

Course Profile

Learning Strategies 1: Skills for Success in Secondary School

Grade 9

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, past, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of the document.

©Queen's Printer for Ontario

Acknowledgements: Gerry Brand, Mary Cosentino, Jack Cronin, Blair Day, Kevin Gallacher, Jim Hall, Allan Mackey, Cosimo Modafferi, & Paul Walsh, for their support and encouragement.

Unit #2

Activity #1: Learning Styles & Preferences

Time: 210 minutes

Description:

Students will develop an understanding of the various learning theories and styles (e.g., auditory, visual, kinesthetic, multiple intelligences, etc.) They will also acquire knowledge of the different ways that people learn and what is required to become a successful learner. Students will acquire an understanding of their own learning styles. In so doing, they will develop an awareness of how their own strengths and challenges influence the degree to which they are successful in their learning. Students will also become aware of the barriers for each learning style and better understand the barriers inherent in their own learning style by analyzing and interpreting information and by devising strategies.

Strand(s) and Expectations:

Strands: Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 3a a reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
- 3c ... thinks reflectively and creatively to evaluate situations and solve problems.
- 4a a self-directed, responsible, life long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- 4g ... examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities

Overall Expectations:

At the end of grade 9, students will:

- LSV.01X identify and describe learning theories and the learning and thinking skills required for success in high school ✨
- IKV.02X use interpersonal and teamwork skills effectively in learning environments ✨
- PKV.01X explain how their competencies and interests affect their skills
- PKV.04X demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school ✨

Specific Expectations:

Students will:

- LS2.01X demonstrate an understanding of different learning theories and concepts ✨
- PK1.02X identify and describe their learning preferences by using a variety of assessment strategies (e.g., formal and informal inventories)
- PK1.04X further identify how the ways of learning with which they are less successful are required in a variety of learning situations and describe how they adapt to these situations ✨

Planning Notes

- When teaching learning theories, concepts, and styles/preferences, the teacher should caution students not to solely define their learning in one particular theory or style. Rather, the teacher needs to emphasize how the students' dominant styles can change at any given point in their lives

given their interests, skill and knowledge levels, personal motivations, environments, and experience.

- The personal profile chart should be placed in the student's learning portfolio.

Prior Knowledge Required

1. understanding of personal strengths and needs, personal characteristics, values and beliefs
2. ground rules for group work

Teaching/Learning Strategies

A) Learning Theories & Thinking Skills

1. Through class discussion, teachers will introduce concepts of how students learn with a focus on steps to acquiring knowledge (e.g., sensory information, categorization, making connections to previous knowledge, storing information to memory)
2. In the same discussion, teachers will explain the different levels of thinking skills using Bloom's Taxonomy and ask students to identify and explain in written form those thinking skills most often required for success in high school.
3. Teachers will administer a learning theory survey dealing with multiple intelligences as a catalyst for students to identify and describe different types of intelligence, including some discussion of left/right brain thinking.
4. Students will determine their dominant type of intelligence by analyzing their responses to the survey. They will then apply their knowledge of learning theories and thinking skills to their own learning profile, recording findings on the chart begun in Unit 1. They will also consider this information when reviewing their Annual Educational Plan, to assist with course selection and educational planning.
5. Teachers will further discuss with students the importance of one's personal learning style as an integral component of one's learning profile.
6. Students will complete a learning style survey (e.g., What's My Style?, Townsend) and organize themselves in small groups according to the results of their dominant learning style (e.g., auditory, kinesthetic, visual)
7. In their groups, students will produce a written summary on chart paper identifying characteristics common to their learning style. The information will be organized according to the following questions:
 - a) What are the characteristics of my learning style?
 - b) What strategies can I or my teachers use to accommodate my learning style so that I can be successful in high school?
 - c) To what other learning environments can I apply my knowledge of personal learning style and strategies so that I can be successful outside the classroom? (e.g., part-time job, volunteer work, church youth group, co-curricular activities)?
 - d) What career opportunities would best accommodate my interests and learning style?
8. Students will present findings to the whole group in an oral presentation referring to the summary chart posted in the classroom.
9. Teachers will invite a guest speaker from the field of career development or a co-operative education teacher to discuss various opportunities that would accommodate each learning style.

B) Barriers to Learning & Strategies for Success

1. Teachers will organize students in small groups according to their learning styles and have students discuss and record on a chart responses to the follow questions:
 - a) What are the characteristics of a successful learner?
 - b) What are the barriers to becoming a successful learner?
 - c) How do these barriers affect your learning?
 - d) How can you use the characteristics of some of the other learning styles to deal with the barriers of your own dominant style?
2. Students in each group will present their findings to the class referring to their chart.

-
3. Teachers and/or students will read a Biblical passage (e.g., John 4:1-42 Jesus and the Samaritan Woman) and discuss the attitudes of the gospel toward learning and change, “recognizing there is more grace in our world than sin, and that hope is essential in facing all challenges”
(see OCSGE 3a). As an alternative, teachers could invite the school chaplaincy team member, local pastor, pastoral worker, elder, or other suitable person to speak with students on this topic.
 4. Students will write a journal reflection:
 - identifying how the ways of learning with which they are less successful are required in a variety of learning situations and describe how they adapt to these situations
 - illustrating how the passage inspires them to deal with their experiences and learning challenges.
 5. Students will complete a personal learning profile chart that includes their personal strengths, interests, challenges, and strategies for learning. This chart will be placed in the student’s Learning Portfolio.

Assessment/Evaluation

- LSV.01X Formative assessment by teacher of group presentations of learning style characteristics for knowledge using oral communication checklist
- PK1.04X, OCSGE 3a Formative assessment by teacher of journal reflection for understanding and making connections using rubric for written work
- LS2.01X, IKV.02X Formative assessment by teacher of group work on barriers to learning styles for thinking/inquiry using roving conference and group work checklist
- LS2.01X Summative assessment by teacher of learning theories and thinking skills for knowledge, thinking, understanding, and application, using paper and pencil test

Accommodations

1. The analysis of survey responses according to the three learning styles may be difficult for some students. As an alternative, the teacher may provide a summary of the information in a note, accompanied by a diagram or chart. For specific accommodations, see student’s IEP.
2. Students may require specific modelling to do analysis of learning style activities.
3. Teachers may direct students to refer to their IEP’s for specific barriers to their learning in order to assist them with the activity.
4. Students may want to refer to the accommodations listed in their IEP’s strategies for dealing with challenges to their learning.

Resources

Learning Style Survey, from W.J. Townsend, *What’s My Style?*, Brownlee Publishing, 1987 (P.O. Box 37030, 1005 Ottawa St. N., Kitchener, ON N2A 4A7)

<http://www.oise.utoronto.ca/Learn1/introll.html> Learning Styles Surveys

<http://www.newhorizons.org/trm-gardner.html> Multiple Intelligences

Appendices

Activity # 2: Organization and Time Management Skills

Time: 140 minutes

Description:

Students will understand and demonstrate how to set goals. They will also learn how to organize and complete tasks within a specific time frame in order to meet these goals. Through the use of acquired skills, (e.g., organization and time management skills) students will experience how the application of short and long term planning affects their success.

Strand(s) and Expectations:

Strands: Learning Skills & Personal Knowledge and Management

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 3d A reflective and creative thinker who makes decisions in light of gospel values with an informed moral conscience.
- 3e ... who adopts a holistic approach to life by integrating learning from various subject areas and experience.
- 4e A self-directed, responsible, and lifelong learner who sets appropriate goals and priorities in school, work, and personal life.
- 4g ... who examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.
- 7b A responsible citizen who accepts accountability for one's own actions.

Overall Expectations:

At the end of grade 9, students will:

- **LSV.01X** demonstrate and use an increasing variety of numeracy & literacy skills
- **LSV.03X** demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning, and presentation skills
- **PKV.04X** demonstrate understanding of how their personal management strengths and challenges affect their learning in secondary school

Specific Expectations:

Students will:

- **LS3.05X** demonstrate an ability to manage their own learning (e.g., study skills, organizational skills, time management, stress management, information management)

Planning Notes

- Place list of goals in Student Learning Portfolio, to form part of the basis for Annual Education Plan (A.E.P.).

Prior Knowledge Required

- paragraph writing
- knowledge of personal goals and values (unit 1)
- expectations for all courses on student timetable

Teaching/Learning Strategies

Sub-topic 1: Values Clarification & Goal Setting

1. Teachers will discuss with students the criteria for defining one's values (e.g. prized, freely chosen, affirmed) and then brainstorm and record students' examples of values in a word map.
2. Students will choose 5 of the values listed that are important to them and write a paragraph to:

-
- a) explain how each value guides them to specific behaviours or actions;
 - b) reflect on how their values are or are not in tune with their faith and the gospel.
3. Teachers will explain criteria for defining a goal as achievable and measurable over a period of time and relative to their values.
 4. Teachers will elicit and record students' examples of goals in a word map and guide students to categorize information into short and long term goals. Examples of short term goals are: to pass a test, meet deadlines, complete daily work consistently. Examples of long term goals are long term educational plan, career plan, graduation, and acquiring employment.
 5. Students will write a list of personal goals for current school year which reflect various areas of a student's life: academic, career, social, family, spiritual, and develop a personal coat of arms or other visual representation to depict this information.
 6. Using this list, students will write a personal plan of action of how they will meet their goals for the coming year and what resources in their school and community they will use to assist them (e.g., tutors, job-shadowing, church, family, career counselling, guidance counsellors, etc.)

Sub-Topic 2: Notebook Organization

1. Teachers will use Socratic method to develop a rationale for maintaining an organized, subject notebook (e.g., subject specific binders, use of dividers, table of contents, presentation, completion of notes) and record information on the board for students to copy.
2. Discuss advantages and disadvantages of following this method of organization.
3. Students will organize all subject notebooks according to previously discussed criteria and to meet expectations of specific subject teachers.

Sub-Topic 3: Time Management

1. Students will fill out daily time log sheets to identify use of time and to evaluate how it is oriented toward personal goals.
2. In small groups, students will brainstorm and record ways of using time well, what leads to wasted time, reasons for and strategies to deal with procrastination and time management.
3. Teachers will organize small group responses into informal planning (e.g., telephone planning with a friend, keeping several options open) and formal planning (e.g., use of daily, weekly, and monthly planner, knowing clearly what one is responsible for and when).
4. Teacher will organize the following points into a summary note on the board:
 - elicit advantages and disadvantages of both informal and formal methods of planning
 - explain how effective time management enables one to become more responsible in life
 - explain how to use a daily / weekly / monthly planner properly in relation to meeting student goals (e.g., record all activities and assignments / tests on dates due, prioritize assignments / tests, divide major tasks into smaller components and prioritize, budget time needed to meet deadlines and record target dates in planner.
5. Students will write a statement of commitment listing strategies for improving their own time management, including dealing with procrastination.
6. Students will use a planner on a daily basis to organize short and long term academic work (e.g., homework, tests, long term assignments).

Assessment/Evaluation

- PKV.04X Formative assessment by teacher of values brainstorming activity for thinking using Oral Communication Rubric
- OCSGE 4g Formative assessment by teacher and student of examination of values for making connections using Rubric for Written Work
- OCSGE 4e Formative assessment by teacher of personal coat of arms for thinking using Oral/Visual Communication Rubric (see appendix A)
- OCSGE 4e Formative assessment by teacher and student of goals and action plan for making connections using Rubric for Written Work

-
- LS3.05X Formative / Summative assessment by teacher of notebook organization for knowledge using Notebook Evaluation Checklist
 - LS3.05X Formative assessment by teacher of students' use of daily planner for application using Teacher Observation Checklist
 - LS3.05X Formative assessment by teacher of time management strategies for application using Rubric for Written Work

Accommodations

1. Provide written, step-by-step guidelines or templates for all written work.
 2. Have students clarify what has been taught to ensure comprehension. Re-teach concept individually, where necessary.
 3. Make deadlines flexible for students who require extra time.
 4. Use word processor / grammar & spell check programs, where applicable.
- For specific accommodations, check student IEP.

Resources

- “Notebook Organization” in W.J. Townsend, Study Skills Workshop Brownlee Publishing, 1987
P.O. Box 37030, 1005 Ottawa St. N., Kitchener, ON N2A 4A7
- Daily Time Log Sheet: see Secondary Specific Learning Disability Curriculum Guideline, Peel District School Board (formerly Peel Board of Education), 1989
- Herman Ohme, Learn How To Learn, Palo Alto, CA: California Education Plan Inc., 1989
4074 Fabian Way, Palo Alto, CA 94303, U.S.A.

Appendices

Appendix A: Oral / Visual Presentation Rubric

ORAL/VISUAL PRESENTATION RUBRIC

Achievement Category	1	2	3	4
<ul style="list-style-type: none"> use of language and visuals 	<ul style="list-style-type: none"> uses language and visuals with limited accuracy and effectiveness 	<ul style="list-style-type: none"> uses language and visuals with some accuracy and effectiveness 	<ul style="list-style-type: none"> uses language and visuals with considerable accuracy and effectiveness 	<ul style="list-style-type: none"> uses language and visuals with a high degree of accuracy and effectiveness
<ul style="list-style-type: none"> preparation 	<ul style="list-style-type: none"> demonstrates little preparation 	<ul style="list-style-type: none"> demonstrates some preparation 	<ul style="list-style-type: none"> demonstrates thought and attention to detail 	<ul style="list-style-type: none"> demonstrates a high degree of thought and attention to detail
<ul style="list-style-type: none"> communication for different audience and purposes using appropriate forms 	<ul style="list-style-type: none"> with limited sense of audience and purpose using appropriate forms 	<ul style="list-style-type: none"> with some sense of audience and purpose using some appropriate forms 	<ul style="list-style-type: none"> with a clear sense of audience and purpose using appropriate forms 	<ul style="list-style-type: none"> with a strong sense of audience and purpose using appropriate forms

Activity #3: Note-Taking Skills

Time: 140 minutes

Description:

Students will understand the purpose of note-taking as a record of information that facilitates their learning. Specifically, they will demonstrate how to organize visual and auditory information in the form of summary notes that contain main ideas and supporting details.

Strand(s) and Expectations:

Strands: Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 4f An effective communicator who applies effective communication, decision-making, problem-solving, time and resource management skills

Overall Expectations:

At the end of grade 9, students will:

- LSV.01X Demonstrate and use an increasing variety of literacy and numeracy skills
- LSV.03X Demonstrate effective use of learning and thinking strategies and effective use of technology to enhance their research, learning and presentations skills

Specific Expectations:

Students will:

- LS2.04X demonstrate effective use of note-taking strategies ✨

Planning Notes

- Students will be required to bring subject-specific textbooks to complete note-taking activity and provide opportunities for transference of skills.
- Teachers may wish to contact the school's Religion Dept. or Chaplaincy Team for a list of recommended videos to be used for the note-taking activity.

Prior Knowledge Required

- identify main idea and supporting details, listen attentively, basic literacy skills

Teaching/Learning StrategiesSub-Topic 1: Note-taking From A Text Book

1. Teachers will outline a method (e.g. SQ4R Method, see Townsend, Study Skills Workshop) of producing notes from subject textbooks. Steps should include: survey information, formulate questions to be answered, read for main idea, re-read for supporting details, write information down, and review information.
2. Teachers will provide a passage from a student's subject textbook to practise this note-taking method. As an alternative, teachers may assign specific exercises from Study Skills Program, Level 1.
3. Teachers will discuss two types of note-taking presentations (mapping and outlining) and demonstrate both techniques to the students.
3. Students will practise mapping and outlining techniques using blank templates and subject specific texts and will organize information in a mapping note and an outline note.
4. Students will determine which technique best suits their particular learning styles.

Sub-Topic 2: Listening & Note-taking

1. Teachers will outline the four skills involved in taking notes from a lecture, observation, interview, or demonstration (e.g., listening, analyzing & interpreting, selecting, and recording information in writing).
2. Students will listen to a 10-minute lecture and develop a brief note using their preferred note-taking technique.
3. Students will view a 30-minute documentary video and produce a brief summary note using their preferred note-taking technique.

Assessment/Evaluation

1. LS2.04X Summative assessment by teacher of students' notes for understanding and application using a note-taking rubric

Accommodations

1. Provide student with template of note forms containing partial information already completed (e.g., main idea already stated).
2. Pre-teach students subject-specific vocabulary prior to assigning subject note-taking exercise.
3. Teach students the organization of a textbook and how it can assist them to find and retrieve information.
4. Reduce amount of reading and listening material required for the activity.
5. Teach short introductory lesson on listening skills (e.g., focusing, facing the speaker, etc.)
6. For specific accommodations, check student's IEP.

Resources

1. Herman Ohme, Learn How To Learn: Study Skills Palo Alto, CA: California Education Plan Inc., 1989 4074 Fabian Way, Palo Alto, CA 94303, U.S.A.
2. "SQ4R Method" in W.J. Townsend, Study Skills Workshop Brownlee Publishing, 1987 P.O. Box 37030, 1005 Ottawa St. N., Kitchener, ON N2A 4A7
3. "Taking Notes – Mapping & Outlining" in N.A.A.S.P., Study Skills Program, Level 1, Reston, Virginia, 2209, 1989

Appendices

Activity #4: Memory Retention & Study Skills

Time: 350 minutes

Description:

Students will understand the distinction between short and long term memory retention and how they can learn strategies to improve their memory retention, particularly during a test or examination. They will demonstrate an understanding of mnemonic devices such as acronyms, acrostics, and word links. Students will select and use those devices best suited for their own learning style, analyze their own study habits, and develop strategies and structures that can be applied to other subject areas.

Strand(s) and Expectations:

Strands: Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 2b an effective communicator who reads, understands and uses written materials effectively.
- 3c a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- 3e ...who adopts a holistic approach to life by integrating learning from various subject areas and experience.
- 4b a self-directed, responsible, life long learner who demonstrates flexibility and adaptability.
- 4e ... who sets appropriate goals and priorities in school, work and personal life.
- 4f ...who applies effective communication, decision-making, problem-solving, time and resource management skills

Overall Expectations:

At the end of grade 9, students will:

- LSV.01X demonstrate and use an increasing variety of numeracy and literacy skills
- LSV.02X identify and describe learning theories and the learning and thinking skills required for success in high school ✨
- PKV.04X demonstrate an understanding of how their personal management strengths and challenges affect their learning in secondary school

Specific Expectations:

Students will:

- LS2.05X demonstrate effective use of focus and memory strategies that improve concentration and retention of information ✨
- LS3.05X demonstrate an ability to manage their own learning (e.g. study skills, organizational skills, time management, stress management, information management) ✨
- LS2.03X demonstrate effective use of study and preparation strategies in a variety of subjects and evaluate their impact on academic strategies ✨

Planning Notes

- Reinforcement activities and information can be found in Townsend's [Study Skills Workshop](#) and [Learning to Learn](#), Incentive Publications, Focus on Memory Chapter.
- As a wrap-up activity, the teacher may want to show the video, [The Study Skills Game](#) (1 hour). This video has a teacher's guide and student activity booklet that summarizes the above skills.

Prior Knowledge Required

- Student's own learning style, note-taking skills, & time management skills

Teaching/Learning Strategies

Sub-Topic 1: Short and Long Term Memory Retention

1. Teachers will introduce the concept of memory retention by having students view an overhead containing 7 random letters for approximately 20 seconds and have them record the letters from memory. Repeat the exercise using 4 other overheads, containing 9 letters, then 11 letters, then 13 related letters, then 13 unrelated letters.
2. Students will analyze their results from the game and determine whether they have good, average or poor memory recall for numbers.
3. Teachers will define short-term memory as "what you can keep in your attention in the moment", and discuss with students the links between the definition and their experience in the game.
4. Teachers will define long-term memory as "what you know and can bring to mind whenever you choose to do so".
5. Students will record the definitions for short- and long-term memory in their notebooks.

Sub-Topic 2: Four Ways To Remember

1. Teachers will explain to the class using a visual aid the four ways of moving information from one's short-term memory to one's long-term memory: grouping strategy, visualizing information, repeating information, choosing to remember.
2. Students will complete the exercises provided for each memory strategy in the Study Skills Program level II, NASSP.

Sub-Topic 3: Mnemonic Strategies

1. Teachers will explain to the class three strategies for remembering information: link method, acronym, acrostic
2. Students will complete the exercises provided for each mnemonic strategy in the Study Skills Program level II, NASSP
3. Students will write a paragraph analyzing which memory strategies work best for their learning style.

Sub-Topic 4: Study Environment

1. Teachers will have students survey and categorize their current study habits.
2. With a partner, students will analyze their study habits and attitudes and identify the areas each finds most challenging.
3. Teachers will engage students in a discussion about the components of a good study environment (e.g. comfortable and quiet setting, free from distractions, well lit, organized materials available).
4. Students will complete a study environment sketch of their current study area and list two changes that could make it better.

Sub-Topic 5: Developing a Study Schedule

3. Teachers will summarize in note form five steps in developing a study schedule:
 - I) record student's weekly commitments
 - II) record a regular homework/study session when student is most alert
 - III) set goals and prioritize tasks for each study session
 - IV) budget time for each task and take 10 minute breaks after completing a major task requiring approximately 1 hour in length
 - V) do difficult tasks first and easy tasks later in the session
4. Students will complete a weekly study schedule using the five steps, and revise when necessary.
5. Teachers will ask students to analyze the weekly schedules for a month and investigate the relationship between the amount of time they studied and the marks obtained on assignments, tests and exams (This will need to be re-visited in a month's time.)
6. Students will produce a written reflection outlining their analysis of the relationship between the amount of time they studied and the marks they received for assignments, tests, and exams.

Sub-Topic 6: Writing Subject Specific Study Notes

1. Teacher will review the note-taking method with the students when taking specific subject notes in preparation for quizzes / tests / exams.
2. Using subject specific texts and in consultation with subject teachers, students will write study notes for a chosen subject in which they are expecting a quiz or test.
3. Teachers will monitor student progress in a roving conference, then evaluate the notes taken.

Assessment/Evaluation

1. LS2.03X Formative assessment by teacher of memory game participation for knowledge using Teacher Observation Checklist
2. LS2.05X Diagnostic / Formative assessment by teacher of memory strategy exercises for knowledge and thinking using Anecdotal Records Log
3. LS2.05X/PKV.04X Formative assessment by teacher of memory strategy paragraphs for knowledge, understanding, & application using Rubric for Written Work
4. LS3.05X Diagnostic / Formative assessment by teacher / student of study environment sketch for thinking & application using Anecdotal Records Log
5. LS3.05X Formative assessment by teacher of weekly schedule for application / making connections using Anecdotal Records Log
6. LS2.03X Formative assessment by teacher of note-taking for application using roving conference and Anecdotal Records Log
7. LS3.05X Summative assessment by teacher of subject notes for knowledge and application using Rubric for Written Work

Accommodations

1. Students may require more time to complete paper and pencil tasks.
2. Students may require additional examples or individual re-teaching of concepts.
3. Provide students with a study guide that includes an overview of the topics for a subject and a timeline for completing each topic.
4. Closely monitor student's use of a study schedule with particular attention to the amount of time spent on each item.
5. See IEP accommodations for specific students in order to guide them towards adopting and practising memory strategies that suit their particular learning style.

Resources

- Study Environment Floor Plan Worksheet in Secondary Specific Learning Disability Curriculum Guideline, Peel District School Board (formerly Peel Board of Education), 1989
- Study Skills Program, level II, NASSP., Reston, Virginia 22091, 1986
- Handout Weekly Study Schedule
- Gloria Frender, Learning to Learn: Strengthening Study Skills & Brain Power, Nashville, TN: Incentive Publications, 1990
- Study Skills Workshop, Townsend, Brownlee Publishing
- The Study Game: A Video Based Study System for Students Ages 8 – 14, LessonWare Publ., 1991
- Memory game in NASSP's Study Skills Program level II.
- <http://www.oise.utoronto.ca/~ggay/studyskl.htm>
- <http://www.coun.uvic.ca/learn/timemgt.html>

Appendices

Activity #5: Test and Exam Preparation

Time: 140 minutes

Description:

This activity emphasizes the importance of effective test taking strategies as part of students' summative evaluation. Students will have an understanding of how to approach a test situation (e.g., use of study skills, stress management, time management, etc.) and different types of test / examination questions.

Strand(s) and Expectations:

Strands: Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 3c a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- 4b a self-directed, responsible, life long learner who demonstrates flexibility and adaptability.
- 4e ... who sets appropriate goals and priorities in school, work, and personal life.
- 4f ... who applies effective communication, decision-making, problem-solving, time and resource management skills.

Overall Expectations:

At the end of grade 9, students will:

- LSV.01X demonstrate and use an increasing variety of numeracy and literacy skills
- PKV.04X demonstrate an understanding of how their personal management strengths and challenges affect their learning in secondary school

Specific Expectations:

Students will:

- LS2.03X demonstrate effective use of study and test preparation strategies in a variety of subjects and evaluate their impact on academic strategies ✨
- LS3.05X demonstrate an ability to manage their own learning (e.g., study skills, organizational skills, time management, stress management, information management.) ✨
- PK1.05X identify their learning strengths and challenges by analyzing past learning success and failures ✨

Planning Notes

- As a wrap up activity, the teacher may have students write a Learning Strategies Unit Test so they can practise their newly acquired skills in time, stress, and information management.
- Teachers should emphasize how the above skills can also be applied to situations outside of school (e.g., chess tournaments, team sports, job interviews, etc.)
- Teachers should be aware of how students will be assessed and evaluated in other subject areas so that the strategies will be relevant.

Prior Knowledge Required

- study preparation, memory strategies, watch the game show “Jeopardy”

Teaching/Learning Strategies Sub-Topic 1: Approaching The Test/Exam Situation

1. Teachers will outline for students how to prepare for a test/exam.
2. Students will identify topics to study and types of possible questions on the exam from subject teachers.

-
3. For each subject, students will develop a study schedule, write study notes, and use strategies to assist with memory recall during test/exam
 4. Teachers will outline for students the following strategies:
 - avoid panicking by remaining positive
 - study in advance, avoid cramming
 - be well rested and nurtured
 - during test situation, use stress management techniques to reduce test taking anxiety
 - survey the test/exam before beginning
 - budget time according to the mark distribution of the exam
 - select easiest questions first, highest point value questions second, and most difficult, last
 - make sure the answers reflect the marks allotted to the question
 - attempt all questions
 - underline / highlight key terms in the instructions to help them focus their answers
 5. Students will complete a worksheet that deals with factors contributing to test/examination results.
 6. Students will complete an exercise illustrating the importance of reading instructions carefully before beginning a test. (e.g., “Following Written Instructions”, Shortcuts to Learning: A Basic Study Skills Activity Package)
 7. Teachers will teach the students commonly used test/exam vocabulary so that they focus on exactly what information is required for the question.
 8. Students will complete a quiz dealing with test vocabulary.

Sub-Topic2: Types of Test/Examination Questions

1. In a class discussion, teachers will elicit from students the types of questions most commonly used for tests/exams: multiple choice, matching, true/false, short answers, essay form, etc.
1. Teachers will explain the steps required to approach each type of question outlined above. (See Study Skills program, level II, NASSP)
2. Students will record the information in their notebooks and complete reinforcement exercises for each type of question outlined above. (See Study Skills program, level II, NASSP).
3. Teachers will organize the game “Jeopardy” so that students can review the unit’s information by:
 - dividing the class into teams of 3 or 4 of varying abilities
 - developing the following categories for the game: N.O.T. (Note-taking, Organization, Time Management), Study and Test-taking skills, Memory Retention, Inquiry and Research, Teen Heart Throbs (or other optional fun category)
 - write answers to questions for each category, increasing the degree of difficulty for each item in a category by placing a higher dollar value to each item
 - review the rules with the class (perhaps have them preview a show)
 - each team will be given the opportunity to refer to their notes during the game.
5. Students will complete a unit test on the above material.

Assessment/Evaluation

- LS2.03X; LS3.05X;
PK1.05X Formative assessment by teacher of ongoing learning activities for knowledge and completion using Anecdotal Record Log
- LS2.03X; LS3.05X; Summative assessment by teacher of unit material for knowledge, thinking, and application using paper and pencil test.

Accommodations

1. Alternate setting for test / more time for test / oral testing may be required / open book test
2. Clarify or rephrase test questions
3. For specific accommodations see student’s IEP

Resources

1. Chart for subject exam information, W.J. Townsend Study Skills Workshop, pp. 50 – 57
2. Blank Study Schedule, in Secondary Specific Learning Disability Curriculum Guideline, Peel D.S.B.
3. Shortcuts to Learning: A Basic Study Skills Activity Pack, by Weston Walch Publisher, 1985
4. Study Skills Program, Level II, NASSP

Activity # 6: Inquiry & Research Skills

Time: 350 minutes

Description:

Students will learn to formulate questions to guide their research, make use of the research process, locate and access information (e.g., school, community, or mobile library resource centre, CD-ROM, Internet, community resources, etc.), and be able to use their research skills to complete a report or presentation on a topic.

Strand(s) and Expectations:

Strands: Learning Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 3c a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- 4b a self-directed, responsible, life long learner who demonstrates flexibility and adaptability.
- 4f ... who applies effective communication, decision-making, problem-solving, time and resource management skills.
- 7b a responsible citizen who accepts accountability for one's own actions.

Overall Expectations:

At the end of grade 9, students will:

- LSV.03X demonstrates effective use of thinking and learning strategies and effective use of technology to enhance their research, learning, and research skills ✨

Specific Expectations:

Students will:

- LS2.02X use the inquiry / research process effectively.
- LS2.06X use a variety of information technologies effectively to conduct research, organize information, and acquire new skills (e.g. CD-ROM resources, the Internet, calculators, software for organizing notes, file management software) ✨

Planning Notes

- Teachers may choose to provide a list of research topics / questions related to careers or community resources.
- Teachers may wish to team-teach this activity with the school or community librarian.
- Teachers will require a copy of the school board's Use of Internet policy and consent forms.
- Teachers should consult with subject-specific teachers in the planning of this activity. This activity may be used as a reinforcement for students who have already completed it in other courses.

Prior Knowledge Required

- note-taking skills

Teaching/Learning StrategiesSub-Topic 1: Inquiry Process

1. Teachers will teach the W5H model of inquiry (who, what, where, when, why, how, using an example topic and engaging the class in brainstorming questions for investigation.
2. In small groups, students will choose a topic of interest and brainstorm and record questions using the W5H model.

-
3. Students will review questions and beside each one, name topics and related sub-topics that will further the investigation of their topic.

Sub-Topic 2: Orientation to Library or Other Resource Centres

1. Teachers will arrange a library orientation session with school library/resource teacher to include the following topics:
 - *How to find a printed material in a resource library*
 - *the Dewey Decimal System, organization of resources by topic, periodicals, and the electronic cataloguing system*
 - *How to use the CD-ROM resources and the Internet*
 - *How to decide if a resource is appropriate for your topic*
 - *How to keep track of resources used*
2. Students will extend their research to other community organizations relating to their topic.
3. Students will complete a Scavenger Hunt activity, in small groups.

Sub-Topic 3: A Beginner's Guide to the Internet

1. Teachers will teach a lesson on guidelines for safe use of the Internet.
2. Students will get consent form for Internet use signed by parents.
3. With a partner, students will work through an introductory Internet activity package.

Sub-Topic 4: Writing Activity

1. Students will write a journal reflection answering the following questions:
 - Why is the research process important to your learning?
 - Based on your experience, develop three research tips.
 - What criteria did you use for selecting the resources you will eventually use?
 - How can research skills assist you in your life?
2. Students will create a poster advertising the importance of research. The reflection and poster should be included in the Student Learning Portfolio.

Assessment/Evaluation

1. LS2.02X Formative assessment by teacher of Group Library Scavenger Hunt for knowledge and application using Group Work Rubric.
2. LS2.06X Diagnostic / Formative assessment by teacher of Internet Activity Package for knowledge using Teacher Observation Checklist
3. LSV.03X Summative assessment by teacher of journal reflection and poster for understanding and application using Rubric for Written Work and Rubric for Oral/Visual Presentation

Accommodations

1. Students should be in a group that can assist him or her with the activities.
2. Students may need to have the Internet activities re-taught individually or modeled by teacher.
3. For specific recommendations, see students' individual IEP.

Resources

1. Local School Board Guidelines for Use of the Internet
2. Beginners' Central: A Users Guide to the Internet or The Internet in the Classroom: Internet 104
<http://www.northernwebs.com/be/index.html>

Appendices

Appendix A: Groups Work Observation Checklist / Rubric

Appendix B: Oral Communication Rubric

Appendix C: Rubric for Written Work

Appendix A: GROUP WORK OBSERVATION CHECKLIST / RUBRIC

Achievement Category	1	2	3	4
<ul style="list-style-type: none"> active participation in group 	<ul style="list-style-type: none"> limited participation 	<ul style="list-style-type: none"> some participation 	<ul style="list-style-type: none"> considerable participation 	<ul style="list-style-type: none"> high degree of participation at all times
<ul style="list-style-type: none"> share and express ideas in a co-operative manner in group 	<ul style="list-style-type: none"> share and express ideas with limited co-operation 	<ul style="list-style-type: none"> share and express ideas with moderate co-operation 	<ul style="list-style-type: none"> share and express ideas with considerable co-operation 	<ul style="list-style-type: none"> share and express ideas with a high degree of co-operation
<ul style="list-style-type: none"> respects others opinions in group 	<ul style="list-style-type: none"> respects others opinions rarely 	<ul style="list-style-type: none"> respects others opinions occasionally 	<ul style="list-style-type: none"> respects others opinions most of the time 	<ul style="list-style-type: none"> respects others opinions effectively all of the time
<ul style="list-style-type: none"> stays on task in group 	<ul style="list-style-type: none"> stays on task with limited effectiveness 	<ul style="list-style-type: none"> stays on task with some effectiveness 	<ul style="list-style-type: none"> stays on task with considerable effectiveness 	<ul style="list-style-type: none"> stays on task with a high degree of effectiveness
<ul style="list-style-type: none"> listens actively in group 	<ul style="list-style-type: none"> rarely listens actively 	<ul style="list-style-type: none"> listens actively some of the time 	<ul style="list-style-type: none"> listens actively most of the time 	<ul style="list-style-type: none"> listens actively all of the time
<ul style="list-style-type: none"> communication of information, ideas, and experiences 	<ul style="list-style-type: none"> with limited clarity 	<ul style="list-style-type: none"> with some clarity 	<ul style="list-style-type: none"> with considerable clarity 	<ul style="list-style-type: none"> with a high degree of clarity and with confidence
<ul style="list-style-type: none"> helping to establish group goals 	<ul style="list-style-type: none"> helps to establish group goals in a limited way 	<ul style="list-style-type: none"> helps to establish some group goals 	<ul style="list-style-type: none"> helps to establish most group goals 	<ul style="list-style-type: none"> always actively involved in establishing group goals

Appendix B: ORAL COMMUNICATION RUBRIC

Achievement	1	2	3	4
Category				
Communication: • communication of information, ideas, experiences	• with limited clarity	• with some clarity	• with considerable clarity	• with a high degree of clarity and with confidence
• optional use of appropriate language and visuals	• with limited accuracy and effectiveness	• with some accuracy and effectiveness	• with considerable accuracy and effectiveness	• high degree of accuracy and effectiveness
• communication for different audiences and purposes using appropriate forms	• limited sense of audience and purpose using few appropriate forms	• some sense of audience and purpose using some appropriate forms	• clear sense of audience and purpose using appropriate forms	• strong sense of audience and purpose using appropriate forms
• communicates	• with assistance	• independently	• independently	• independently
• participation	• limited participation, with frequent assistance	• some participation, with little assistance	• considerable participation	• high degree of participation
• listens actively	• rarely listens actively	• listens actively some of the time	• listens actively most of the time	• listens actively all of the time

Appendix C: RUBRIC FOR WRITTEN WORK (Can be adapted for Group Project)

Achievement	1	2	3	4
Category				
Knowledge / Understanding: • knowledge of facts	• demonstrates limited knowledge	• demonstrates some knowledge	• demonstrates considerable understanding	• demonstrates thorough knowledge
• understanding of concepts	• demonstrates limited understanding	• demonstrates some understanding	• demonstrates considerable understanding	• demonstrates thorough knowledge
• understanding of relationship between and among concepts	• demonstrates limited understanding	• demonstrates some understanding	• demonstrates considerable understanding	• demonstrates thorough knowledge
Thinking / Inquiring: • critical and creative thinking	• with limited effectiveness	• with some effectiveness	• with considerable effectiveness	• with a high degree of effectiveness
Communication: • of information, ideas, and experiences	• with limited clarity	• with some clarity	• with considerable clarity	• with a high degree of clarity, and with confidence
Application: • transfer of ideas, and skills to new contexts	• with limited effectiveness	• with moderate effectiveness	• with considerable effectiveness	• with a high degree of effectiveness
• application of current technologies	• uses appropriate technology with limited effectiveness	• uses appropriate technology with moderate effectiveness	• uses appropriate technology with considerable effectiveness	• uses appropriate technology with a high degree of effectiveness
• making connections	• makes connections with limited effectiveness	• makes connections with moderate effectiveness	• makes connections with considerable effectiveness	• makes connections with a high degree of effectiveness
Application of language conventions	• using a few conventions studied; with several major errors and/or omissions, with assistance	• using at least half of the conventions studied; with several minor errors and/or omissions with limited assistance	• using most of the conventions studied; with a few minor errors and/or omissions independently	• using all of the conventions studied; in a variety of contexts, with practically no errors and/or omissions independently
Organization of ideas	• organizes incompletely for a limited range of simple purposes with assistance	• organizes in a mechanical and sequential way for a variety of simple purposes independently	• organizes appropriately and logically for specific purposes, independently	• organizes appropriately and in complex and logical ways for a variety of purposes, independently

Unit 5: *Becoming A Collaborative Learner: Working in Groups & Learning Through the Community*

Time: 21 hours

Unit Developer(s) G. Benvie, A. Carey, T. D'Acunto, A. Mastroianni, M. Nasello, K. Pond

Development Date: March 1, 1999.

Unit Description:

In this unit students will gain an understanding of group dynamics, as well as, the skills required for positive group involvement. Students will identify roles in groups and reflect on the role that they traditionally adopt in group activities. Using personal inventories, role-playing and reflection papers, students will demonstrate their knowledge of effective communication, teamwork, and leadership skills. Students will examine obstacles to their learning and develop strategies to remove such obstacles. An understanding of conflict resolution will be acquired through group presentations, using the jigsaw method and small group discussions. In addition, students will understand the importance of volunteer work, community involvement and participation in school life to enhance their employability skills, strengthen their resumés, and enrich their spiritual lives for the common good.

Strand(s) & Expectations: Learning Skills & Interpersonal Knowledge and Skills

Ontario Catholic School Graduate Expectations: 1b, 1f, 1h, 1j, 3b, 3f, 4a, 4b, 4c, 4d, 5a, 5c, 5d, 5e, 5f, 5g, 6e, 7b, 7c, 7e, 7f, 7i, 7j

Overall Expectations: LSV.01X; LSV.03X; IKV.01X; IKV.02X; IKV.03X; IKV.04X

Specific Expectations: IK1.01X – IK1.06X; IK2.01X – IK2.05X; LS3.04X; LS2.07X; LS3.03X

Activity Titles (Time & Sequence)

Activity 1	Group Dynamics	210 min.
Activity 2	Effective Group Communication	140 min.
Activity 3	The Nature of Conflict & Resolution Strategies	280 min.
Activity 4	Accessing Resources & The Role of the Mentor	210 min.
Activity 5	Becoming Involved	280min.
Activity 6	Becoming Collaborative	140 min.

Unit Planning Notes

- Become familiar with assessment tools and evaluation for each activity.
- Book computer lab for one class; book chapel for end of unit celebration.
- Contact administration to advise on Treasure Hunt activity.
- Read and collect resources needed for each unit.
- Plan field trip to soup kitchen (optional).
- Compose a list of potential guest speakers for guest speaker forum (optional).

Prior Knowledge Required

- Review skills and concepts taught from Learning and Thinking Skills Unit and Literacy & Numeracy Unit.

Teaching / Learning Strategies

- whole class discussions
- scripture reflections
- lectures
- jigsaw method
- small group discussions
- guest speakers
- role-playing
- planning paraliturgy
- modeling or demonstrating
- letter writing; formal
- brainstorming, word web
- teacher-directed or student-directed activities
- individual conferencing
- question/answer (probe, open-ended, closed)
- case study analysis
- field-trip

Assessment / Evaluation

TOOL	PURPOSE	WHO ?	ACTIVITY
Communication Rubric	Formative	teacher	all, ongoing
Group Work Observation Checklist	Diagnostic / Formative	teacher	Activity 1, group work activity Activity 2 & 4
Rubric for Written Work	Summative	teacher student	Activity 1, written assignment Activity 3, 4 & 6
Rubric: knowledge/understanding	Summative	teacher	Activity 2, chart
Checklist	Diagnostic / Formative	teacher student	Activity 3, self-inventory
Quiz	Summative	teacher	Activity 5, accessing resources
Anecdotal Records Log	Formative	teacher student	Activity 7, Log for survey
Project rubric	Summative	teacher	Activity 7, Becoming Involved Survey
Unit Test	Summative	teacher	Activity 8 (for all of Unit 5)
Self-Inventory	Diagnostic / Formative	student	Activity 8, Interpersonal & Teamwork Inventory

Resources

1. Johnson, David W. And Johnson, Frank P. Joining Together: Group Theory and Group Skills (Englewood Cliffs: Prentice-Hall, Inc.), 1987.
2. Myrick, Robert and Erney, Tom Caring and Sharing: Becoming A Peer Facilitator (Minneapolis: Educational Media Corporation), 1984.
3. Canadian Mental Health Association Ontario Division, Self, 1993.
4. Bodine, Richard and Crawford, Donna and Schrupf, Fred. Peer Mediation (Illinois: Research Press), 1997.
5. Fender, Gloria, Learning to Learn: Strengthening Study Skills and Brain Power (Nashville: Incentive Publications, inc.), 1990.
6. Townsend, W.J. Study Skills Workshop (Kitchener: Brownlee Publishing), 1988.
7. Video: Co-operative Learning Series, # 4, 3 Frameworks: STAD, TGT, Jigsaw II, Ass'n. for Supervision & Curriculum Development 125 North West St., Alexandria, VA 22314-2798, (703)549-9110

Unit #5

Activity #1: Group Dynamics

Time: 210 minutes

Description:

Students will gain an understanding of various types of groups – voluntary and involuntary – and identify the advantages and disadvantages of these groups. Students will participate in a co-operative exercise where they will perform assigned group roles and, from this experience, they will be able to identify specific roles that group members perform. Students will reflect on their own group involvement in other classes, define the type of group member they tend to be, and identify other roles they could adopt to enable the group to be more effective in meeting its goals.

Strand(s) and Expectations:

Strands: **Interpersonal Knowledge & Skills**

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 5a a collaborative contributor who works effectively as an interdependent team member.
- 5f ... who exercises Christian leadership in the achievement of individual and group goals.

Overall Expectations:

At the end of grade 9, students will:

- IKV.01X describe knowledge and skills needed for working effectively in groups or teams

Specific Expectations:

Students will:

- IK1.01X explain how effective group processes can promote individual learning and the achievement of group goals ✨
- IK1.06X identify the interpersonal and teamwork skills they need to improve ✨

Planning Notes

- Obtain building materials (Lego pieces) or use other co-operative group exercise.

Prior Knowledge Required

- experience working in groups
- personal learning profile

Teaching/Learning Strategies

1. Teachers will begin the lesson with a whole group discussion on what we need as a person using Maslow's hierarchy of needs as a model. Begin with basic needs and working toward social/emotional needs, spiritual needs and ending with the need for self-actualization.
2. Teachers will lead class in brainstorming what needs are fulfilled when one participates in a group.
3. In partners, students will make a list of all the groups they belong to, including family, cultural, religious, school, community. etc.
4. In small groups, students will make a sample list of the types of groups in which they participate, and distinguish whether or not participation is voluntary or involuntary. They will also think of the advantages and disadvantages of both types of groups.

-
5. The groups of students will present their findings to the whole class. The teacher will record the information on the board. Students will record findings in their notes.
 6. The students will write a personal reflection to be included in their learning portfolio:
“How does belonging to different groups help me?”
“How can I use this information in other/different situations?” (e.g., at work, on a team, in the student council, during community service work)
 7. As a class, discuss the nature of group work, the functions of a group (i.e., to attain goals; to maintain itself; to change when necessary), and effective and ineffective groups. Record notes on board. (See “Effective and Ineffective Groups, Joining Together).
 8. In small groups, students will participate in a co-operative exercise, (i.e., building a tower with various materials, Lego). Students will each select a role: builder, advisor, observer/timer. As a large group, students will discuss the various roles played by group members.
 9. Students will complete the self-inventory, “Interpersonal Style in Groups” in Joining Together. As a class, the students will discuss the need for people to be both social and task oriented in order to make the group more effective.
 10. Students will work in small groups to analyze a case study which deals with problem solving in groups, using the following questions:
 - a) What different roles are being played? Describe them.
 - b) Is the group in the case study effective? Why or why not?
 - c) Identify potential conflicts. Explain.
 - d) What would you do to help the group reach its goals?Students will present their findings to the whole class.
 11. For homework, the students will write a personal account of a group situation that deals with a problem. Using the above questions, they will analyze and assess the situation described. This will be handed in for teacher assessment and evaluation.
 12. Teachers will read aloud a passage from St. Paul’s letter to the Corinthians ch.12 vv.12-27 And lead a class discussion relating the image used in the reading with the dynamics that make groups and communities more interdependent and collaborative. Students will relate these dynamics to what they have learned in this lesson.

Assessment/Evaluation

- IK1.06X Formative assessment by teacher of whole class brainstorm discussion using a communication rubric (see unit 2 for rubric)
- IKV.01X Diagnostic and Formative assessment by teacher of group work exercise using group work rubric (see unit 2 for rubric.)
- IK1.01X Summative assessment by teacher of students’ written analysis of problem-solving situation for knowledge of group dynamics (Rubric for Written work in unit 2.)

Accommodations

1. Students should be placed in a group (pairs or triads) where they can access peer support.
- Clarify vocabulary on teacher-administered surveys.
 - Check students’ comprehension of activities.
 - Student may require conversational starters to facilitate his/her oral communication.
 - For specific accommodations, see student’s IEP.

Resources

1. Teacher Resource
David W. Johnson & Frank P. Johnson, Joining Together: Group Theory and Group Skills, Prentice-Hall, 1987

Activity #2: Effective Group Communication

Time: 140 minutes

Description:

Students will review their clarifying and summarizing skills and learn to use “I” messages in situations in which they need to be assertive. They will also reflect on the importance of good communication skills when working in groups. Students will practise effective communication through role-playing and in large group discussions.

Strand(s) and Expectations:

Strands: Learning Skills, Interpersonal Knowledge and Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 2a an effective communicator who listens actively and critically to understand and learn in light of gospel values.
- 2c ...who presents information and ideas clearly and honestly and with sensitivity to others.
- 4f a self-directed, responsible, life long learner who applies effective communication, decision-making, problem- solving, time and resource management skills.

Overall Expectations:

At the end of grade 9, students will:

- IKV.02X describe knowledge and skills needed for working effectively in groups or teams ✨
- IKV.03X use interpersonal and teamwork skills effectively in learning environments ✨

Specific Expectations:

Students will:

- IK1.02X describe the interpersonal and teamwork skills (e.g., active listening, responding appropriately to feedback, using courtesy) necessary for effective group work at school and in the workplace ✨
- IK1.04X use interpersonal and teamwork skills effectively and appropriately in school and in community-based learning activities (e.g., on a sports team, in clubs, at work)
- IK1.06X identify the interpersonal and teamwork skills they need to improve

Planning Notes

- Teachers should be aware of the difference between “I” and “you” messages; background notes can be found in Robert Myrick & Tom Erney, Caring and Sharing: Becoming a Peer Facilitator.

Prior Knowledge Required

- active listening, non-verbal communication, attending skills, summarizing and clarifying skills
- giving / receiving feedback
- make charts, work in groups, role play

Teaching/Learning Strategies

1. Teachers will lead the whole class in reviewing their previous notes on the skill of clarifying and summarizing. Student volunteers will model the skills for the class using the “Utensil Activity”

Utensil Activity

The teacher leads the students in choosing a controversial topic. One student is given an object to hold and the group is told that only the person with the object can express an opinion. When that student has expressed her/his opinion on the topic, the others must summarize and clarify what was said. Once done, the object will be handed over so the other person can speak.

2. In small groups of 4-5, the students will practise the summarizing and clarifying skills. Each group will decide on a topic and each member will have the opportunity to express her / his opinion. The person on his / her right will summarize and clarify. Teachers will circulate and evaluate student progress in communication skills.
3. Teachers will role play with some students the “You Messages – Roadblocks to Effective Communication” activity while the class observes and records “you” statements made by the teachers. The students will discuss how the teacher’s “you” statements made them feel and how they wanted to react.
4. Teachers will define “I” messages and “you” messages on the board, give examples, and elicit other examples from students. Teachers should emphasize the nature of taking ownership of feelings and actions. Students will complete the handout / assessment “You and I Statements”.
5. Teachers will elicit responses to these questions:
 - “Why is effective communication an essential part of making groups function properly?” (Possible answers are: It keeps people focused and on task. It demonstrates respect for all contributions.)
 - “How can these communication skills be used in other group settings such as family, friends, work, and at school?”
6. Teachers will record responses on charts or on board. Students will develop summary notes on the points made during the discussion. Teachers will check to make sure notes are taken.

Assessment/Evaluation

- IKV.03X Formative assessment by teacher of effective group work at school (Group work Observation checklist) (Unit 2, Activity 5)
- IK1.02X Formative assessment by teacher of whole class discussion using oral communication checklist
- IK1.02X Summative assessment by teacher of ‘You and I Statements’ (knowledge/understanding rubric)

Accommodations

1. Provide leading questions and a structure to facilitate students’ skills in summarizing and clarifying.
2. Place students in a group where they can access peer support.
3. Provide more time for students to complete board notes.
4. For specific accommodations, see student IEP.

Resources

- Robert Myrick & Tom Erney, Caring and Sharing: Becoming a Peer Facilitator. Minneapolis: Educational Media Corporation, 1984.
- S.S.S. Social Skill Strategies: Book B, Thinking Publications, 1989

Activity #3: The Nature of Conflict & Resolution Strategies

Time: 280 minutes

Description:

In this activity, students will gain an understanding of obstacles that prevent them from attaining academic goals. They will focus on peer and social influences that affect their learning. Students will learn about conflict and the various ways in which people deal with conflict in their lives. Students will determine their current conflict resolution style. They will gain an understanding of different resolution styles and be able to determine the most appropriate to adopt in a given situation.

Strand(s) and Expectations:

Strands: Interpersonal Knowledge and Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 2a An effective communicator who listens actively and critically to understand and learn in light of gospel values
- 2c...who presents information and ideas clearly and honestly and with sensitivity to others
- 4a a self-directed, responsible, lifelong learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others
- 5e a collaborative contributor who respects the rights, responsibilities and contributions of self and others.

Overall Expectations:

At the end of grade 9, students will:

- IKV.01X describe knowledge and skills needed for working effectively in groups or teams
- IKV.02X use interpersonal and teamwork skills effectively in learning environments
- IKV.03X produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development

Specific Expectations:

Students will:

- IK1.03X demonstrate understanding of how peer and social influences affect learning and identify strategies for responding to those influences ✨
- IK1.05X describe and understand how to use conflict resolution strategies effectively to resolve problems in learning situations (e.g., completing group assignments, discussing homework with parents) ✨

Planning Notes

- A selection of “Dear Abby” letters is necessary for this activity.
- Review Jigsaw method before beginning lesson.
- Develop conflict scenarios to be used in the lesson.

Prior Knowledge Required

- letter writing

Teaching/Learning Strategies

1. In small groups, students will brainstorm obstacles that keep them from completing an assignment, studying for a test, or other tasks. Teachers will then teach the “Force-Field Method” of conflict resolution. Teachers need to emphasize that a personal conflict situation is a

place in which we find ourselves, some distance from where we would like to be. The goal is to identify both what is driving us toward resolving the conflict and the obstacles getting in the way. From identifying clearly what is going on, students will be able to develop strategies for removing the obstacles one by one. The theory is based in physical science: it is easier to remove the obstacles than to pour more energy into the motivational forces.

2. Students will design a sign (billboard, picket sign, poster, marquis) naming a personal problem or conflict as the student sees it. This becomes the starting point for the force field process. The students then begin to complete the Force Field worksheet to identify the elements of the situation and to answer the questions posed. (See appendix A: Force Field Worksheet)
3. Teachers will define a variety of approaches to removing the obstacles to conflict resolution, (e.g., avoidance, aggression, assertion, or moving away, moving against, & moving toward).
4. Students will complete a written response to “Dear Abby” letters using the principles of conflict resolution they have learned.
5. The teacher will separate the students into groups of 4 or 5. Each group is assigned an animal which represents a description of a conflict strategy (the animals are selected for the similarity of their characteristics to conflict strategies, e.g., turtle, shark, bear, fox, owl). (See “Conflict Resolution Styles,” outlined in *Joining Together*, pp 272-274). Students will design a 3 – 5 panel comic strip illustrating the characteristics of their assigned animals.
6. Teachers will use the jigsaw method to re- group students: in new groups, they will present their animal and its representative conflict strategies. Each student will record on a chart the characteristics and strategies of all of the animals.
7. Teachers will conduct a whole class discussion based on conflict scenarios and the animal descriptors already defined. The class will analyze the scenarios and identify the conflict style that would be most effective in the situation. Students will analyze their own responses to conflict using the inventory provided (see appendix B).
8. Students will write a reflection journal explaining what animal they most identify with and how it is connected to their response to conflict as identified in the inventory, and how they would modify their style in different situations.

Assessment/Evaluation

1. IK1.03X Formative assessment by teacher of Force Field Method of Conflict Resolution Worksheets for knowledge and completion.
2. IK1.03X Summative assessment by teacher of Dear Abby Letter for application / making connections using Rubric for Written Work
3. IKV.02X Formative assessment by teacher of jigsaw group presentation using Group Work Checklist
4. IKV.03X Summative assessment by teacher of Reflection Journal for knowledge and application using Rubric for Written Work

Accommodations

1. Pre-teach specific vocabulary on hand-outs and evaluation checklists. If necessary, simplify the vocabulary and instructions.
2. Individually teach force-field theory to ensure comprehension.
3. Ask leading questions or examples for students to understand their responses to conflict situations.
4. Reduce the amount of written work required.
5. Have students participate in a group where they can access peer support.
6. Provide students with templates to do comic strip activity.
7. Clarify the characteristics of the animal prototypes for the students to ensure they select the appropriate animal to identify with and write about.
8. For specific accommodations, see students’ IEP.

Resources

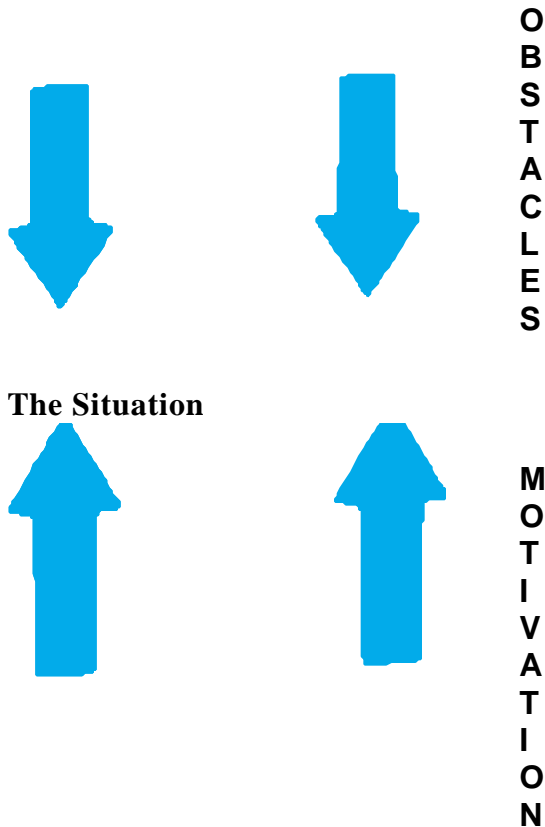
- Bodine, Richard and Crawford, Donna and Schrupf, Fred Peer Mediation (Illinois: Research Press), 1997, pp. 10-11
- Teacher Resource Video on the Jigsaw Method: Co-operative Learning Series: Episode 4, Three Frameworks: STAD, TGT, Jigsaw II; Association for Supervision and Curriculum Development, 125 North West St., Alexandria, VA 22314-2798, U.S.A. (703) 549-9110
- David Johnson & Frank Johnson, Joining Together: Group Theory & Group Skills, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1987
- <http://www.co-operation.org>

Appendices

- Appendix A: Force Field Model For Conflict Resolution
Appendix B: Personal Response to Conflict Inventory

Appendix A
FORCE FIELD MODEL OF CONFLICT RESOLUTION

GOAL



FORCE FIELD QUESTIONS

1. What is the goal you are trying to reach?
2. Where are you now?
3. What are the motivational forces?
4. What are the obstacles?
5. Which obstacles can be removed by the motivating or driving forces?
6. List the remaining obstacles from heaviest to lightest.
7. Which obstacle do you have the resources to begin working on first?
8. What steps could you take to begin removing this obstacle?
9. What will be the first thing you will do?
10. Repeat steps 7, 8 & 9 for the remaining obstacles.

Appendix B

Activity 3 Personal Responses to Conflict Inventory

Instructions:

For each of the statements below, place a checkmark in the column to the right, indicating the frequency you demonstrate this behaviour.

R = rarely S = sometimes F = frequently A = always

	R	S	F	A
Soft Responses – AVOIDANCE				
ignore the conflict and hope it will go away				
deny that the conflict is important to you				
withdraw from a situation and not state your feelings				
give in just to be nice				
<i>Might help for a while but conflict cannot be resolved</i>				
Hard Responses – CONFRONTATION				
threaten the other person				
hit out of anger				
yell and shout				
<i>Will not lead to a mutual solution</i>				
Principled Responses – COMMUNICATION				
listen and try to understand the other person's point of view				
co-operate with someone else without giving in				
<i>Will lead to a win-win situation</i>				
Total Score				

Activity #4: Accessing Resources & The Role of the Mentor

Time: 210 minutes

Description:

In this activity, the students will develop an awareness of the resources in their school and community that can assist them in learning about and fully participating in their community. Following a scavenger hunt and using effective communication, the students will learn what resources are available in the school and community. They will reflect on how these resources can assist them in their learning. The students will develop an understanding of the characteristics and qualities of mentors and how they can assist the students in their personal, social, academic, and spiritual growth.

Strand(s) and Expectations:

Strands: Interpersonal Knowledge & Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 3c a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- 3e ... who adopts a holistic approach to life by integrating learning from various subject areas and experience.
- 4g a self-directed, responsible and lifelong learner who examines and reflects on one's personal values, abilities, and aspirations influencing life's choices and opportunities.
- 4f ...who applies effective communication, decision-making, problem-solving, time and resource management skills.
- 5a a collaborative contributor who works effectively as an interdependent team member.
- 5f ... who exercises Christian leadership in the achievement of individual and group goals.

Overall Expectations:

At the end of grade 9, students will:

- IKV.04X demonstrate an understanding of why, when, and how to utilize available school and community resources to support their learning needs. ☆
- LSV.01X demonstrate and use an increasing variety of numeracy and literacy skills.

Specific Expectations:

Students will:

- IK2.01X identify school and community resources available to support learning and explain how and when to access them. ☆
- IK2.02X identify individuals or programs that can assist with their specific learning needs (e.g., peer tutors). ☆
- IK2.03X use effective communication skills to gather information and request assistance for their learning needs from peers, teachers, and/or school and community programs.
- IK2.04X explain the role of the mentor and the benefits of having a mentor to support learning and decision making.

Planning Notes

- Teachers must consult with school administration and other staff since students will be moving around the school during this activity.
- Scavenger Hunt ideas include: a list of 5 places one can volunteer in the community; instructions on how to obtain a late slip; 1 employment ad; a place to have a photocopy done; etc.

Prior Knowledge Required

- what a scavenger hunt is, teamwork skills, time management skills, word web

Teaching/Learning Strategies

A) Accessing Resources

1. Teachers will give students a school map and the handout “Resource Scavenger Hunt” to establish ground rules for gathering information (e.g., do not disturb other classes, keep track of where you locate the different items, return to class 10 minutes before the end of class).
2. Students will complete the Scavenger Hunt, indicating how and where the information was located and plotting the locations on a school map.
3. Students will meet back in their groups to put together the information they retrieved and to discuss the process of locating this information. After 15 minutes, teachers will lead a large group discussion on the following questions:
 - Did your group get everything on the list? If not, why not?
 - How did you go about collecting the information about resources?
 - What other information might you collect from these sources?
 - What skills enable you to gather information?
4. Teachers will list the skills on the board and students will develop a summary note.
5. Students will write a journal reflection on the following questions:
 - What resources are available to assist with your learning?
 - How can you access these resources?
 - What personal skills would you need to access these resources?

B) The Role of the Mentor

1. Teachers will prompt students, “If you could be any person(s), who would you be?” Brainstorm with the whole class qualities or characteristics of this person. Record them on the board.
2. Students will draw a profile of a head, and list inside the head the qualities of the person who they most admire.
3. Teachers will refer to the quote from Nelson Mandela’s inaugural address and relate it to the seven gifts of the Holy Spirit, celebrated in the Sacrament of Confirmation (Knowledge, Understanding, Wisdom, Wonder and Awe in God’s Presence, Reverence, Right Judgment, Courage), and to the qualities of mentoring.
4. Students are to consider what it would be like to be at a table with 7 other people, each of whom embodies one of the 7 gifts of the spirit, and to name these people, describing what it is about them that embodies these gifts.
5. Teachers will introduce the concept of the mentor or role model, and elicit responses to identify the qualities of a mentor. Teachers will then define the term mentor and the origin of the word (e.g., leader, spiritual guide, one who demonstrates understanding, communicates effectively, is supportive, etc.).
6. Students will write a journal entry: a) reflecting on the role a mentor could play in their life, and how it might support their learning; b) describing a situation in which the student has or could act as a mentor for someone else.

Assessment/Evaluation

1. IKV.04X, IK2.01X, IK2.02X Summative assessment by teacher of school and community resources for knowledge and inquiry using paper and pencil quiz
2. IK2.04X Summative assessment by teacher of journal entries for understanding and application using rubric for written work

Accommodations

1. Have students work with partners who can offer peer support.
2. Reduce the number of items in the Scavenger Hunt activity.
3. Pre-teach vocabulary used in Nelson Mandela's inaugural speech.
4. Reduce amount of written work required for journal writing.
5. Encourage the use of a word processor, spell-check, and grammar-check for written work.
6. For specific accommodations, see students' IEPs.

Resources

1. http://www.voiceofwomen.com/VOW2_12300/meehan.html
2. <http://www.pncl.co.uk/~prospero.misnet.html>

Activity #5: Becoming Involved

Time: 280 minutes

Description:

In this activity, students will gain a better understanding of the way in which volunteer work, community involvement, and participation in school life can enhance their experience and enrich their spiritual lives. This knowledge will be acquired through various activities such as developing an advertising poster and a research project on a volunteer agency.

Strand(s) and Expectations:

Strands: Learning Skills, Personal Management Skills, and Interpersonal Knowledge and Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- 2e an effective communicator who uses and integrates the Catholic faith tradition in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
- 4f a self-directed, responsible, life-long learner who applies effective communication, decision-making, problem-solving, time, and resource management skills.
- 3e a reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas with experience.
- 5d a collaborative contributor who finds meaning, dignity, fulfilment, and vocation in work which contributes to the common good.

Overall Expectations:

At the end of grade 9, students will:

- PKV.05X demonstrate the effective use of personal management skills in a variety of settings
- IKV.02X use interpersonal and teamwork skills effectively in learning environments
- LSV.01X demonstrate and use an increasing variety of numeracy and literacy skills☆

Specific Expectations:

Students will:

- LS3.03X demonstrate an understanding of how volunteer activities (e.g., mentoring, tutoring, coaching, community service) part-time work, and participation in school life can develop and enhance employability skills and strengthen one's resume☆
- IK2.05X explain how individual learning can be enhanced through community based learning experiences☆
- LS2.07X use word processing, graphics, or presentation software effectively to enhance oral and written presentations☆

Planning Notes:

- Teachers will need to book the computer lab for one period to work on poster advertisements.
- Several teaching/learning strategies in this activity are optional: the survey, the speakers' forum, and the field trip. If selected, teachers will need to make a list of individuals who would be able to attend the speakers' forum a month in advance. A letter should follow after initial contact, outlining key points that they should cover. Teachers will need to contact the local soup kitchen or food bank one month in advance to get permission to visit their facility.
- Prepare a permission letter for the field trip.

Prior Knowledge Required:

- review use of spreadsheet, word processing, conducting a survey, completing a research project, taking notes, formulating questions to be asked, giving an oral presentation

Teaching/Learning Strategies:

1. In small groups of 2–3, students will complete a mini-research project on a volunteer agency. Information to be included: nature of the organization, hierarchy of roles within the organization, history, specific goals, criteria for volunteers, and so forth. Each group will give an oral presentation to the class. Each person in the group will have a role in the oral presentation.
2. Students will use computer technology to design a poster that will promote benefits of getting involved in school and community life. The poster should be colourful, with pictures or symbols, balanced, and attractive. It should reinforce the theme of becoming involved, and have a “catchy” motto.
3. Teachers will hand out an assignment entitled “Becoming Involved Survey” (see Appendix A) and discuss it in terms of content, expectations, exemplars, timelines, and assessment.
4. Students will complete the project, which will include the following:
 - questions to ask in a survey; record of data in chart form; spreadsheet to organize information; final report in the form of a survey analysis: question, materials used, procedure/method, observations (in chart form), graphs (compare activity to number of individuals); conclusions based on observations collected and based on results; final product enhanced with the use of technology
5. Teachers will plan, organize, and implement a half or full-day speakers’ forum consisting of individuals from volunteer organizations, missionary societies, sports teams, local businesses, school alumni who were involved in co-curricular activities when they were in high school, college or university representatives or liaison officers. The guest speakers will be given a list of topics to address:
 - volunteer experience; personal reflection on how their experience has enriched their life and career; practical application of volunteering; how it strengthened their resume; how it enriched them spiritually by sharing their gifts for the common good
6. Students will have an opportunity to actively listen to the guest speakers, be required to make notes in point form on each presentation, and participate in a question and answer session. (Students should clarify points or add to their understanding of how becoming involved is important to their own personal learning, employability skills, enhancing their own resume, and enriching their spiritual lives.)
7. Teachers will organize a day-long field trip to a local soup kitchen or food bank in which students will actively participate in the centre’s activities. Students will write a reflection paper expressing their reactions and observations about the experience.

Assessment/Evaluation:

1. IK2.05X Formative assessment by teacher of ongoing progress in the “Becoming Involved Survey” for completion using anecdotal records log
2. LSV.01X, LS3.03X, LS2.07X Summative assessment by teacher of finished project for knowledge, inquiry, communication, and application using project rubric

Accommodation:

1. Provide a suggested script for students to use when contacting outside agencies.
2. Provide a detailed template for all assigned work.
3. Simplify the language of the survey and have students administer the survey with a partner.
4. For specific accommodations, see students’ IEPs.

Resources:

1. List of volunteer agencies, local businesses, high school alumni, missionary agencies, or coaches for sports teams: check with local chamber of commerce and churches.

Activity #6: Becoming Collaborative

Time: 140 minutes

Description:

Students will complete an interpersonal and teamwork skills inventory and will evaluate their skills. A personal reflection will be completed by all students, identifying specific areas in which they need to improve. Working in groups, students will plan and organize a reflective celebration (paraliturgy), followed by a class social. They will also prepare for the course review by selecting a study partner. As part of the final summative evaluation, students will complete their Student Learning Portfolios, to be handed in at the end of the course.

Strand(s) and Expectations:

Strands: Learning Skills, Interpersonal Knowledge and Skills

Ontario Catholic School Graduate Expectations:

The Graduate is expected to be:

- If a discerning believer, formed in the Catholic Faith Community, who seeks intimacy with God and celebrates communion with God, others, and creation through prayer and worship.

Overall Expectations:

At the end of grade 9, students will:

- IKV.02X use interpersonal and teamwork skills effectively in learning environments
- IKV.03X produce an evaluation of their interpersonal and teamwork skills and identify those requiring further development

Specific Expectations:

Students will:

- IK1.04X use interpersonal and teamwork skills effectively and appropriately in school and in community-based learning activities (e.g. on a sports team, in clubs, at work)

Planning Notes

Teachers will need to book a suitable space for the paraliturgy and the celebration (chapel, quiet room, lounge, cafeteria, etc) and invite appropriate staff members to both events. Teachers and students need to prepare for the completion of the Student Learning Portfolio for final summative evaluation.

Prior Knowledge Required

Teaching/Learning Strategies:

1. Teachers will lead the class in planning for a paraliturgy in the chapel using the theme “Belonging”. Students will select Scripture readings, write personal reflections for the responsorial psalm, prepare artwork and decorations, and choose appropriate music.
2. The students will plan a pot-luck social to follow the liturgy.
3. Students will complete the Interpersonal and Teamwork Skills Inventory and write a summary personal reflection to be handed in with their learning portfolios. The personal reflection will use the following paragraph starters: My interpersonal and teamwork strengths are... Interpersonal and teamwork skills I need to work on are...
4. Students may share this information with their teacher adviser and may use it as they review their annual education plan.
5. The students will develop study teams to take part in the course review and to prepare for the final evaluation.

-
6. Students will hand in the completed learning portfolio.
 7. Students and teachers will take part in the closing paraliturgy and pot-luck celebration.

Assessment/Evaluation

1. IKV.03X Diagnostic and formative assessment by students of Interpersonal and Teamwork Skills for understanding using the Interpersonal & Teamwork Inventory
2. IK1.04X Summative assessment by teacher of Personal Reflection on Interpersonal & Teamwork Skills for knowledge and application using rubric for written work
3. IK1.04X Summative assessment by teacher of student participation in culminating activities for communication and making connections using a participation checklist
4. All expectations for unit 5 Summative assessment by teacher of knowledge/understanding, thinking/inquiry, communication, and application using a unit test

Accommodations

1. Simplify the language in the Scripture reading (see Children's Bible for samples).
2. Teach vocabulary prior to issuing the Scripture readings.
3. Assign responsibilities for the paraliturgy that are within the students capabilities.
4. For specific accommodations, see students' IEPs.

Resources

A Children's Bible

Appendices

Appendix A: Interpersonal & Teamwork Skills Inventory

Appendix A Interpersonal and Teamwork Skills Inventory

Instructions:

For each of the statements below, place a checkmark in the column to the right indicating the frequency you demonstrate this behaviour.

R = rarely S = sometimes F = frequently A = always

	R	S	F	A
1. I accept others for who they are.				
2. When someone isn't being honest with me, I let them know how I feel.				
3. When I don't understand something someone is saying, I ask questions for clarification.				
4. When someone is vague about what they are saying, I try to get them to be more specific.				
5. I listen to others and encourage them to give me feedback.				
6. If someone is upset with me, I encourage them to discuss it with me.				
7. I can really "tune in" to what someone is feeling.				
8. I make others feel understood.				
9. When I express an opinion, I do so in a clear and precise manner.				
10. If someone puts me down, I let them know how I feel about it.				
11. I comfort others when they are having problems.				
12. I give others feedback on how they make me feel in a respectful way.				
13. I take responsibility and participate in group and individual tasks.				
14. I share and express ideas in a co-operative manner.				
15. I am polite and respectful to others.				
16. I stick to the task.				
17. I get involved in helping to establish class and individual goals.				
19. My movement is purposeful and not disruptive to the class.				
20. I listen to others and participate in a meaningful manner.				