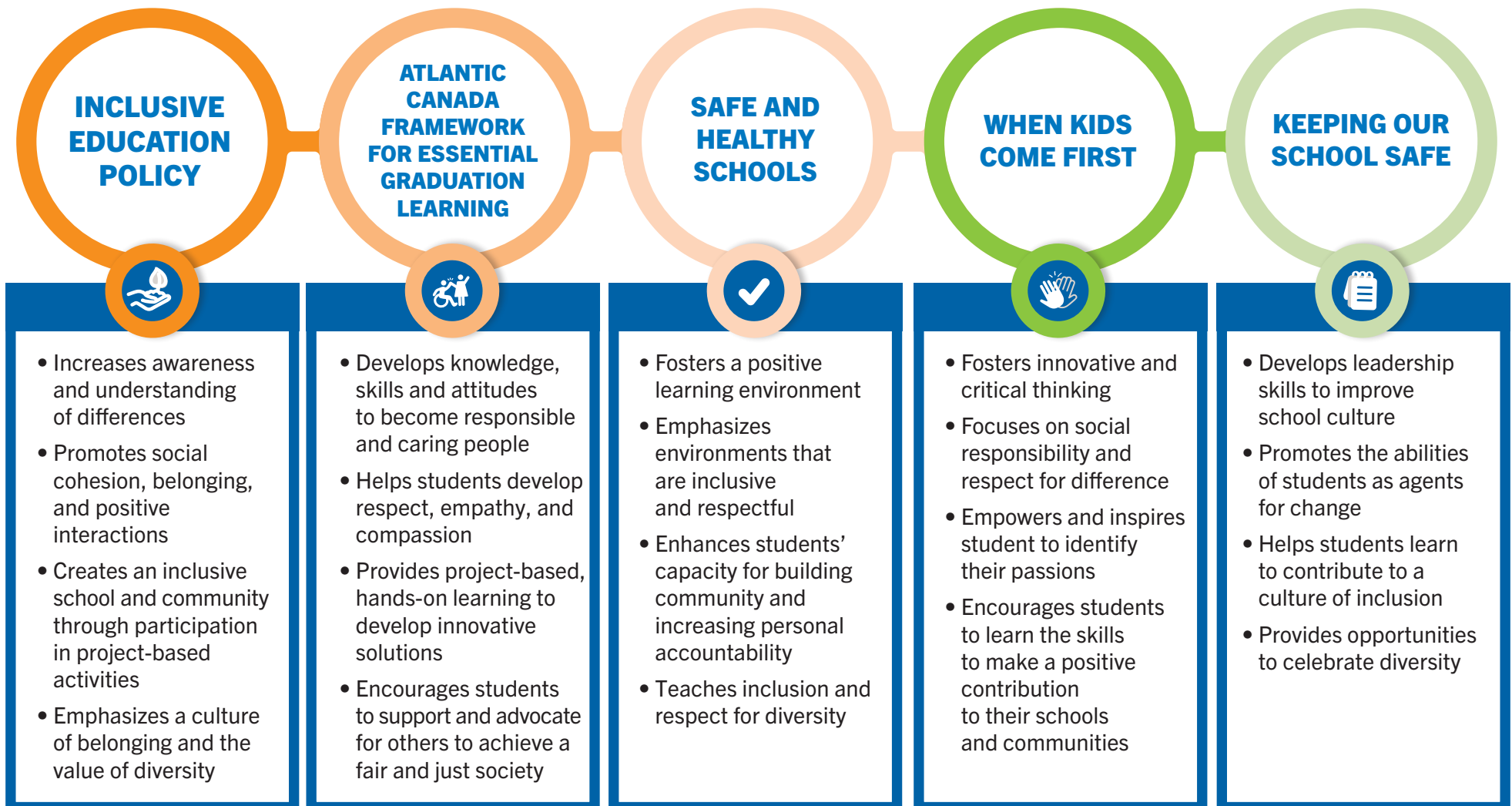


## EDUCATION PRIORITIES - NEW BRUNSWICK

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 New Brunswick.





## EDUCATION POLICIES: NEW BRUNSWICK

**The Rick Hansen Foundation School Program supports key New Brunswick education priorities.**

**Everyone at their best** outlines the vision for public education and improvements over the next ten years. It emphasizes diversity and respect. It recommends establishing a culture of belonging and valuing diversity. The Rick Hansen Foundation School Program (RHFSP) supports this ten year plan through lessons on inclusion and accessibility. RHFSP supports **New Brunswick Inclusive Education Policy 322** and is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident, and safe so students can learn and develop to their full potential. RHFSP supports this philosophy by providing lessons and activities to increase awareness and understanding of differences, promote social cohesion, belonging, active participation, and positive interactions with peers and others in the school community.

**The Atlantic Canada Framework for Essential Graduation Learning** adopted by New Brunswick identifies several key areas to help students develop knowledge, skills, abilities, and attitudes to become responsible and caring people. 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 lessons that have been developed specifically for secondary school audiences.

**When Kids Come First** is designed to ensure New Brunswick's education system fosters innovative, critical thinkers who have been provided with the opportunity to find something that has ignited their passion for learning. It outlines a collective responsibility to ensure that all children are helped in every way possible to reach their full potential. RHFSP fosters social responsibility and respect for difference. Through practical projects, it inspires and empowers students to identify their passions and learn the skills that will enable them to make a positive contribution to their communities.

**Policy 703: Positive Learning and Working Environment and Safe and Healthy Schools** policies provide a framework to foster positive learning environments that are inclusive, safe, respect human rights, and support diversity. The aims of these policies align with RHFSP, which promotes and enhances students' capacity for positive school relationships, building community, and increasing personal accountability. By teaching inclusion, awareness, and social responsibility, RHFSP is an ideal tool to support a safe and caring school environment.

**Keeping Our Schools Safe** recommends mobilizing student leadership to address and improve school cultures. RHFSP supports this aim by developing students' leadership skills and encouraging them to see themselves as agents for change who can contribute to a culture of inclusion in their schools and in broader society. RHFSP also provides opportunities for celebration of individual and community achievement.

### **RHFSP is easily incorporated into New Brunswick curriculum.**

**English Language Arts (K-12).** This curriculum provides students with opportunities to speak and listen to explore, clarify, extend, and reflect on their thoughts, ideas, feelings, and experiences. Students communicate information and ideas effectively and clearly, to respond personally and critically to materials. They practice skills to interact with sensitivity and respect, considering the situation, audience, and purpose. A key feature of RHFSP is an emphasis on active participation, which encourages students to reflect and engage. RHFSP supports essential graduation learning through fostering citizenship, communication, problem solving, personal development, and personal and social connections.

The Foundations for The **Atlantic Canada Social Studies Curriculum** embody principles of freedom, equality, justice, human dignity, civic rights, and responsibility. RHFSP promotes student growth, allowing students the opportunity to apply knowledge, skills, and attitudes to become informed, responsible citizens, and participate to improve society and communities. RHFSP aligns with the goals of the Social Studies curriculum through skills training and engaging students in social-action projects within their school or community. Lessons on access, equity, and inclusion are available for all levels, encouraging students to engage in thinking about diversity, respect, and equality.

The aim of the elementary **Science** curriculum is to develop scientifically literate students who inquire, problem solve, and make decisions while maintaining a sense of wonder about the world. RHFSP supports these aims and the specific curriculum expectations for Structures (Grade 3) and Weather, Simple Machines, and Body Systems (Grade 5).

**Physical and Health Education (K-12).** Curriculum outcomes include acceptance and appreciation for the abilities of others, positive collaborative skills, nurturing behaviour, and respect for individual physical and cultural differences. RHFSP activities provide students with an opportunity to recognize and respect differences, develop teamwork and communication skills, and develop empathy, in order to enhance their relationships with others.

RHFSP Personal Leadership and Difference Maker toolkits are excellent resources for **Secondary** courses. These toolkits particularly support the aims of:

- Grade 9-10: Personal Development and Career Planning
- Grade 9: History (Citizenship)
- Grade 11: Physical Active Living (Community Participation)
- Grade 10-12 : English and French Language Arts
- Grade 11: Hospitality and Tourism
- Grade 12: Leadership Through Physical Education and Recreation



## CURRICULUM CONNECTIONS: NEW BRUNSWICK

New Brunswick Elementary Curriculum	Connection to Rick Hansen Foundation School Program (RHFSP) Materials
<b>Language Arts Foundations (English and French), Grades K- 8</b>	
Speak and listen to explore, extend, clarify, and reflect on thoughts, ideas, feelings, and experiences	<ul style="list-style-type: none"> <li>• <i>The Rick Hansen Story</i> (All lessons).</li> <li>• <i>Abilities in Motion</i>. (All activities and lessons).</li> <li>• <i>Difference Maker</i>. (All lessons).</li> <li>• <i>Abilities in Motion</i>.</li> </ul>
Communicate information and ideas effectively and clearly to respond personally and critically	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson K. We Are Like Snowflakes.</li> <li>• <i>Abilities in Motion</i>.</li> </ul>
Interact with sensitivity and respect, considering situation, audience, and purpose	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson K. Accessible Classroom.</li> <li>• <i>Abilities in Motion</i>.</li> </ul>
Use writing and other ways of representing to explore, clarify, and reflect on thoughts, feelings, experiences, and learnings	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson Grade 1. Everyone has Abilities.</li> <li>• <i>Abilities in Motion</i>. Lesson Grade 3. Let's Play: Accessible Playgrounds.</li> <li>• <i>The Rick Hansen Story</i>. Lesson 5, Grades 1-3. Setting Goals.</li> </ul>
Select and read with understanding literature, information, media, and visual texts	<ul style="list-style-type: none"> <li>• <i>The Rick Hansen Story</i>. Lesson 6, Grades 1-3. Making Connections.</li> <li>• <i>The Rick Hansen Story</i>. Lesson 7, Grades 1-3. Overcoming Challenges.</li> </ul>
Students will be expected to interpret, select, and combine information using a variety of strategies and resources	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson Grade 5. On the Move.</li> <li>• <i>Abilities in Motion</i>.</li> </ul>
Students will be expected to respond personally to a range of texts	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson Grade 6. Accessible or Not?</li> <li>• <i>Abilities in Motion</i>.</li> </ul>
Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson Grade 7. First Impressions and Stereotypes.</li> <li>• <i>Abilities in Motion</i>. Lesson Grade 8. Assumptions.</li> </ul>

<p>Improve literacy skills</p>	<p>RHFSP elementary-level books:</p> <ul style="list-style-type: none"> <li>• <i>Roll On: Rick Hansen Wheels Around the World</i></li> <li>• <i>Boy In Motion: Rick Hansen’s Story</i></li> <li>• <i>Rick Hansen: Canadian Hero</i></li> </ul>
<p>Grades 1-3: Use reading strategies before, during, and after reading (make predictions, ask questions)</p>	<ul style="list-style-type: none"> <li>• <i>The Rick Hansen Story</i>. Lesson 5. Setting Goals.</li> <li>• <i>The Rick Hansen Story</i>. Lesson 6. Making Connections.</li> <li>• <i>The Rick Hansen Story</i>. Lesson 7. Overcoming Challenges.</li> </ul>
<p><b>Health Education, Grades K- 8</b></p>	
<p>Grade K-1: Develop positive personal and social behaviours and interpersonal relationships</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker</i>. Lesson 2. Inspiring Friends and Family.</li> <li>• <i>Abilities in Motion</i>. Lesson K. Accessible Classroom.</li> <li>• <i>Abilities in Motion</i>. Lesson K. We Are Like Snowflakes.</li> <li>• <i>Abilities in Motion</i>. Lesson Grade 1: Everyone Has Abilities.</li> </ul>
<p>Grade 3, Personal Wellness: Describe how visible and invisible differences make each person unique and valuable</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson Grade 3. Let’s Play: Accessible Playgrounds.</li> </ul>
<p>Grade 3, Personal Wellness: Demonstrate acceptance and appreciation for diversity</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker</i>. (All lessons).</li> <li>• <i>The Rick Hansen Story</i>. Lesson 6. Making Connections (Grades 1-3).</li> </ul>

<p>Grade 4, Personal Wellness: Describe how appreciating diversity can positively influence relationships</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker</i>. Lesson 2. Inspiring Friends and Family.</li> </ul>
<p>Grade 5: Analyze how appreciating diversity enhances community relationships</p>	<ul style="list-style-type: none"> <li>• <i>The Rick Hansen Story</i>. Lesson 4. Anything is Possible.</li> </ul>
<p>Grades 6-8: Develop positive personal and social behaviours and interpersonal relationships</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker</i>. Lesson 2. Inspiring Friends and Family.</li> </ul>
<p>Grades 6-8: Develop positive interdependence collaborative skills, individual accountability</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker</i>. Lesson 3. Leadership for Positive Change.</li> </ul>
<p>Grades 6-8: Develop self-confidence, self-appreciation, pride in accomplishments</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker</i>. Lesson 4. Making a Difference in our Community.</li> </ul>
<p>Grades 6-8: Developing attitudes which benefit both themselves and their community</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Grade 6. Accessible or Not?</li> <li>• <i>Abilities in Motion</i>. Grade 7. First Impressions and Stereotypes.</li> </ul>
<p>Grades 6-8: Care for yourself, family, and community</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Grade 8. Assumptions.</li> </ul>
<p>Grades 6-8: Develop leadership Skills: plan, organize, implement, motivate, communicate, and volunteer</p>	



## Science, Grades K-6

Grade 4: Sound

Grade 5: Demonstrate an understanding of the structure, form and function of the respiratory, circulatory, and nervous systems

Grade 5: Forces Acting on Structures and Mechanisms: Demonstrate an understanding of the effect of forces acting on different structures and mechanisms

Grade 5: Forces Acting on Structures and Mechanisms: Evaluate the design of systems that include structures and mechanisms, and identify modifications to improve their effectiveness

Demonstrate an understanding on the interdependence of relationships among individuals and groups

- *Abilities in Motion*. Grade 3. Let's Play: Accessible Playgrounds.
- *Abilities in Motion*. Grade 6. Accessible or Not?
- *Abilities in Motion*. Grade 7. First Impressions and Stereotypes.
- *Abilities in Motion*. Grade 8. Assumptions.
- *The Rick Hansen Story*. Lesson 5. Setting Goals.
- *The Rick Hansen Story*. Lesson 6. Making Connections.

## Personal Development and Career Planning, Grades K-8

K- Grade 5: Personal development - uniqueness of Individuals; effective communication and conflict resolution; social problem-solving; responsible behaviour

- *Difference Maker*. (All lessons).
- *Abilities in Motion*. (All K-Grade 5 lessons).



<p>Grades 6-8: Personal development - explore specific personality traits and skills; develop positive self-esteem, and learn how to interact effectively with others</p>	<ul style="list-style-type: none"> <li>• <i>Difference Maker.</i> (All lessons).</li> <li>• <i>Abilities in Motion.</i> Grade 6. Accessible or Not?</li> <li>• <i>Abilities in Motion.</i> Grade 7. First Impressions and Stereotypes.</li> <li>• <i>Abilities in Motion.</i> Grade 8. Assumptions.</li> </ul>
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**Science, Grades, K-6**

<p>Grade 3: Structures</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Grade 3. Let's Play: Accessible Playgrounds.</li> </ul>
<p>Grade 5: Weather</p>	<ul style="list-style-type: none"> <li>• <i>The Rick Hansen Story.</i> Lesson 2. Wheeling Against the World's Weather.</li> </ul>
<p>Grade 5: Body systems</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Lesson Grade 4/5. What's Your T10, 11 &amp; 12?</li> </ul>
<p>Grade 5: Forces and simple machines</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Lesson Grade 5. On The Move.</li> </ul>

**Science, Grades, K-6**

<ul style="list-style-type: none"> <li>• Demonstrate number sense and apply number-theory concepts</li> <li>• Demonstrate operation sense and apply operation principles</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Rick Hansen Story.</i> Lesson 3. Calculating the Distance.</li> </ul>
<ul style="list-style-type: none"> <li>• Solve problems involving the collection, display and analysis of data</li> </ul>	

New Brunswick Secondary Curriculum	Connection to Rick Hansen Foundation School Program (RHFSP) Materials
<b>English, Grades 10-12</b>	
Speak and listen to explore, extend, clarify, and reflect on thoughts, ideas, feelings, and experiences	<ul style="list-style-type: none"> <li>• <i>Personal Leadership</i>. (All lessons).</li> <li>• <i>Difference Maker</i>. (All lessons).</li> <li>• <i>Abilities in Motion</i>. (All lessons).</li> <li>• Secondary-level book: <i>Rick Hansen: Man In Motion</i>.</li> <li>• <i>Abilities in Motion</i>. Challenge. Picture This.</li> <li>• <i>Abilities in Motion</i>. Project. Social Media Connects.</li> <li>• <i>Abilities in Motion</i>. Case Studies.</li> </ul>
Respond critically and personally to a range of texts	
Ask questions to examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding	
Ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information	
Articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints	
Listen critically to analyse and evaluate concepts, ideas, and information	

## Leadership Through Physical Education and Recreation, Grade 12

Increase awareness in students of the place and need for leaders in our communities

Study various administrative and programming techniques, which will provide the student with the knowledge to successfully assume a leadership role

Assist students in the understanding of "effective leadership" and how to become better leaders (i.e. how to listen, communicate, evaluate, constructively criticize, handle conflicts, organize self and programs, study and practise qualities of effective leaders)

Assist students in building greater self-confidence and self-esteem through the development of good communication and leadership skills

Provide an opportunity to increase their leadership skills and abilities through experience and deliberate practice

- *Personal Leadership*. (All lessons).
- *Difference Maker*. Lesson 3. The Power of Teamwork.
- *Difference Maker*. Lesson 4. Difference Maker Campaign.
- *Abilities in Motion*. Project. Sports for Everyone.
- *Abilities in Motion*. Challenge. Let's Get Physical.

## Personal Development and Career Planning Curriculum, Grades 9-10

Identify attitudes, behaviours, and skills that contribute to eliminating bias and stereotyping

Analyze interests, skills, strengths, and personal qualities necessary to build a positive self-concept

- *Abilities in Motion*. Lesson. First Impressions and Identity Labels.
- *Abilities in Motion*. Lesson. Inclusive Society.
- *Personal Leadership*. (All lessons).

Employ safe and effective communication skills	<ul style="list-style-type: none"> <li>• <i>Personal Leadership.</i> (All lessons).</li> </ul>
Examine the concept of diversity to foster the acceptance of others	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> All lessons, projects and challenges.</li> </ul>
Explore volunteerism as a personal development and community enhancement strategy	<ul style="list-style-type: none"> <li>• <i>Difference Maker.</i> (All lessons).</li> </ul>
<b>History, Grade 9</b>	
Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> (All Lessons).</li> <li>• <i>Difference Maker.</i> (All lessons).</li> <li>• <i>Abilities in Motion.</i> Lesson. Accessibility to Vote.</li> <li>• <i>Abilities in Motion.</i> Lesson. Disability Rights Movement.</li> <li>• <i>Abilities in Motion.</i> Project. Education for All.</li> <li>• <i>Abilities in Motion.</i> Challenge. Accessibility to the Political Process.</li> </ul>
Examine the concept of citizenship	
Define rights and responsibilities	
Develop a definition of responsible citizenship	
Plan and carry out age-appropriate actions that demonstrate responsible citizenship	
<b>Social Studies, Grades 10-12</b>	
Learning environment affirms the positive aspects of diversity	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> (All Lessons).</li> <li>• <i>Difference Maker.</i> (All lessons).</li> <li>• <i>Abilities in Motion.</i> Project. Education for All.</li> <li>• <i>Abilities in Motion.</i> Challenge. Accessibility to the Political Process.</li> </ul>
Foster an understanding and appreciation of the multiple perspectives	
Inclusive collaborative learning contexts promotes a commitment to equity	
Explore the rights and responsibilities of citizenship	

History, Grade 10: Demonstrate an age-appropriate understanding of the rights and responsibilities of being a Canadian citizen	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson. Accessibility to Vote.</li> <li>• <i>Abilities in Motion</i>. Lesson. Disability Rights Movement.</li> <li>• <i>Abilities in Motion</i>. Project. Education for All.</li> <li>• <i>Abilities in Motion</i>. Challenge. Accessibility to the Political Process.</li> </ul>
Global Issues, Grade 12: Active citizenship	
History, Grade 12: Justice and human rights	
<b>Science</b>	
Biology 122/121: Explain the basic structure and function of the central nervous system	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Lesson. What is Spinal Cord Injury?</li> <li>• <i>Abilities in Motion</i>. Lesson. Bionic Man. Technology for Improving People’s Lives.</li> </ul>
Biology 122/121: Investigate nervous system disorders	
Biology 122/121: Value the role and contribution of science and technology	
Science 9/10	<ul style="list-style-type: none"> <li>• Personal Leadership. (All lessons).</li> </ul>
Physical science units	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Challenge. Science Solutions.</li> <li>• <i>Abilities in Motion</i>. Project. Wheelchairs.</li> </ul>
<b>Law, 120</b>	
Analyze the Canadian Charter of Rights and Freedoms and responsibilities of Canadian citizens	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion</i>. Accessibility to Voting.</li> <li>• <i>Abilities in Motion</i>. Lesson. Disability Rights Movement.</li> <li>• <i>Abilities in Motion</i>. Project. Education for All.</li> <li>• <i>Abilities in Motion</i>. Challenge. Accessibility to the Political Process.</li> </ul>
Appreciate and value the struggle to attain universal human rights	

## Hospitality and Tourism, 110

<p>Introduction to the hospitality and tourism industry: understand and identify changing trends in the hospitality and tourism industry</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Lesson. Accessible Travel Planning.</li> </ul>
<p>Identify tourism as it relates to the Atlantic region: students research a destination within Atlantic Canada and create an itinerary which includes the purpose of the trip, the mode of transportation, the length of the trip, cost, accommodation, food and beverage, and other trip-related concepts</p>	
<p>Demonstrate an understanding of marketing strategies, trends, and technology as it relates to hospitality and tourism</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Lesson. Planning Accessible Businesses.</li> <li>• <i>Abilities in Motion.</i> Lesson. Accessible Travel Planning.</li> </ul>
<p>Understand the impact of marketing strategies</p>	
<p>Understand and identify changing trends in the hospitality and tourism industry</p>	
<p>Demonstrate an understanding of marketing strategies, trends, and technology as it relates to hospitality and tourism</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Lesson. Accessible Travel Planning.</li> </ul>
<p>Create a way to market an aspect of tourism within their own community</p>	
<p>Demonstrate career opportunities in hospitality and tourism</p>	<ul style="list-style-type: none"> <li>• <i>Abilities in Motion.</i> Planning Accessible Businesses.</li> </ul>

## Technology Education, Grades 9-12

- *People create technology systems to meet basic needs and wants*
  - *Information systems: interface with humans and machines to create new knowledge*
  - *Physical systems: employ physical materials and transformation to increase their value*
  - *Biological systems and process: employed to create products to improve humans*
  - *Technological problem-solving*
- *Abilities in Motion. Challenge. Breakthroughs.*
  - *Abilities in Motion. Project. Get Outdoors!*

The Rick Hansen Foundation School Program (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.

RHFSP resources can be used to fulfil the mandates of New Brunswick Ministry of Education initiatives for **The Atlantic Canada Framework for Essential Graduation Learning** and are consistent with New Brunswick's Goals of Education.

Our materials support New Brunswick's 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)!**

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