

COMMUNICATION COMPETENCY

Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and engage with others (to share & develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus.

Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate)

- I ask and respond to simple, direct questions
- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully

2. Acquire, interpret, and present information (include inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology.

Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal

- I can understand and share information about a topic that is important to me
- I present information clearly & in an organized way
- I can present information & ideas to an audience I may not know

3. Collaborate to plan, carry out, review constructions & activities

Students work together to accomplish goals either face to face, or through media.

Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project

- I can work with others to achieve a common goal, I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas & identify the ways we agree (commonalities)

4. Explain/recount/reflect on experiences and accomplishments

Students tell about their experiences –especially their learning experiences – and reflect and share what they learned.

Examples: presentations of learning, self-assessment, and receiving/offering feedback

- I give, receive, and act on feedback
- I can recount simple experiences and activities and tell something I learned
- I can represent my learning and tell how it connects to my experiences and efforts

CONTINUUM OF PROFILES

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Communication Competency. Each profile level progresses developmentally and is written from a student's point of view.

PROFILE	DESCRIPTION
1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
2	In a familiar situations, with direct support, I communicate with peers and adults I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
3	In familiar situations, with some support and guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (to connect, help, be friendly, learn/share). I listen and respond to others, I can work with others to achieve a short-term concrete goal; I do my share. I can recount simple experiences/activities & tell something I learned
4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles & responsibilities. I recount & comment on events and experiences.
5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

CREATIVE THINKING COMPETENCY

Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy

1. Novelty and Value

Students get creative ideas that are both novel and have value. Degrees of novelty –idea may be: new to that student or their peers; it may be novel for their age group or larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts –it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level

- *I get ideas when I play. My ideas are fun & make me happy.*
- *I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.*
- *I generate new ideas as I pursue my interests.*
- *I get ideas that are new to my peers.*
- *I can develop a body of creative work over time in an area I'm interested in or passionate about*

2. Generating Ideas

Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas –giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious an subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)

- *I get ideas when I use my senses to explore.*
- *I build on others' ideas and add new ideas of y own, or combine other people's ideas in new ways to create new things or solve straightforward problems*
- *I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head.*
- *I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.*
- *I have interest and passions that I pursue over time*

3. Developing Ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, and work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.

- *I make my ideas work or I change what I am doing.*
- *I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them*
- *I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries*
- *I use my experiences with various steps and attempts to direct my future work*
- *I can preserve over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking*

CONTINUUM OF PROFILES

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Creative Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.

PROFILE	DESCRIPTION
1	<p>I get ideas when I play.</p> <p>I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.</p>
2	<p>I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.</p> <p>I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.</p>
3	<p>I can get new ideas in areas in which I have an interest and build my skills to make them work.</p> <p>I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.</p>
4	<p>I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers.</p> <p>I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.</p>
5	<p>I can develop a body of creative work over time in an area of interest or passion.</p> <p>I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.</p>

CRITICAL THINKING COMPETENCY

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and Critique

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.

- *I can show if I like something or not.*
- *I can identify criteria that I can use to analyze evidence.*
- *I can analyze evidence from different perspectives.*
- *I can reflect on and evaluate my thinking, products, and actions.*
- *I can analyze my own assumptions and beliefs and consider views that do not fit with them.*

2. Question and Investigate

Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.

- *I can explore materials and actions.*
- *I can ask open-ended questions and gather information.*
- *I can consider more than one way to proceed in an investigation.*
- *I can evaluate the credibility of sources of information.*
- *I can tell the difference between facts and interpretations, opinions, or judgments.*

3. Develop and Design

Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.

- *I can experiment with different ways of doing things*
- *I can develop criteria for evaluating design options.*
- *I can monitor my progress and adjust my actions to make sure I achieve what I want.*
- *I can make choices that will help me create my intended impact on an audience or situation.*

CONTINUUM OF PROFILES

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Critical Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.

PROFILE	DESCRIPTION
1	I can explore. I can explore materials and actions. I can show if I like something or not.
2	I can use evidence to make simple judgments. I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.
3	I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments. I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.
4	I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans. I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.
5	I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking. I can ask questions and offer judgments, conclusions, and interpretations supported by evidence others or I have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.
6	I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues. I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.

POSITIVE PERSONAL & CULTURAL IDENTITY

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well being and to the well-being of their family, community, and society.

1. Relationships and Cultural Contexts

Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)
- I understand that learning is continuous and my concept of self-identity will continue to evolve.

2. Personal Values and Choices

Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.

- I can tell what is important to me.
- I can explain what my values are and how they affect choices I make.
- I can tell how some important aspect of my life have influenced my values
- I understand how my values shape my choices

3. Personal Strengths and Abilities

Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges.

CONTINUUM OF PROFILES

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Positive Personal & Cultural Identity Competency. Each profile level progresses developmentally and is written from a student's point of view.

PROFILE	DESCRIPTION
1	I am aware of myself as different from others. I know my name. With some help, I can identify some of my attributes.
2	I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.
3	I can describe different aspects of my identity. I have pride in who I am. I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.
4	I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual. I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).
5	I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity. I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.

PERSONAL AWARENESS & RESPONSIBILITY

Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.

1. Self-Determination

Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it, to find purpose and motivation and act on it, and to advocate for themselves.

- *I can show a sense of accomplishment & joy*
- *I can celebrate my efforts & accomplishments.*
- *I can advocate for myself and my ideas*
- *I can imagine and work toward change in myself and the world.*
- *I take the initiative to inform myself about controversial issues*

2. Self-Regulation

Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.

- *I can sometimes recognize emotions.*
- *I can use strategies that help me manage my feelings and emotions.*
- *I can persevere with challenging tasks.*
- *I can implement, monitor, and adjust a plan and assess the results.*
- *I can take ownership of my goals, learning, & behavior.*

3. Well-being

Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.

- *I can participate in activities that support my well being, and tell/show how they help me.*
- *I can take some responsibility for my physical and emotional well-being.*
- *I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.*
- *I can use strategies to find peace in stressful times.*
- *I can sustain a healthy and balanced lifestyle.*

CONTINUUM OF PROFILES

The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Personal Awareness & Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

PROFILE	DESCRIPTION
1	With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize emotions. I can participate in activities that support my well-being.
2	In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.
3	I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.
4	I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.
5	I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.

SOCIAL RESPONSIBILITY

Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to Community and Caring for the Environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.

- *With some support, I can be part of a group.*
- *I can participate in classroom and group activities to improve the classroom, school, community, or natural world.*
- *I contribute to group activities that make my classroom, school, community, or natural world a better place.*
- *I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change*
- *I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.*

2. Solving Problems in Peaceful Ways.

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

- *I can solve problems myself and can identify when to ask for help.*
- *I can identify problems and compare potential problem-solving strategies*
- *I can clarify problems, consider alternatives, and evaluate strategies.*
- *I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.*

3. Valuing Diversity

Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

- *With some direction, I can demonstrate respectful and inclusive behaviours.*
- *I can explain when something is unfair.*
- *I can advocate for others*
- *I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.*

4. Building Relationships

Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.

- *With some support, I can be part of a group.*
- *I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.*
- *I can identify when other need support and provide it.*
- *I am aware of how others may feel and take steps to help them feel included.*
- *I build and sustain positive relationships with diverse people, including people from different generations.*

CONTINUUM OF PROFILES

The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.

PROFILE	DESCRIPTION
1	I am aware that other people can be different than I am. I can interact with my friends. With some support, I can be part of a group.
2	In familiar and structured settings, I can interact with others and the environment respectfully. I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
3	I can interact with others and the environment respectfully and thoughtfully. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.
4	I can take purposeful action to support others and the environment. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.
5	I can initiate positive, sustainable change for others and the environment. I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.