



EDUCATION PRIORITIES - PRINCE EDWARD ISLAND

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 Prince Edward Island.

ATLANTIC CANADA FRAMEWORK FOR ESSENTIAL GRADUATION LEARNING



- Helps students identify and address barriers
- Promotes action plans for change
- Promotes inclusion and acceptance for diversity
- Promotes change in schools and communities through action projects

HEALTHY SCHOOL COMMUNITY



- Provides a framework to promote accessibility and inclusion
- Teaches accessibility in the built environment
- Raises awareness of barriers and inclusion
- Encourages action projects for change

PEI EDUCATION GOALS



- Fosters safe and caring school environment
- Fosters respectful and responsible behaviour
- Teaches inclusion and social responsibility
- Fosters healthy and respectful relationships

MINISTRY GUIDELINES FOR RESOURCES



- Builds on 3 of the 4 renewal goals
- Supports the vision to remove barriers
- Promotes a culture that values equity, inclusion, and accessibility
- Uses project-based learning for change in schools and communities



EDUCATION POLICIES: PRINCE EDWARD ISLAND

The Rick Hansen Foundation School Program supports key Prince Edward Island education priorities.

The Atlantic Canada Framework for Essential Graduation Learning adopted by PEI 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 lessons that have been developed specifically for secondary school audiences.

The **Healthy School Community** policy to *Engage Students as Leaders* describes youth as a key part of any initiative in the school setting and notes that it is essential to recognize the effectiveness of youth as leaders. RHFSP develops leadership skills and encourages, inspires, and empowers students to make a positive contribution to their schools and communities through practical, student-led projects.

The goals outlined by the **PEI Ministry of Education and Early Childhood Development** include the development of a respect for community values, a sense of personal values, a responsibility for one's actions, an understanding of fundamental human rights, an appreciation for the worth of all individuals, an understanding of equity issues, and the need to provide equal opportunities for all. RHFSP materials have these same fundamental goals, encouraging students to identify their unique abilities, learn the importance of team work, and understand the importance of equity.

The Ministry encourages **Project Based Learning**, which highlights proactive issues or questions that lead students to an in-depth exploration of authentic and important topics. RHFSP includes projects and hands-on activities that give students opportunities to put their learning into practice and work together to create solutions to community needs.

Ministry-recommended guidelines for resources encourage the use of materials designed to motivate students to examine their attitudes and behaviours, and to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society. These resources should support/promote students' self-esteem and respect for others, and recognize the integration of students with special needs as part of the class. RHFSP supports these guidelines by providing materials that promote active citizenship and understanding of difference, and incorporate Universal Design for Learning to support effective outcomes for all students.

Ministry-recommended cross curriculum guidelines outline that students can come to understand each other's perspectives through experiential learning or through reading, viewing, and discussing authentic texts that reflect diverse voices. RHFSP includes curriculum, activities, and resources that challenge stereotypes and discrimination. Activities help students make personal and social connections and understand that all people should be valued for their unique skills, experiences, and perspectives.

RHFSP is easily incorporated into P.E.I. 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. They practice skills to interact with sensitivity and respect, considering the situation, audience, and purpose. Key features of RHFSP materials include an emphasis on the importance of students' active participation which encourages students to be reflective. It supports essential graduation learning through citizenship, communication, problem solving, and personal development to make 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 with the specific curriculum expectations for Structures (Grade 3), Body Systems (Grade 4 and 7), and Weather and Forces (Grade 5).

Physical and Health Education (K-9).

Curriculum outcomes include topics in volunteerism, leadership, and relationship skills. RHFSP activities provide students with an opportunity to demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interaction with the world. RHFSP is designed for outcomes that demonstrate effective communication and interpersonal skills that facilitate positive relationships, and support the development of leadership skills.

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

- Grade 11: Law (Human Rights and Responsibilities)
- Grade 10-12: Physical Education (Developing Social Responsibility)
- Grade 12: Physical Education 621A Leadership



CURRICULUM CONNECTIONS: PRINCE EDWARD ISLAND

Prince Edward Island Elementary Curriculum	Connection to Rick Hansen Foundation School Program (RHFSP) materials
Language Arts Foundations (English and French), Grades K-8	
Speak and listen to explore, extend, clarify, and reflect on thoughts, ideas, feelings, and experiences	<p><i>The Rick Hansen Story</i>. (All lessons). RHFSP elementary-level books:</p> <ul style="list-style-type: none"> • <i>Roll On: Rick Hansen Wheels Around the World</i> • <i>Boy in Motion: Rick Hansen's Story</i> • <i>Rick Hansen: Canadian Hero</i>
Communicate information and ideas effectively and clearly to respond personally and critically	
Interact with sensitivity and respect, considering situation, audience, and purpose	
Use writing and other ways of representing to explore, clarify, and reflect on thoughts, feelings, experience, and learning	
Select and read with understanding literature, information, media, and visual texts	
Grades 1-3: Use reading strategies before, during, and after to make predications and ask questions.	<ul style="list-style-type: none"> • <i>The Rick Hansen Story</i>. Lesson 5. Setting Goals. • <i>The Rick Hansen Story</i>. Lesson 6. Making Connections. • <i>The Rick Hansen Story</i>. Lesson 7. Overcoming Challenges. • <i>Abilities in Motion</i>. Lesson K. Accessible Classroom. • <i>Abilities in Motion</i>. Lesson Grade 1. Everyone has Abilities.

<p>Make text connections and vocabulary development</p>	<ul style="list-style-type: none"> • <i>Difference Maker.</i> (All lessons). • <i>The Rick Hansen Story.</i> Lesson 6. Making Connections: Boy in Motion: Rick Hansen’s Story. • <i>The Rick Hansen Story.</i> Lesson 7. Overcoming Challenges: Roll On: Rick Hansen Wheels Around the World. • <i>Abilities in Motion.</i> Lesson K. We Are Like Snowflakes. • <i>Abilities in Motion.</i> Lesson Grade 1. Everyone has Abilities. • <i>Abilities in Motion.</i> Lesson Grade 3. Accessible Playgrounds. • <i>Abilities in Motion.</i> Lesson Grade 6. Accessible or Not? • <i>Abilities in Motion.</i> Lesson Grade 7. First Impressions and Stereotypes. • <i>Abilities in Motion.</i> Lesson Grade 8. Assumptions.
<p>Mathematics, Grades 3-6</p>	
<p>Demonstrate number sense and apply number-theory concepts</p>	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 3. Calculating the Distance
<p>Demonstrate operation sense and apply operation principles</p>	
<p>Solve problems involving the collection, display, and analysis of data</p>	

Science, Grades 3-7

Grade 3: Structures

- *Abilities in Motion.*
Lesson Grade 3. Let's Play:
Accessible Playgrounds

Grades 4: Body Systems

- *Abilities in Motion.*
Lesson Grade 4. What's Your
T10, 11 & 12?

Grade 5: Weather

- *The Rick Hansen Story.*
Lesson 2. Wheeling Against
the World's Weather

Grade 5: Forces and Simple Machines

- *Abilities in Motion.*
Lesson Grade 5. On the Move

Physical and Health Education, Grades K-9

Role model and practice the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections

- *Difference Maker.*
Lesson 1. What is a
Difference Maker?
- *Difference Maker.*
Lesson 2. Inspiring Friends
and Family.

Assess how individual contributions can have a positive influence upon the family, school, and community

- *Difference Maker.*
Lesson 3. Leadership for
Positive Change.
- *Abilities in Motion.*
(All lessons and activities).

Cooperatively plan, organize, lead, and evaluate movement activity

- *Difference Maker.*
Lesson 3. Leadership for
Positive Change.

Apply effective group skills to design and implement a school-community health enhancement plan

- *Difference Maker.*
Lesson 4. Making a
Difference in our
Community.

Select and perform volunteer tasks as a class or a group

- *Abilities in Motion.*
(All lessons and activities).

Engage other students and connect with others	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 4. Anything is Possible.
Balance self through safe and respectful personal, social, cultural, and environmental interactions	
Social Studies, Grades 3-6	
Demonstrate an understanding of diversity recognizing the similarities and differences reflected in various perspectives	<ul style="list-style-type: none"> • <i>Abilities in Motion.</i> Lesson Grade 6. Accessible or Not?
Demonstrate an understanding of interaction among people, place, and environment	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 5. Setting Goals. • <i>The Rick Hansen Story.</i> Lesson 6. Making Connections.
Demonstrate an understanding on the interdependence relationships among individuals and groups	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 7. Overcoming Challenges.
Recognize that all people, regardless of individual differences, have rights and responsibilities	<ul style="list-style-type: none"> • <i>Difference Maker.</i> (All lessons). • <i>Abilities in Motion.</i> (All lessons and activities).
Demonstrate an understanding of the rights and responsibilities of citizenship	
Demonstrate an understanding of equity, human dignity, and justice	
Develop cooperative learning skills essential to the development of positive self-concept, empowerment, and teamwork	
Develop cooperative learning skills essential to the development of positive self-concept, empowerment, and teamwork	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 6. Making Connections. • <i>Difference Maker.</i> Lesson 3. Leadership for Positive Change. • <i>Difference Maker.</i> Lesson 4. Making a Difference in our Community.

<p>Demonstrate an understanding of the interdependence of relationships among individuals and groups</p>	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 5. Setting Goals. • <i>Difference Maker.</i> Lesson 3. Leadership for Positive Change.
<p>Demonstrate an understanding of the past and how it affects the present and future</p>	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> (All Lessons).
<p>Make age appropriate actions to demonstrate an understanding of the responsibilities as a global citizen</p>	<ul style="list-style-type: none"> • <i>Abilities in Motion.</i> Lesson Grade 6. Accessible or Not? • <i>Difference Maker.</i> Lesson 3. Leadership for Positive Change. • <i>Difference Maker.</i> Lesson 4. Making a Difference in our Community.
<p>Identify and locate physical regions on a world map</p>	<ul style="list-style-type: none"> • <i>The Rick Hansen Story.</i> Lesson 1. Mapping Rick's Route.
<p>Develop mapping skills</p>	
<p>Use map globes, and pictures to describe location and places</p>	
<p>Give examples of similarities and differences in regions</p>	

Prince Edward Island Secondary Curriculum	Connection to Rick Hansen Foundation School Program (RHFSP) materials
English, Grades 10-12	
Select, read, and view with understanding a range of literature, information, media, and visual texts	<ul style="list-style-type: none"> • <i>Personal Leadership</i>. (All lessons). • <i>Difference Maker</i>. (All lessons). • <i>Abilities in Motion</i>. Case Studies. • Secondary-level book: <i>Rick Hansen Man in Motion</i>.
Respond critically and personally to a range of texts	
Ask questions to examine others' ideas and synthesize to clarify and expand on understanding	
Ask discriminating questions to acquire, interpret, analyze, 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 analyze and evaluate concepts, ideas, and information	
Law	
Law 521A: identify and analyze instances where changing societal values have caused revision to the law	<ul style="list-style-type: none"> • <i>Abilities in Motion</i>. Lesson. Accessibility to Vote. • <i>Abilities in Motion</i>. Lesson. Disability Rights Movement. • <i>Abilities in Motion</i>. <i>Challenge. Education for All</i>. • <i>Abilities in Motion</i>. Project. Accessibility to the Political Process.
Law 521A: Charter of Rights and Freedoms	
LAW 531A: identify how the concept of responsibility plays an integral role in the Charter of Rights and Freedoms	
LAW 531A: research and evaluate how human rights law is applied in cases that include persons with disability	

Physical Education Wellness, Grade 10

Evaluate how service learning enhances the well-being

Assess one's own awareness and management for the purpose of enhancing well-being of others

Plan movement activities to increase confidence, competence, and sustainability

- *Abilities in Motion.* Challenge. Sports for Everyone.
- *Abilities in Motion.* Project. Let's Get Physical

Physical Education Leadership, Grade 12

Defining leadership, styles, and influence

Characteristics of a good leader

Group presentations

Major project involving the organization and management of an approved event

- *Personal Leadership.* (All lessons).
- *Difference Maker.* Lesson 1. Identifying Personal Passions.
- *Personal Leadership.* Lesson 3. Presenting for Impact.
- *Difference Maker.* Lesson 4. Making a Difference in Our Community.
- *Abilities in Motion.* Challenge. Sports for Everyone.
- *Abilities in Motion.* Project. Let's Get Physical

Social Studies

Learning environment affirms the positive aspects of diversity	<ul style="list-style-type: none"> • <i>Abilities in Motion.</i> (All lessons). • <i>Difference Maker.</i> (All lessons). • <i>Abilities in Motion.</i> Challenge. Education for All. • <i>Abilities in Motion.</i> Project. Accessibility to the Political Process
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	
Canadian Studies 401A Grade 10: Demonstrate an age-appropriate understanding of the rights and responsibilities of being a Canadian citizen	<ul style="list-style-type: none"> • <i>Abilities in Motion.</i> Lesson. Accessibility to Vote. • <i>Abilities in Motion.</i> Lesson. Disability Rights Movement. • <i>Abilities in Motion.</i> Challenge. Education for All. • <i>Abilities in Motion.</i> Project. Accessibility to the Political Process.
Canadian History 621A: Appreciate and value the struggle to attain universal human rights	
Canadian History 621A: Analyze the evolution of the struggle to achieve rights and freedoms	
Canadian History 621A: Exercising civic responsibilities is an important social values	

Science, Grades 11-12

Grade 11 Biology 521A: Appreciate the role and contribution of science and technology in their understanding of the world	<ul style="list-style-type: none"> • <i>Abilities in Motion</i>. Lesson. What is Spinal Cord Injury? • <i>Abilities in Motion</i>. Lesson. Bionic Man: Technology for Improving People's Lives. • <i>Abilities in Motion</i>. Challenge. Science Solutions. • <i>Abilities in Motion</i>. Project. Wheelchairs.
Grade 11 Biology 521A: Analyze the nervous system	
Grade 11 Biology 521A: Analyze why and how technologies related to the treatment of nervous system disorders were developed and improved over time	
Grade 11 Biology 521A: Explore where further science and technology related studies can be pursued	
Grade 12 Biology 801A: Explain the basic structure and function of the central nervous system	
Grade 12 Biology 801A: Analyze why and how technologies related to the treatment of nervous system disorders were developed and improved over time	<ul style="list-style-type: none"> • <i>Abilities in Motion</i>. Lesson Grade 3. Let's Play: Accessible Playgrounds.
Grade 12 Biology 801A: Appreciate the role and contribution of science and technology in their understanding of the world	<ul style="list-style-type: none"> • <i>The Rick Hansen Story</i>. Lesson 2. Wheeling Against the World's Weather.

The Rick Hansen Foundation School Program (RHFSP) resources can be used to fulfill the mandates of the Atlantic Canada Framework for Essential Graduation Learning. 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!

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