into some PSD learning objectives through the focus on deepening one’s connection to the natural world.

Purposes

“As I look at the huge problems our young people will inherit—racism, poverty, violence, the degradation of nature—I can’t imagine how we will make it if we leave soul²⁸⁶ out. My hope is that each of us finds a way to act to make sure that no child’s soul is left behind and that every aspect of the human spirit is welcomed in our homes, communities, and especially our schools ” (Latieri, 2001, p. 170).

- Spiritual development is intended to support children and youths’ sense of self worth, and feelings of belonging, and increase students’ abilities to sustain themselves through difficult or challenging times.
- Research has shown that the resilience of children and youth in overcoming social factors that put students at risk is improved when they have received support for and respectful attention to a positively-focused form of spiritual development.²⁸⁷
- Spiritual development offers students opportunities to reflect on, question, talk about, and experience things that students care deeply about and find important such as their need to feel that they have something of worth to offer the world. Such opportunities seem particularly important to counteract our society’s present materialism and tendencies to focus on image rather than inner qualities.
- While it is not religious education, it supports students in understanding, appreciating, and respecting the religious beliefs, spiritual traditions, and wisdom of others.²⁸⁸

²⁸⁵ See the PSD objectives related to Spiritual Development for explication of these types of questions, the Teacher Guidelines sections for guidance, and “Informing and Working with Parents, Guardians, and Community Members” at the end of this Appendix for specific suggestions.

²⁸⁶ Educational literature in the area of spiritual development tends to use the terms “soul” and “spirit” somewhat interchangeably. For the purposes of public education in Saskatchewan, the “soul” or “spirit” is conceptualized as the central core of one’s being – that which unites intellectual, emotional, physical, and social aspects of an individual into a whole and integrated self with an innate sense of self worth.

²⁸⁷ See, for example, the conclusions of Garbarino described in *Lost boys: Why our sons turn violent and what we can do to help them* (1999) and the discussion of risk and resilience in Latieri (2001), pp. 14-16.

²⁸⁸ An example of how one might approach this would be an exploration of values that are held in common by people from a number of religious, spiritual, or secular backgrounds.

- Spiritual development supports the development of character through providing sources of motivation and inner strength, but is not the same as character education which focuses on acquiring particular virtues and social practices.²⁸⁹
- By strengthening bonds and feelings of connection to other humans and living things, a sense of caring and compassion grows. One tries not to harm that which one loves, appreciates, or is attached to. Thus, “doing no harm” is a part of spiritual development.

Meanings of the Spiritual Dimension from a Variety of Perspectives

Concepts related to the spiritual realm differ in type from those in technical and practical areas – particularly in terms of their experiential nature and their lack of precise, concrete referents. Spiritual concepts are often defined metaphorically and from a variety of perspectives. For example:²⁹⁰

The spiritual dimension of life is part of the foundations of most religions and cultures. While it may take many different forms, it can be identified by some common elements. These include *“a respect for what transcends us, whether we mean the mystery of Being or a moral order that stands above us; certain imperatives that come to us from heaven, or from nature, or from our own hearts; a belief that our deeds will live after us; respect for our neighbours, for our families, for certain natural authorities; respect for human dignity and for nature; a sense of solidarity and benevolence towards guests who come with good intentions”* (Havel, V., 1996, “Reflections on character, global civilization, and the preservation of enlightened values”, *Update on Law-Related Education*, v20, Winter, 96, pp. 9-11).

“Spirituality also involves a search for meaning, the desire to find and know the truth about things and oneself. The meaning of a thing (or a person’s life) is that for the sake of which it exists and without which the thing (or person) lacks context, place, connectedness, embeddedness. So we might say that spirituality concerns that which connects us to some larger whole within which we have a unique ‘place’ that ‘makes a difference’, i.e., has meaning, and without which the pattern as a whole would be incomplete. (Burch, M., 2000, *Stepping lightly: Simplicity for people and the planet*, Gabriola Island, BC: New Society Publishers [Original emphasis]).

“[B]y ‘spiritual’ I do not mean the creedal formulations of any faith tradition, as much as I respect those traditions and as helpful as their insights can be. I mean the ancient and abiding quest for connectedness with something larger and more trustworthy than our egos—with our own souls, with one another, with the worlds of history and nature, with the invisible winds of the spirit, with the mystery of being alive.” (Palmer, P., 1999, “Evoking the Spirit in Public Education”, *Educational Leadership*, v56, #4, D 98/J 99, pp. 6-11).

Spirituality is an attitude or way of life that recognizes the spirit. This recognition is one basis for the development of religions but in itself does not require an institutional connection or religious affiliation. Spirituality is broader and more general than any particular religious or wisdom tradition (a paraphrasing of Noddings, N., “Longing for the Sacred in Schools: A conversation with Nel Noddings”, *Educational Leadership*, v56, #4, D 98/J 99, pp. 28-32).

The spiritual dimension has to do with *“the larger questions of meaning and purpose, about ultimate beginnings and endings”*. It involves a focus on *“what has heart and meaning”* and, within this focus, *“the yearning, wonder, wisdom, fear, and confusion of students become central to the curriculum. Questions become as important as answers”* (Kessler, R. “Nourishing students in secular schools” *Educational Leadership*, v56, #4, D 98/J 99, pp. 49-52).

“[S]pirit refers to a quality of being fully human that ignites our potential to transcend the conditions of our experience ... to move beyond what is known to what we do not yet understand. ... The hopeful

²⁸⁹ See the PSD objectives related to Character Development for an overview of this area.

²⁹⁰ The excerpts below include both material that has been paraphrased from the source cited and direct quotations. Quoted material is italicized.

spirit transcends limitations” (Myers, B.K. & Myers, M. E., 1999, “Engaging Children’s Spirit and Spirituality through Literature”, *Childhood Education*, v76#1, Fall 99, pp. 28-32).

Aboriginal spirituality contains the beliefs that all of nature is sacred and that we are related or connected in deep ways to the rest of the natural world – other persons, animals, plants, and places. *“Native spirituality in that sense is a feeling of kinship with all living things in the universe, and living a life of cosmic citizenship. Having a sense of obligation, responsibility, and being accountable for one’s actions in this cosmic family, is what I believe to be the essence of Native spirituality”* (Wilson, S., 1998, *De-Mystifying Spirituality, Canadian Social Studies*, v33#1).

Principles

Spiritual development as described by the Ministry of Education attempts to be sensitive to, and respectful of, the democratic and multicultural nature of Canadian society. In keeping with this nature, the following principles apply.

Key Principles of Spiritual Development within Public Education

- Teaching methods and disciplinary measures are sensitive to the spiritual integrity of each child/youth – care is taken to avoid actions that might “crush the spirit”.
- Leadership and administrative structures, policies, and practices are supportive of the spiritual development of both students and teachers.
- Respect for individual privacy in relation to spirituality is a basic need and human right.
- The spirit of each human is considered to be inviolable and not to be the *direct* focus of instruction and evaluation. Rather, spiritual development is supported implicitly and indirectly through the provision of well thought-out experiences and a positive, respectful environment.
- Spiritual development includes the exploration of ideas and concepts such as meanings of “*the sacred*”, “*soul*”, or “*spirit*” but does not hold one view of these to be the most correct. Incultation into a particular set of religious beliefs is not the intention of this aspect of PSD.
- The content of subject area lessons, activities, and units that also focus on spiritual development are respectful of, and support, the lived experiences of children/youth.
- Students, parents, and community members are informed in relation to the spiritual development objectives, and the purposes the objectives serve, and supported to engage in dialogue about this area of education.
- Foundational and learning objectives related to Spiritual Development are qualitatively assessed but not judged or graded.²⁹¹ Curriculum documents, resources, professional development, and other supports are available to teachers to guide approaches to moral and spiritual development, in particular, and to respectful and caring teaching more generally.

²⁹¹ Qualitative assessment would focus mainly on student self-assessment through such means as teacher-student conferences, journal writing, or portfolio development. Conferences and self-assessments might incorporate discussion of student-selected portfolio items and the meaning which these hold for the child/youth.

Informing and Working with Parents, Guardians, and Community Members

As you approach this area, three ideas are central:

- 1) This is not a new area – spiritual development has long been a goal of education in Saskatchewan. What is new are the inclusion of specific objectives for each grade level and background information and guidance for teachers to an approach that is sensitive to the diversity of the Saskatchewan population.
- 2) Much of the focus of spiritual development is related to experiences you and your colleagues already provide, objectives for student growth you already hold, and ideas you already explore in some way.
- 3) Developing a comfort level in this area is important – each teacher should find her/his own beginning point and increase their provision as understanding grows.

Suggestions for Informing and Developing Parental and Community Support

- Begin your incorporation of this area by undertaking various means of developing your own understanding such as reading the curriculum material provided, investigating some of the bibliographic material, and talking about the area with other teachers, friends, and community members.
- Work from a positive and confident sense that this area has much to offer your students and yourself, and is important and needed.
- A letter that comes from the entire school staff and relates to all classrooms is an effective way to introduce the area.
- Information about Spiritual Development need not be the focus of a separate newsletter to parents/guardians. Rather, it could be included along with other information about school programs in a more general letter.
- Keep your information positive and clear in relation to the fact that spiritual development is not religious education; it is respectful of family beliefs, and does not involve inculcation into any one religious, spiritual, or secular set of beliefs.
- Work to develop a school-wide approach to informing parents, guardians, and community members but supplement this with specific information about the objectives for your grade level and other specifics as parents request them.
- Provide interested parents or guardians with a short overview of the Spiritual Development focus at your grade level (as well as other aspects of PSD) and invite them to get in touch with you if they want more information or have concerns.
- In discussing the area with interested parents, guardians, or community members, stress the positive nature of the spiritual development focus, the real needs of children and youth it meets, and the ways it supports children and youth in developing inner strength and compassion for others.
- In planning experiences and selecting materials, use discretion and your own sense of what might be acceptable to your community. At the same time, be aware that most responses will be positive – when students' needs are met, parents and guardians are supportive.
- Plan, as a school staff, for ways to incorporate a spiritual focus within school routines and rituals. Discuss ways to develop a supportive, respectful environment together.
- Hold regular assemblies and school celebrations that offer “food for the spirit” and invite parents, guardians, and interested community members to attend/participate.

Bibliography²⁹²

Beattie, M. (1999). "Connecting mind, heart, and soul: An exemplary secondary school [Corktown Community High School, Toronto]". *Orbit*, 30(2), 34-37.

Beck, P., Walters, A., and Francisco, N. (1997). *The sacred: Ways of knowledge, sources of life* (Redesigned addition). Tsale, AZ: Navajo Community College Press.

*Excellent resource for understanding American First Nations' traditional beliefs and practices, and the ways they relate to contemporary education. Considered by many to be an accurate, general introduction.

Brendtro, L., Brokenleg, M., and Van Bockern, S. (1990). *Reclaiming youth at risk: Our hope for the future*. Bloomington, IN: National Educational Service.

*Excellent resource for those developing educational programs for youth – describes moral/spiritual education consistent with traditional aboriginal beliefs and practices. Emphasis on *Care/Caring*, and a community service component.

Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Skyland, NC: Kivaki Press.

*Describes holistic approach to education of indigenous peoples, develops relevance for present in a framework where interdependence is a central understanding, and is ecologically-sensitive.

Coles, R. (1989). *The call of story: Teaching and the moral imagination*. Boston, MA: Houghton Mifflin.

*Inspiring reading for teachers in relation to the moral courage and character of children and young adults, and the potential of literature to evoke moral questions and inspire moral behaviour.

Halford, J. M. (1998). "Longing for the sacred in schools: A conversation with Nel Noddings". *Educational Leadership*, 56(4), 28-32.

Garbarino, J. (1999). *Lost boys: Why our sons turn violent and how we can help them*. New York: Anchor Books.

*Especially useful for understanding the impact of the broader social context on today's youth and the factors that make for a "socially toxic" environment. Garbarino outlines both how youth become "lost" and what they need to turn their lives around. His emphasis on the spiritual needs of troubled youth is applicable more broadly. In stressing the importance of helping youth to develop spiritual anchors, Garbarino makes some important distinctions between religious practices that are punitive, materialistic, or based in hypocritical sermonizing and those that are grounded in spirituality (as a sense of purpose and connection) and love.

Greer, C. and Kohl, H. (1997). *The plain truth of things*. New York: Harper Collins.

*A treasury of short prose and poetry selections from many cultures that are intended to invite, provoke, and support moral reflection without sermonizing. The book is divided into 12 sections – each section focuses upon an aspect of the moral and spiritual life of humans from a number of perspectives. Selections have been selected for the quality of their writing as well as the depth of their insights and would make inspiring and/or thought provoking material useful to focus or stimulate classroom dialogue, journal writing, arts expressions, or research. Could also be a useful tool for teacher personal-professional development.

Havel, V. (1996). "Reflections on character, global civilization, and the preservation of enlightened values". *Update on law-related education*, 20(1), 9-11.

*Argues for the importance of global values that are grounded in the spiritual domain and a sense of the sacredness and "miracle of Being". Outlines some central values that appear to be shared across cultures.

Kessler, R. (1998). "Nourishing students in secular schools". *Educational Leadership*. 56(4), 49-52.

*Defines spirituality in the context of public education.

Kessler, R. (1999). "Nourishing adolescents' spirituality in secular schools". *Orbit*, 30(2), 30-33.

*Discusses the urgency of nurturing the spirits of youth within our school practices and countering dominant cultural values and experiences that lead them to drugs, despair, and suicide.

²⁹² The bibliography list is intended to show the range of material drawn upon in developing this area of the Core Curriculum but does not include all the books and articles that were examined. It is also intended to provide educators with some useful sources for developing further background and/or teaching practices in relation to Spiritual Development. All books listed may not be available for purchase but most should be available from university or regional libraries.

Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.

*Very strong framework for supporting spiritual development in middle years and secondary students. Accessible with lots of concrete examples. Students' comments on their experiences incorporated throughout.

Kimes Myers, B. and Myers, E. (1999). "Engaging children's spirituality through literature". *Childhood Education*, 76(1).

*Integrated discussion of theory and practice related to the spiritual needs of young children.

Lantieri, L. (Ed.). (2001). *Schools with spirit: Nurturing the inner lives of children and teachers*. Boston: Beacon Press.

Mayes, C. (2001). "Cultivating spiritual reflectivity in teachers". *Teacher Education Quarterly*, 28(2), 5-22.

McLuhan, T.C. (1996) *Cathedrals of the spirit: The message of sacred places*. Toronto, ON: Harper Collins.

*This resource contains a collection of short pieces by leaders from the literary, spiritual, and environmental fields. These selections explore the idea of nature as sacred, describe particular natural sites that have been considered sacred by individuals and cultures, and relate the experiences humans have had within such places and their long lasting effects. The photographs and prose pieces in the collection could be used by teachers as discussion starters in relation to many of the learning objectives of "Spiritual Development" and "Diversity, Interdependence, and Sustainability". Selections could also be used to introduce field trips, or for personal response activities such as journal writing and the creation of artworks.

McMurtry, J. (1998). "Institutional religion, spirituality and public education". *Canadian Social Studies*, 33(1), 6.

Miller, J. (199). "Presence and soul and the classroom". *Orbit*, 30(2), 10-12.

*Describes teaching practices, teacher-student relationships that centre on mindfulness, vulnerability/openness, and spontaneity (i.e., room for students' ideas and experiences).

Miller, J. (98/99). "Making connections through holistic learning". *Educational Leadership*, 56(4), 46-48.

*Includes emphasis on connections to natural world.

Miller, J. and Drake, S. (1997). "Toward a spiritual curriculum". *Curriculum Inquiry*, 27(2), 239-245.

*Book review of *The universal schoolhouse: Spiritual Awakening through education*, Moffett, J. (1994). Good list of references included.

Moffat, J. (1994). *The universal schoolhouse: Spiritual awakening through education*. San Fransisco, CA: Jossey Bass.

Mulvaney, A. (1999). "I see you! Presence in the classroom for all ages". *Orbit*, 30(2), 41-43.

*Discusses ways to strengthen students' sense of identity and inner strength.

Neufeld, H. (2000). "Education that nurtures the soul." *Canadian Mennonite*, 4(18), 9-10.

Paley, V. G. (1999). *The kindness of children*. Cambridge, MA: Harvard University Press.

*This book, as all of Paley's books, both inspire as well as inform teachers and others in relation to a story-based approach to moral, spiritual, and intellectual education for young children.

Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass Publishers.

Palmer, P. (1999). "Evoking the spirit in public education". *Educational Leadership*, 56(4), 6-11.

*Defines spirituality in the context of public education. Distinguishes it from religious education. Argues for the importance of raising/exploring the deeper questions of life with students but cautions educators against answering them from their own perspectives.

Staley, B. (1988). *Between form and freedom: A practical guide for the teenage years*. Stroud, UK: Hawthorn Press.

*One of the few books describing contemporary teenagers and their needs that includes the needs of the spirit and considers spiritual development to be a part of the overall development of adolescents. Written with a large

degree of compassion for young people and understanding of common problems which they face. The section on teenage depression (pp. 196-205) is particularly helpful in its descriptions of ways to recognize adolescent depression and understand its causes.

Swimme, B. and Berry, T. (1994). *The universe story: From the primordial flaring forth to the ecozoic era: A celebration of the unfolding of the cosmos*. San Francisco: Harper.

*A good resource for teachers and senior students for developing a broader and deeper understanding of, appreciation for, and sense of connection to the universe/cosmos in all its mystery, beauty, and grandeur.

Thomashow, M. (2002). "The biospheric curriculum" in Thomashow, M. *Bringing the biosphere home: Learning to perceive global environmental change*, pp. 191-218.

*In this final chapter in his book, Thomashow outlines a curriculum for ecological education for high school students that incorporates a spiritual dimension in an intrinsic and integrated way. Many of his ideas related to processes could be applied more broadly.

Vokey, D. (2000). "Longing to connect: Spirituality in public schools". *Padeusis*, 13(2), 23-41.
relational accountability". *Canadian Social Studies*, 33(3),76.

*Good definition of spiritual development backed by depth of references and arguments.

Wilson, S. (1999). "Honouring our relations: Aboriginal spirituality as comprehensive relational accountability". *Canadian Social Studies*, 33(3),76.

Wilson, S. (1998). "De-mystifying spirituality". *Canadian Social Studies*, 33(7).

*Aboriginal perspective on spirituality and the importance of understanding our interdependence with all other life forms.

Appendix C: Communitarian Thinking and Dialogue

Introduction

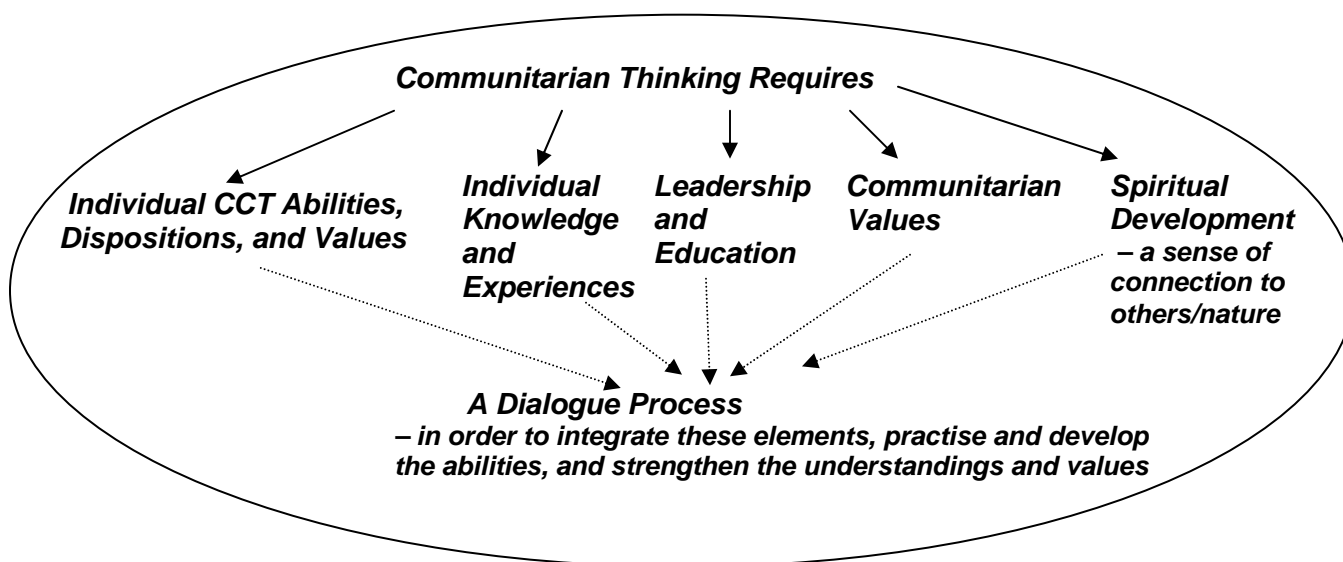
There are many different forms and types of communities. For example, communities can vary in:

- size
- composition
- inclusiveness or exclusiveness
- decision-making structures
- the strength and quality of their relationships
- the extent to which they meet the needs of all members of the community well
- the extent to which members of the community take into account the need to sustain natural environments as a foundational aspect of all life.

The focus in this element of Integrated CCT and PSD is upon supporting children/youth to acquire the values and abilities needed for the growth of communities that are caring, inclusive, democratic, and sustainable.

Support for this endeavor begins through viewing the classroom as a community in itself and establishing the classroom/school as a place for children and youth to develop the values and understanding, and practise the skills/abilities, needed to participate thoughtfully and well in the larger communities of which students will become a part. The ability to undertake Communitarian Thinking within a dialogue process is seen as central to this achievement.

What do we mean by Communitarian Thinking and Dialogue?



Communitarian Thinking is the ability to “think with” others, learn from others, and support the thinking of others. It requires using the entire range of critical and creative abilities that individuals possess as well as the most respectful and caring behaviours of which these individuals are capable. Communitarian Thinking is founded upon a basic belief in, and commitment to, inclusiveness²⁹³ and diversity as sources of strength and the values of mutuality, empowerment, and sustainability.

²⁹³ “Inclusiveness” should be understood to include gender, age, abilities/disabilities, culture, language, religious and spiritual beliefs and affiliations, and understanding of natural environments as a part of communities.

The concept of “*mutuality*” refers to a belief that a group, organization, or community will be stronger when its members recognize ideas such as:

- “we are all in this together”
- our actions affect the lives of others
- supporting others is a way to support oneself
- the needs or concerns of one member are the responsibility of all.

Dialogue is a discussion process characterized by talk that is respectful, non-combative or non-argumentative, and supportive of the full participation of all present. Dialogue demands:

- thoughtful listening
- tolerance for initial ambiguities
- comfort with periods of silence and a slower pace
- openness to the ideas and views of all
- a degree of self-understanding
- the ability to put one’s own ideas and needs aside, at least temporarily, to better understand the ideas and needs of others.

Rather than believing that there is one best viewpoint or solution to a need or concern, dialogue participants believe there are many valid views and many possible ways to approach filling needs or understanding concerns.

A Basic Model of Communitarian Dialogue²⁹⁴

A Communitarian Dialogue is . . .	Steps in a Basic Dialogue Process
Discussion that works towards Community Building and Community Development	Time is taken to get to know each person and the values, knowledge, and experiences each person brings to the group
Talk related to topics that are understood to be multifaceted	A facilitator shares ideas about the concept of dialogue and the values, knowledge, and abilities of Communitarian Thinking and stresses that these are <u>ideals</u> to work towards
Personal and not authoritarian	Initial gatherings work towards developing a mutual vision of “the good community” and “the good life for all”
A process that draws upon reflective, imaginative, and intuitive abilities	Focus of subsequent dialogue is a group decision but anyone can propose a need or concern
Inclusionary, respectful, and appreciative of many perspectives	Chair takes a facilitative, non-authoritarian role
Sensitive and responsive to feelings	Dialogue begins with a supported opportunity for each member to speak in turn about feelings, beliefs, or experiences in relation to focus
Seeking common ground and connections between ideas	General discussion develops but involves everyone in refraining from making a second point until all have been given an opportunity to make their first
Empathetic listening and listening to learn	Everyone has an opportunity to provide a synthesis statement at the end
Comfort with silence, and patient with many conversational styles and pace	
A way to develop Communitarian Thinking abilities	

²⁹⁴ See *Classroom Curriculum Connections* (Sask. Learning, 2001, Ch. 4) and Integrated CCT and PSD learning objectives for more ideas and specific details to support dialogue.

Communitarian Thinking supports dialogue through its emphasis on the use of critical and creative thinking abilities and through its value orientation towards caring relationships. Dialogue supports the development of Communitarian Thinking through offering a safe and supportive process in which to practise critical and creative thinking abilities and strengthen values and commitments to diversity, inclusiveness, and sustainability.

Taken together, **Communitarian Thinking and Dialogue** is a discussion process that integrates Communitarian values and critical and creative thinking abilities into respectful and thoughtful talk – talk which is aimed at reaching mutual understanding and effective solutions to problems or concerns.

What are the Benefits of Developing Communitarian Thinking and Dialogue Values and Abilities?

Communitarian Thinking and Dialogue, with its emphasis on both critical and creative abilities and support for intercultural understanding, is greatly needed in a global community. It has strengths that are not present in traditional critical thinking models and processes.

The benefits for children and youth include that it:

- prepares them for civic responsibility and family life
- supports their learning through its contribution to establishing a caring and respectful classroom and school environment
- helps to expand or contextualize their thinking and prevent or diminish narrow or biased views
- supports creative thought and the ability to see more possibilities
- provides opportunities to use critical thinking abilities and see them modeled by others
- improves classroom relationships through developing greater understanding of others.

The long term benefits for all types of communities include:

- individual learning and community development that is sustainable
- the growth of mutual understanding and common bonds
- the development of a clearer, more accurate picture of a situation/reality than that which can be achieved by the solitary thinker or perspective
- the achievement of more alternatives and stronger solutions
- the motivation to act that comes from being part of the decision.

Communitarian Thinking and Dialogue:

- draws from community
- empowers community members
- develops a community's abilities to work together for the good of all.

By incorporating a Communitarian Thinking and Dialogue Model, educators, students, and communities in the province benefit through strengthening their abilities to “think with” and work with others to develop stronger visions, better alternatives, and common bonds.

A Profile of a Communitarian Thinker²⁹⁵

A Communitarian Thinker values:

- dialogue as a tool for community development
- many forms of individual, social, and cultural diversity
- ideas of all persons involved – believes that group can develop a stronger understanding of a social issue/community concern than can an individual
- all ways of knowing and forms of knowledge

²⁹⁵ This profile should be understood as an ideal that can be worked towards but seldom fully achieved. It is intended as a tool to be used by teachers and students to clarify their understanding but not to critique self and others in relation to present shortcomings. It is adapted from a model developed by Finney and Schaefer (2000), Garden River Research Associates, Saskatoon, SK.

- respectful communication abilities (ones sensitive to, and respectful of, any differences between participants that might affect their participation)
- intercultural understanding
- gender-culture-abilities-sensitive language and communication
- human virtues of compassion, empathy, moral courage, humility, kindness, openness, fair-mindedness, and patience
- spiritual development as a strengthening of the senses of connection, meaning, and purpose²⁹⁶
- vision and the act of imagining what might constitute “the good life for all”
- social justice, planetary health, sustainability, and empowerment.

A Communitarian Thinker understands:

- dialogue processes and other types of inclusive, respectful discussion such as talking circles
- the implications of our social and biological interdependence
- that the natural environment is an important and essential part of one’s community
- that large economic disparities are not conducive to development of a caring or sustainable community
- that differing viewpoints are natural within open discussions and that considering different views can result in stronger understanding or sounder decisions
- the importance of hope as a belief in, and disposition towards, finding the possibilities for change.

A Communitarian Thinker possesses the abilities to:

- use “fair-minded” critical thinking²⁹⁷
- draw on creative abilities – particularly, imagination
- experience awe, wonder, and inspiration
- exercise moral courage
- think contextually
- listen actively and sensitively
- withhold judgement, or the drawing of conclusions, until all ideas/arguments/perspectives are considered
- build on ideas of others
- seek many perspectives
- develop intercultural understandings and abilities
- build relationships
- work toward greater trust amongst individuals in a community
- be comfortable with (respectful) disagreements
- work to include, facilitate, and support the participation of others (i.e., demonstrate commitment to process)
- demonstrate willingness to consider ideas that, on first reflection, appear irrelevant, unrelated, or too extreme
- question own role (i.e., ask, “How am I implicated? What can I do to help/contribute to a better/fairer outcome?”)
- question role of community (i.e., ask, “How are we all implicated? What can we do together to achieve our goal? help/contribute to a solution?”)
- question role of society (i.e., ask, “What social structures, practices, institutions, or dominant values are implicated? What structures, practices, institutions, dominant values need to be changed/transformed? What can we do to contribute to this?”)
- question the impact of any decision or action on the natural environment
- work towards environmentally-sensitive solutions to individual/community needs
- seek alternatives and act from the belief there is always more than one way to do things or achieve goals

²⁹⁶ See the background document “*Spiritual Development*” in Appendix B for definition and discussion of this central area of development.

²⁹⁷ Also known as “strong sense” critical thinking.

- contribute positive examples and suggest actions that have worked in the past, other places, and other cultures
- act on decisions made
- accept responsibilities for her/his share of the load
- work with others (cooperatively/collaboratively) to implement plans/decisions.

Understanding Communitarian Dialogue as a Process of Becoming

1. Starting Points

- May begin from a need perceived by some, and agreed upon by many, as important
- A basic model of Communitarian Thinking and Dialogue is a helpful tool to work from in developing a community's own processes
- Initially, facilitators with knowledge of dialogue process are helpful to explain, model, demonstrate, or teach some basic skills and practices
- Guidelines and techniques are useful (i.e., model, teach each other, share, post in visible place/s).²⁹⁸

2. Developing a Vision

A community:

- Works at developing a shared vision of “the common good for all” and/or of an inclusive, caring, democratic, and sustainable community
- Understands that the vision is an ideal that can be worked towards but rarely fully achieved
- Realizing that questioning the strength or adequacy of the vision is appropriate and necessary as contexts change and new understandings develop.

3. Developing Understanding of and about Community

A community:

- Is created by its members and creates (shapes) its members
- Needs the tools provided by critical and creative thinking to remain open to possibilities, avoid acceptance of the status quo as the best way to think or do, and to continue to grow, change, and better meet new challenges
- Needs to be aware of the power of community to silence critique and overpower or co-opt individuals
- Requires a commitment to work towards inclusive and democratic practices
- Affects the learning and growth of individuals as they learn through social interactions and the distribution and quality of community supports
- Supports moral courage and other virtues which are contextual achievements (i.e., their development is contingent upon such supports and a conducive climate).

4. Developing Understanding of the Practicalities and Realities of Dialogue

Dialogue:

- Is challenging, demanding, but rewarding work
- Has phases/stages
- Will include setbacks and disagreements
- Is uneven with good moments and awkward moments, thorny and smooth patches
- Entails no one best model but many ways to enter into and support dialogue
- Occurs through processes that the community develops and that work best for the community.

²⁹⁸ *Classroom Curriculum Connections* (Sask. Learning, 2001, Ch. 4) contains charts and advice that could be used to support understanding and as a reference for developing techniques and behaviours related to dialogue. As well, the Integrated CCT and PSD learning objectives contain ideas and specific details related to the values, dispositions, and abilities that support Communitarian Dialogue.

5. Teaching/Supporting Communitarian Thinking and Dialogue

- CCT skills/abilities need to be taught and can be learned by individuals and then applied to the dialogue process. They can also be learned within the dialogue process through the modeling and mentorship of others.
- Communitarian values and the abilities related to dialogue cannot be learned in isolation from experiencing them; thus, they are learned in and through the dialogue process.
- Young children can learn the foundations of Communitarian Thinking and participate in dialogue processes.
- Communitarian Thinking and Dialogue needs to be followed by individual reflection and group debriefing and sometimes by needs assessment and research.
- Development of a cyclical process is useful. That is, one that begins from a perceived need or concern and is followed by dialogue, action, reflection, and further dialogue, action, and reflection as necessary.
- Class meetings and school councils are good places for children and youth to develop and apply the understandings, values, and abilities of Communitarian Thinking and Dialogue.