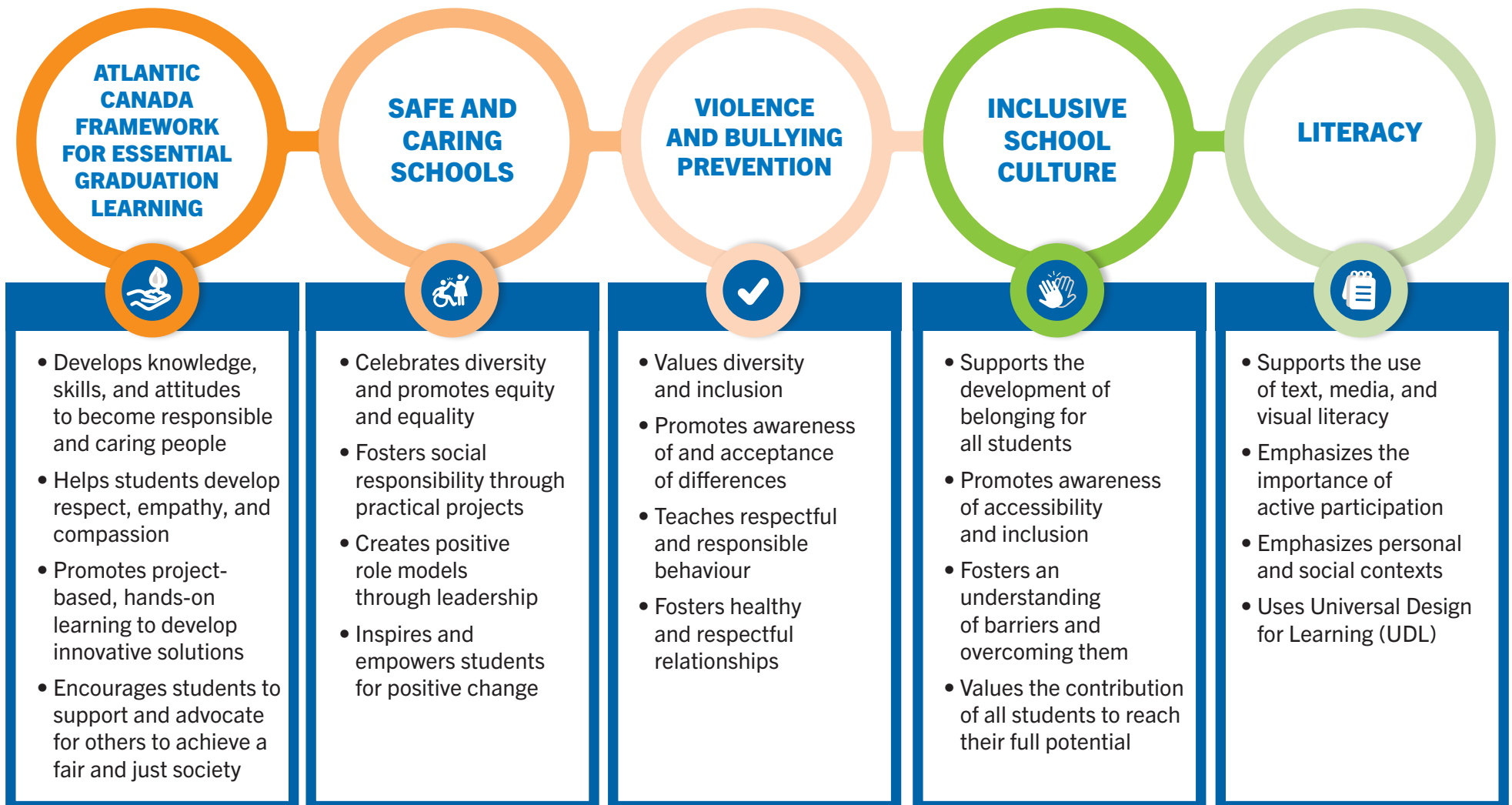


## EDUCATION PRIORITIES - NEWFOUNDLAND AND LABRADOR

The Rick Hansen Foundation School Program (RHFSP) offers educators free resources to help youth (grades K-12) learn more about improving accessibility and inclusion in their schools and communities. These comprehensive materials correspond to curriculum and education priorities in Newfoundland and Labrador.





## EDUCATION POLICIES: NEWFOUNDLAND AND LABRADOR

**The Rick Hansen Foundation School Program supports key Newfoundland and Labrador education priorities.**

**The Atlantic Canada Framework for Essential Graduation Learning** adopted by Newfoundland and Labrador identifies several key areas to help students develop knowledge, skills, abilities, and attitudes to become responsible and caring people. The Rick Hansen Foundation School Program (RHFSP) supports the Framework by helping students to develop respect, empathy, and compassion. It uses project-based, hands-on learning to help students develop innovative solutions to community needs and appreciate difference makers in their communities and across Canada. In doing so, students seek support for themselves and advocate for others to achieve a fair and just society. RHFSP fosters social responsibility and respect for differences through personal leadership and responsible citizenship with lessons that have been developed specifically for secondary school audiences.

The **Safe and Caring School Policy (2013)** outlines that caring and inclusive schools include educational practices that celebrate diversity, advocate for student well-being, and promote equity and equality. RHFSP encourages students to think about inclusion and fosters social responsibility and respect for differences through practical projects. Students are recognized for their efforts as “Difference Makers,” creating positive role models for others. RHFSP inspires and empowers students by teaching children social and emotional skills to engage positively and constructively in human relationships.

The **Violence and Bullying Prevention** section of the Safe and Caring School Policy (2013) provides guidelines for bullying prevention that underlines the importance of inclusive school environments. Research demonstrates that schools that value diversity and inclusion provide a significant resiliency factor for addressing bullying. By teaching inclusion, awareness, and social responsibility, RHFSP is an ideal tool to support safe and caring school environments and to address issues such as bullying.

The Ministry of Education for Newfoundland and Labrador supports an **Inclusive School Culture** that starts from the premise that everyone in the school should feel that they belong, realize their potential, and contribute to the life of the school. RHFSP provides a great opportunity to teach students, early in their development as citizens, about the importance and value of inclusion. It has been carefully designed to increase awareness and acceptance of people’s unique abilities and needs. It teaches that we all belong and have a place in our communities. Students learn about overcoming obstacles so that everyone can achieve their full potential.

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To view how RHFSP supports the learning standards of the subjects and grade levels you teach, click on the hyperlinks below.

- Newfoundland Elementary & Intermediate Curriculum Connections K-9:
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  - English Language Arts 10-12
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# CURRICULUM CONNECTIONS: NEWFOUNDLAND AND LABRADOR

Newfoundland Elementary & Intermediate Curriculum	Rick Hansen Foundation School Program resources <small>(Please note resources from the secondary toolkit may be included for Grade 9.)</small>
<b>English Language Arts (Grades K-9)</b>	
<p><b>Grades K-6:</b></p> <ul style="list-style-type: none"> <li>• Speak and listen to explore, extend, clarify, and reflect on thoughts, ideas, feelings, and experiences.</li> <li>• Communicate information and ideas effectively and clearly to respond personally and critically.</li> <li>• Interact with sensitivity and respect, considering situation, audience, and purpose.</li> <li>• Use writing and other ways of representing to explore, clarify, and reflect on thoughts, feelings, experience, and learning.</li> <li>• Select, read, and view with understanding a range of literature, information, media, and visual texts.</li> </ul>	<p>The Rick Hansen Story:</p> <ul style="list-style-type: none"> <li>• All lessons</li> </ul> <p>RHFSP elementary-level books:</p> <ul style="list-style-type: none"> <li>• Roll On</li> <li>• Boy in Motion</li> <li>• Rick Hansen: Canadian Hero</li> </ul>
<p><b>Grades 1-3:</b></p> <ul style="list-style-type: none"> <li>• Use reading strategies before, during, and after to make predictions and ask questions.</li> </ul>	<p>The Rick Hansen Story:</p> <ul style="list-style-type: none"> <li>• Lesson 1: Making Connections (Grades 1-3)</li> <li>• Lesson 2: Setting Goals (Grades 2-4)</li> <li>• Lesson 3: Overcoming Challenges (Grade 3)</li> </ul> <p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>• Lesson: Accessible Classroom (Kindergarten)</li> <li>• Lesson: Everyone has Abilities (Grade 1)</li> </ul>
<p><b>Grades 1-3:</b></p> <ul style="list-style-type: none"> <li>• Make text connections.</li> <li>• Vocabulary development.</li> </ul>	<p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>• All lessons</li> </ul> <p>The Rick Hansen Story:</p> <ul style="list-style-type: none"> <li>• Lesson 1: Making Connections (Grades 1-3)</li> <li>• Lesson 3: Overcoming Challenges (Grade 3)</li> </ul> <p>Abilities in Motion (Elementary):</p>

	<ul style="list-style-type: none"> <li>Lesson: We Are Like Snowflakes (Kindergarten).</li> <li>Lesson: Everyone Has Abilities (Grade 1)</li> <li>Lesson: Accessible Playgrounds (Grade 3)</li> </ul>
<p><b>Grade 9: Key Stage Outcomes:</b></p> <ul style="list-style-type: none"> <li>Examine others' ideas in discussion to extend their own understanding.</li> <li>Articulate, advocate, and support points of view.</li> <li>Participate constructively in conversation, small-group and whole-group discussion, and debate.</li> <li>Demonstrate active listening and respect for the needs, rights, and feelings of others.</li> </ul>	<p>Abilities in Motion.</p> <ul style="list-style-type: none"> <li>Lesson: Accessible or Not? (Grade 6)</li> <li>Lesson: First Impressions and Stereotypes (Grade 7)</li> <li>Lesson: Assumptions (Grade 8)</li> </ul>
<b>Career Development (Grades K-9)</b>	
<p><b>Grades K-9:</b></p> <ul style="list-style-type: none"> <li>Demonstrate acceptance for the uniqueness of others.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul> <p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>
<p><b>Grades K-6:</b></p> <ul style="list-style-type: none"> <li>Describe ways of contributing to the community.</li> </ul>	<p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>
<p><b>Grades 7-9:</b></p> <ul style="list-style-type: none"> <li>Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: First Impressions and Stereotypes (Grade 7)</li> <li>Lesson: Assumptions (Grade 8)</li> <li>Lesson: A Day in the Life (Grade 8)</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>English/Media: Lesson: First Impressions and Identity Labels</li> <li>Social Studies: Lesson: Equity and Equality</li> </ul>
<b>Physical and Health Education (Grades K-9)</b>	
<p><b>Grades K-6:</b></p> <ul style="list-style-type: none"> <li>Demonstrate socially responsive behaviour within the school and community.</li> <li>Exhibit personal responsibility for the social, physical and natural</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Activities</li> </ul> <p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>

<p>environment during physical activity.</p> <ul style="list-style-type: none"> <li>Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection and empowerment during physical activity.</li> </ul>	
<p><b>Grades 7-9:</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of cooperative and competitive group activities.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Activities</li> </ul>
<p><b>Grades 7-9:</b></p> <ul style="list-style-type: none"> <li>Initiate socially responsive activity programs within their school.</li> </ul>	<p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>
<b>Social Studies (Grades K-9)</b>	
<p><b>Grade K:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of themselves as unique and special.</li> <li>Identify needs and wants that are common to all children.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: We Are Like Snowflakes (Kindergarten).</li> <li>Lesson: Accessible Classroom (Kindergarten)</li> </ul>
<p><b>Grade K:</b></p> <ul style="list-style-type: none"> <li>Describe some of the natural and constructed features of their community.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: Accessible Classroom (Kindergarten)</li> </ul>
<p><b>Grade 1:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the similarity and diversity of social and cultural groups.</li> <li>Demonstrate an understanding that people within groups have rights and responsibilities.</li> <li>Recognize that all people have needs and wants.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: Everyone has Abilities (Grade 1)</li> <li>Lesson: A Day in Your Shoes (Grade 2)</li> </ul>
<p><b>Grade 2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests.</li> </ul>	<p>Abilities in Motion (Elementary):</p> <ul style="list-style-type: none"> <li>Lesson: School Inspectors (Grade 2)</li> </ul>
<p><b>Grade 3:</b></p> <ul style="list-style-type: none"> <li>Plan and carry out an action that promotes positive interactions among people.</li> </ul>	<p>Difference Maker (Elementary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>
<p><b>Grade 6:</b></p>	

<ul style="list-style-type: none"> <li>Take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens.</li> </ul>	
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Explain the concept of a stereotype.</li> <li>Examine the extent to which the mass media stereotype different cultural groups.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: First Impressions and Stereotypes (Grade 7)</li> </ul>
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>Examine selected examples of human rights issues around the world.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: Accessible or Not? (Grade 6)</li> </ul>
<b>Grade 7:</b> <ul style="list-style-type: none"> <li>Identify groups that are empowered and disempowered in our society.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: First Impressions and Stereotypes (Grade 7)</li> <li>Lesson: Assumptions (Grade 8)</li> <li>Lesson: A Day in the Life (Grade 8)</li> </ul>
<b>Grade 9:</b> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the significance of citizenship in the context of liberal democratic society.</li> <li>Demonstrate an understanding of social and cultural challenges and opportunities that may affect Canada's future.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>Social Studies: Lesson: Accessibility to Vote</li> <li>Social Studies: Lesson: Disability Rights Movement</li> </ul>
<b>Science (Grades K-9)</b>	
<b>Grade 3:</b> <ul style="list-style-type: none"> <li>Materials and Structures.</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: Let's Play: Accessible Playgrounds (Grade 3)</li> </ul>
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Weather.</li> </ul>	Rick Hansen Story: <ul style="list-style-type: none"> <li>Lesson 5: Wheeling Against the World's Weather (Grades 4-5)</li> </ul>
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Body systems (nervous and skeletal).</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: What's Your T10, 11 and 12? (Grade 4)</li> </ul>
<b>Grade 5:</b> <ul style="list-style-type: none"> <li>Forces and Simple Machines (friction, wheels and axles, motion).</li> </ul>	Abilities in Motion (Elementary): <ul style="list-style-type: none"> <li>Lesson: On the Move (Grade 5)</li> </ul>
<b>Mathematics (Grades 3-7)</b>	
<ul style="list-style-type: none"> <li>Demonstrate an understanding of operations (addition, subtraction, multiplication and division).</li> </ul>	Rick Hansen Story: <ul style="list-style-type: none"> <li>Lesson 6: Calculating the Distance (Grades 4-7)</li> </ul>
<ul style="list-style-type: none"> <li>Develop number sense.</li> </ul>	



<ul style="list-style-type: none"> <li>Solve problems involving multiple operations.</li> </ul>	
<b>Technology Education (Grade 9)</b>	
<ul style="list-style-type: none"> <li>Articulate problems that may be solved through technological means.</li> <li>Conduct design studies to identify a technological solution to a problem.</li> <li>Develop technological solutions to problems.</li> <li>Critically evaluate technological solutions and report their findings.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Challenge: Breakthroughs</li> <li>Design/Technology: Project: Get Outdoors!</li> <li>Social Studies: Lesson: Creative Solutions</li> <li>Social Studies: Challenge: Universal Design</li> </ul>
<b>Newfoundland &amp; Labrador Secondary Curriculum</b>	<b>Rick Hansen Foundation School Program resources</b>
<b>English Language Arts (Grades 10-12)</b>	
<p>Speaking &amp; Listening:</p> <ul style="list-style-type: none"> <li>Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</li> <li>Communicate information and ideas effectively and clearly, and to respond personally and critically.</li> <li>Interact with sensitivity and respect, considering the situation, audience, and purpose.</li> </ul>	<p>Personal leadership:</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>English/Media: Lesson: First Impressions and Identity Labels</li> <li>Social Studies: Challenge: The Arts and Universal Design</li> </ul> <p>Difference Maker (Secondary):</p> <ul style="list-style-type: none"> <li>All lessons</li> </ul>
<p>Reading &amp; Viewing:</p> <ul style="list-style-type: none"> <li>Select, read, and view with understanding a range of literature, information, media, and visual texts.</li> <li>Respond personally and critically to a range of texts.</li> </ul>	<p>Secondary book:</p> <ul style="list-style-type: none"> <li>Rick Hansen: Man in Motion</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>Design/Technology: Lesson: Inclusive Society</li> </ul>
<p>Writing &amp; Representing:</p> <ul style="list-style-type: none"> <li>Use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.</li> <li>Create texts collaboratively and independently, using a variety of</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>English/Media: Challenge: Picture This</li> <li>English/Media: Project: Social Media Connects</li> <li>Design/Technology: Lesson: Inclusive Society</li> <li>Social Studies: Project: The Arts and Universal Design</li> </ul>



<p>forms for a range of audiences and purposes.</p> <ul style="list-style-type: none"> <li>Use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.</li> </ul>	
<b>Family Studies: Human Dynamics 2201</b>	
<ul style="list-style-type: none"> <li>Recognize and respect people's diversity, individual differences and perspectives.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>English/Media: All resources</li> <li>Design/Technology: All resources</li> <li>Social Studies: All resources</li> </ul>
<ul style="list-style-type: none"> <li>Address challenges creatively and effectively.</li> </ul>	
<ul style="list-style-type: none"> <li>Contribute to group goals, understand and work with the culture of the group.</li> </ul>	Personal Leadership <ul style="list-style-type: none"> <li>All lessons</li> </ul> Difference Maker (Secondary) <ul style="list-style-type: none"> <li>Lesson 3: The Power of Teamwork</li> </ul>
<ul style="list-style-type: none"> <li>Lead when appropriate and mobilize the group.</li> </ul>	Difference Maker (Secondary) <ul style="list-style-type: none"> <li>Lesson 4: Difference Maker Campaign</li> </ul>
<b>Science (Grades 10-12)</b>	
<b>Physics</b>	
<b>Physics 2204:</b> <ul style="list-style-type: none"> <li>Kinematics.</li> <li>Dynamics.</li> <li>Work and Energy.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>Science: Challenge: Science Solutions</li> <li>Science: Project: Wheelchairs</li> </ul>
<b>Physics 3204:</b> <ul style="list-style-type: none"> <li>Force, Motion and Energy.</li> </ul>	
<b>Biology 3201</b>	
<ul style="list-style-type: none"> <li>Explain the basic structure and function of the central nervous system.</li> <li>Analyze why and how technologies related to the treatment of nervous system disorders were developed and improved over time.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>Science: Lesson: Bionic Man</li> <li>Science: Lesson: What Is Spinal Cord Injury?</li> </ul>
<b>Environmental Science</b>	
<ul style="list-style-type: none"> <li>Recreation in the environment.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>Physical Education: Project: Get Outdoors!</li> <li>Social Studies: Lesson: Planning Accessible Businesses</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Studies: Challenge: Universal Design</li> <li>• Design/Technology: Lesson: Accessible Travel Planning</li> </ul>
<b>Economic Education</b>	
<b>Business Enterprise 1100</b>	
<ul style="list-style-type: none"> <li>• Identify current trends in marketing by considering specific issues.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>• English/Media: Challenge: Picture This</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce students to the relationship between the society and the business world.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>• Social Studies: Lesson: Planning Accessible Businesses</li> </ul>
<b>Entrepreneurship 3209</b>	
<ul style="list-style-type: none"> <li>• Explain the significance of ethics, social responsibility and sustainability.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>• Social Studies: Lesson: Planning Accessible Businesses</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the relationship between consumer needs and wants, and business.</li> </ul>	
<b>Career Development Intermediate Module (Grades 11-12)</b>	
<ul style="list-style-type: none"> <li>• Develop behaviours, attitudes, values and beliefs that can improve self-image.</li> <li>• Evaluate the impact of one's self-image on self and others.</li> </ul>	Difference Maker (Secondary): <ul style="list-style-type: none"> <li>• Lesson 1: Identifying Personal Passions</li> </ul>
<ul style="list-style-type: none"> <li>• Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others.</li> <li>• Understand that one can transform behaviours and attitudes in order to improve one's self-image and in turn build positive relationships with others and contribute positively to one's life and work.</li> <li>• Relate the concept of diversity to tolerance and acceptance of others.</li> <li>• Demonstrate respect, flexibility and openness towards others.</li> </ul>	Abilities in Motion (Secondary): <ul style="list-style-type: none"> <li>• English/Media: All resources</li> <li>• Design/Technology: All resources</li> <li>• Social Studies: All resources</li> </ul>
<b>Social Studies (Grades 10-12)</b>	
<b>Social Studies 1201, 1202</b>	

<ul style="list-style-type: none"> <li>• Explain how democratic principles and civic engagement can influence the human experience.</li> <li>• Be able to act to improve the human experience.</li> <li>• Develop an activism plan to address an issue they feel is important.</li> </ul>	<p>Difference Maker (Secondary):</p> <ul style="list-style-type: none"> <li>• All lessons</li> </ul> <p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Social Studies: Lesson: Peer Advocacy</li> <li>• Social Studies: Lesson: Equity and Equality</li> <li>• Social Studies: Lesson: Creative Solutions</li> </ul>
<ul style="list-style-type: none"> <li>• Describe the work of one Canadian activist who helped to promote social justice.</li> </ul>	<p>Secondary book:</p> <ul style="list-style-type: none"> <li>• Rick Hansen: Man in Motion</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the importance of activism in promoting social justice.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Social Studies: Lesson: Disability Rights Movement</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the significance of rights for individuals and society.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Social Studies: Lesson: Disability Rights Movement</li> <li>• Social Studies: Lesson: Accessibility to Vote</li> <li>• Social Studies: Lesson: Equity and Equality</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the vital role citizens play in the political decision-making process, identify reasons why citizens might not vote, and propose solutions that could be used to increase voter turnout.</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Social Studies: Project: Accessibility to the Political Process</li> <li>• Social Studies: Lesson: Accessibility to Vote</li> </ul>
<b>Social Studies 2201, 2202</b>	
<ul style="list-style-type: none"> <li>• Determine the possible significance of emerging innovations or ideas</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Science: Challenge: Science Solutions</li> <li>• Social Studies: Lesson: Creative Solutions</li> </ul>
<ul style="list-style-type: none"> <li>• Determine the possible significance of a current political event or emerging political trend</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Social Studies: Lesson: Disability Rights Movement</li> </ul>
<b>Technology Education: Integrated Systems</b>	
<p>Technological Problem Solving:</p> <ul style="list-style-type: none"> <li>• Students will be expected to design, develop, evaluate, and articulate technological solutions</li> <li>• Write event driven programs to perform specified tasks</li> </ul>	<p>Abilities in Motion (Secondary):</p> <ul style="list-style-type: none"> <li>• Design/Technology: Challenge: Breakthroughs (extension project)</li> <li>• Science: Challenge: Science Solutions (extension project)</li> <li>• Social Studies: Lesson: Creative Solutions</li> </ul>

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| <ul style="list-style-type: none"> <li>• Apply graphic design, aesthetic, and ergonomic principles to the development of event driven programs as interfaces.</li> <li>• Analyse problem situations to determine specific problems that may be resolved by developing an integrated system.</li> <li>• Investigate problems similar to the problem presented and assess their solutions.</li> </ul> |  |
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The Rick Hansen Foundation School Program (RHFSP) resources can be used to fulfil the mandates of Newfoundland and Labrador’s Ministry of Education initiatives for The Atlantic Canada Framework for Essential Graduation Learning and are consistent with Newfoundland and Labrador’s Goals of Education.

RHFSP raises awareness and changes attitudes about accessibility and inclusion and empowers youth to take action on issues that matter to them. Our free educational materials are user-friendly and incorporate Universal Design principles, are developed by educators for educators, and are connected to provincial curriculum.

Our materials support *Français langue première M à 12* curriculum. All materials are available in French and our team includes francophone staff who can assist you.

**Sign up for your free resources today and visit [rickhansen.com/schools](http://rickhansen.com/schools)!**

**1.800.213.2131 | [schools@rickhansen.com](mailto:schools@rickhansen.com)**