Children’s Storybook Activity

***HPD4C***

# Task: Create a children’s storybook that will assist school-aged children with the issues of social, emotional, intellectual and/or moral development.

**Process:**

1. Choose an age to direct your book to (between 6 and 12 years).
2. Choose an issue that you would like to address (i.e. peer pressure, siblings, sports competition, following rules, bullying) that is appropriate to the age chosen. The issue should connect to character building and values-based education.
3. Your book may be a read-along book, a read to book or a read alone book. It can be created in a variety of formats – paper, online, graphic novel, video, audio.
4. Use a combination of pictures and stories when creating your story as appropriate to the age of children the book is directed at.
5. Identify the “moral” of the story (what is the lesson to be learned?) and be sure to provide clear steps/suggestions on how to best deal with the issue.
6. Include a title page with all identifying information (author, illustrator, title).
7. After completing your story write 2 paragraphs that explains how a child’s development would be enhanced by reading this book – what would they learn about? Be sure to connect your response to all five areas of development. Discuss the strategies you have incorporated into your story to help children respond to the issue and why your suggestions are appropriate to the age and stage of development.

***Student Checklist***

Before submitting your assignment to your teacher for assessment ensure that you have completed the following:

* The lesson and values chosen for the story should be relevant to promoting healthy development.
* The issue selected for the book is one that children of the selected age are likely to experience
* For the selected issue you will be able to provide clear steps of how to handle the issue in an appropriate manner for children of your selected age.
* The storybook will have age appropriate pictures and text for the children for whom the book is written.
* The storybook will incorporate an age-appropriate milestone relating to social, emotional, cognitive, or physical development.
* You will effectively communicate your ideas within the storybook and two paragraphs using proper grammar, spelling and formatting.

The following expectations will be addressed in the task:

|  |  |
| --- | --- |
| **Overall Expectations**  | **Specific Expectations** |
| **A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.  | **A4.1** use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audience**A4.3** clearly communicate the results of their inquiries and follow APA conventions for acknowledging sources  |
| **B1. Patterns of Development:** demonstrate an understanding of patterns of social, emotional, cognitive, and physical development in school-age children and adolescents;  | **B1.1** identify major milestones in the social, emotional, cognitive, and physical development of school-age children and adolescents |
| **B3. Positive Environments for Development:** demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development. | **B3.2** describe strategies for teaching values and building character in school-age children and adolescents |
| **D1. Guiding Children’s Behaviour:** describe a broad range of practices and techniques adopted by parents, educators, caregivers, and other professionals that shape the behaviour of school-age children and adolescents | **D1.5** explain how experiencing positive relationships with peers and others contributes to healthy social and emotional development in school-age children and adolescents |
| **D2. Planning Developmentally Appropriate Programming:** demonstrate the ability to plan developmentally appropriate programs for school-age children and adolescents; | **D2.1** identify and plan a variety of activities that promote social, linguistic, emotional, cognitive, and physical development in school-age children and adolescents |

## Children’s Storybook Activity Evaluation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Overall Expectation  | **Specific Expectation (don’t include this in student rubric)** | Criteria  | Level One | Level Two | Level Three | Level Four |
| B1. Patterns of Development: demonstrate an understanding of patterns of social, emotional, cognitive, and physical development in school-age children and adolescents;  | B1.1 identify major milestones in the social, emotional, cognitive, and physical development of school-age children and adolescents | In the story, students will describe age-appropriate milestones relating to social, emotional, cognitive, and physical development. | The storybook incorporates an age-appropriate milestone relating to social, emotional, cognitive, or physical development with limited effectiveness.  | The storybook incorporates an age-appropriate milestone relating to social, emotional, cognitive, or physical development with some effectiveness.  | The storybook incorporates an age-appropriate milestone relating to social, emotional, cognitive, or physical development with considerable effectiveness.  | The storybook incorporates an age-appropriate milestone relating to social, emotional, cognitive, or physical development to a high degree of effectiveness. |
| B3. Positive Environments for Development: demonstrate an understanding of how developmentally appropriate environments and experiences promote healthy development. | B3.2 describe strategies for teaching values and building character in school-age children and adolescents | Practical and realistic strategies that promote healthy development will be provided in the story | Practical and realistic strategies that promote healthy development are provided in the story with limited effectiveness | Practical and realistic strategies that promote healthy development are provided in the story with some effectiveness | Practical and realistic strategies that promote healthy development are provided in the story with considerable effectiveness | Practical and realistic strategies that promote healthy development are provided in the story with a high degree of effectiveness |
| D1. Guiding Children’s Behaviour: describe a broad range of practices and techniques adopted by parents, educators, caregivers, and other professionals that shape the behaviour of school-age children and adolescents | D1.5 explain how experiencing positive relationships with peers and others contributes to healthy social and emotional development in school-age children and adolescents | Within the story students will explain how they can take positive steps to contribute to healthy development.  | Within the story students will explain how they can take positive steps to contribute to healthy development with limited effectiveness | Within the story students will explain how they can take positive steps to contribute to healthy development with some effectiveness | Within the story students will explain how they can take positive steps to contribute to healthy development with considerable effectiveness | Within the story students will explain how they can take positive steps to contribute to healthy development with a high degree of effectiveness |
| D2. Planning Developmentally Appropriate Programming: demonstrate the ability to plan developmentally appropriate programs for school-age children and adolescents; | D2.1 identify and plan a variety of activities that promote social, linguistic, emotional, cognitive, and physical development in school-age children and adolescents | Students create a story book where the issue is appropriate to the age and developmental stage of the child for which it is designed.  | The issue selected for the story is appropriate to the age and developmental stage of the child with limited effectiveness  | The issue selected for the story is appropriate to the age and developmental stage of the child with some effectiveness  | The issue selected for the story is appropriate to the age and developmental stage of the child with considerable effectiveness  | The issue selected for the story is appropriate to the age and developmental stage of the child with a high degree of effectiveness  |
| A4.Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.  | A4.1 use an appropriate format to communicate the results of their research and inquiry effectively for a specific purpose and audienceA4.3 clearly communicate the results of their inquiries and follow APA conventions for acknowledging sources  | Students create a story that communicates the intended message to the identified audience effectively The storybook communicates the intended message clearly and effectively through proper spelling and grammar conventions  | The story communicates the intended message to the identified audience with limited effectiveness The storybook communicates the message clearly and effectively with limited effectiveness | The story communicates the intended message to the identified audience with some effectiveness The storybook communicates the message clearly and effectively with some effectiveness | The story communicates the intended message to the identified audience with considerable effectiveness The storybook communicates the message clearly and effectively with considerable effectiveness | The story communicates the intended message to the identified audience with a high degree of effectiveness The storybook communicates the message clearly and effectively with a high degree of effectiveness |