



## OPTION 3

# Take action

## TEACHER'S GUIDE

**SUBJECT AREA CONNECTIONS:**  
ELA, FLS, ERC, Arts

### PRE-STEP

- Download the [Project planning resources](#).
- Using your knowledge of students, the school and local community, propose a project that will promote students' sense of belonging.

### 1 INSPIRE 2-3hrs

- Lead a discussion with students using the I Belong reflection tools. Questions might include:
  - What helps you to feel safe, included and/or valued at school or in your local community?
  - What keeps you from feeling safe, included and/or valued at school or in your local community?
- Present the big picture service idea to students.
  - Ask students to identify how the project might help to address barriers and promote belonging.

*\*If major modifications to the project are necessary, let LEARN know!*

### 2 PLAN 2-4hrs

- Help students develop a specific service approach, timeline, and divide up different roles and responsibilities.
- Identify and engage an individual(s) or organization(s) from the community who can help to implement the project by sharing their expertise or can benefit from the service (e.g., Seniors Association, Pre-K).
- Identify which competencies will be evaluated (eg. talk, write, effective work methods).

### 3 TAKE ACTION 4-9hrs

- Students provide a meaningful service.
- Make adjustments as necessary.
- Take pictures and write about the experience.

### 4 REFLECT 2-3hrs

- Students write/record a reflection about what they did, what they learned and the difference their service made in the school and/or community.
- Get feedback from those impacted by the project. Write down suggestions for future iterations of the project.

### 5 CELEBRATE 2-3hrs

- Make a presentation to the whole school and/or community (live or remote) showcasing the project and its results.
- Record a video message to future students about lessons and tips for a successful project.
- Brag on social media about the student-led project, highlight the service and its impact. Get the story on the local news.



## CURRICULUM CONNECTIONS

### English Language Arts

- Elem. C1 Read and listen to literary, popular and information-based texts
- Elem. C2 To write self-expressive, narrative and information-based texts
- Elem. C3 To represent her/his literacy in different media
- Elem. C4 To use language to communicate and learn
- Sec. C1 Uses language/talk to communicate and to learn
- Sec. C2 Represents her/his literacy in different media
- Sec. C3 Produces texts for personal and social purposes

### Français, Langue Seconde (Elementary/Secondary)

- C1 Interagir en français
- C2 Produire des textes variés en français

### Ethics And Religious Culture (Elementary/Secondary)

- C1 Reflects on ethical questions
- C3 Engages in dialogue

## CROSS CURRICULUM COMPETENCIES

A comprehensive CSL project includes opportunities to integrate cross curricular competencies, broad areas of learning and the digital competency framework.

- To exercise critical judgement
- To adopt effective work methods
- To use information and communication technologies (ICT)
- To construct his/her identity
- To communicate appropriately

### Art Education

#### (Drama, Elementary/Secondary)

- C1 To invent short scenes
- C2 To interpret short scenes
- C3 To appreciate dramatic works, personal productions and those of classmates

### Visual Arts

#### (Elementary/Secondary)

- C1 To produce individual works in the visual arts
- C2 To produce media works in the visual arts
- C3 To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

### Music

#### (Elementary/Secondary)

- C1 To invent vocal or instrumental pieces
- C2 To interpret musical pieces
- C3 To appreciate musical works, personal productions and those of classmates

## BROAD AREAS OF LEARNING

- Media Literacy
- Citizenship and Community Life



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