

Course Profile

Individual and Family Living

Grade 9 or 10

Open

- *for teachers by teachers*

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Acknowledgements

Public District School Board Writing Team - Individual and Family Living

Lead Board

Waterloo Region District School Board
Beverley J. Murray, Project Manager

Course Profile Writing Team

Carolyn Barfoot, Waterloo Region District School Board
Carole Booth, Peel District School Board
Shirley Jones, retired teacher
Beverley J. Murray, Educational Consultant
Michelyn Putignano, Hamilton–Wentworth District School Board
Grier Rennie, Waterloo Region District School Board
Marcia Smellie, Waterloo Region District School Board
Jane Witte, Thames Valley District School Board

Instructional Technology Support

Jane Dowdall, Waterloo Region District School Board

Unit #1: Enhancing Personal Skills

Time: 19 Hours

Unit Developer(s):

Carolyn Barfoot, Waterloo Region District School Board
Carole Booth, Peel District School Board
Grier Rennie, Waterloo Region District School Board
Jane Witte, Thames Valley District School Board

Development Date: February, 1999

Unit Description

In this unit students will analyse various aspects of self and interpersonal skills in terms of human growth and development in adolescence. Students will demonstrate effective interpersonal skills using a variety of problem solving and decision making tools. Team work and collaborative group processes will be emphasized throughout.

Strand(s) & Expectations

Strand(s): Self and Others; Personal and Social Responsibilities; Social Challenges; Social Science Skills

Overall Expectations: SOV.01X, PRV.02X, O3X, SCV.02X, SSV.02X, 03X

Specific Expectations: SO1.01X, 02X, PR1.02X, PR2.01X, 02X, SC2.02X, SS3.01X, 02X, 03X, 04X

Activity Titles (Time and Sequence)

Activity 1	Personal Communication Skills	240 min
Activity 2	Group Communication Skills	120 min
Activity 3	Me Project	120 min
Activity 4	The Role of Communication in Team Building	150 min
Activity 5	Exploring Collaborative Problem Solving Skills	150 min
Activity 6	Taking Charge	120 min
Activity 7	Class Celebration	240 min

Unit Planning Notes

Teachers will:

- be aware of methods of dealing with sensitive issues in a culturally diverse community.
- familiarize themselves with basic concepts of communication, decision making.
- preview all videos, computer software and information technology.
- familiarize themselves with teaching/learning strategies such as concept maps, journals, portfolios, co-operative learning.
- familiarize themselves with assessment tools such as rubrics.

Prior Knowledge Required

Based on elementary school experience, all students should have basic writing, reading, numeracy and computer skills. Some knowledge of group work skills is expected.

Teaching/Learning Strategies

The following strategies are described in greater detail within each activity:

- questionnaire
- journal
- concept map
- communication/group skills games
- case study
- co-operative learning processes
- role play
- portfolios

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Participation Rubric	Formative	Teacher, Student	All individual activities
Group Work Rubric	Formative	Teacher, Student	All group work
Journal Rubric	Formative	Teacher	All activities
Portfolio Rubric	Formative	Teacher, Student	Activity 3
Communication Checklist	Formative	Students	Activity 5
Schedule Rubric	Diagnostic	Students	Activity 6
Celebration Questionnaire	Summative	Teacher	Activity 7
Unit Test	Summative	Teacher	The whole unit

Diagnostic: assessing what has been learned

Formative: assessing how well the student is presently learning so that appropriate changes can be made

Summative: assessing how well the student has learned the material for purpose of accountability

Resources

Print

1. Assessment for Learning in the Transition Years and the Specialization Years. Waterloo County Board of Education, 1993.
2. Board of Education for the City of Etobicoke, Making The Grade: Evaluating Students' Progress. Prentice Hall Canada Inc., 1987, ISBN 0-13-547191-5.
3. Boyden, J. Families Celebration and Hope in a World of Change. UNESCO, Double Day Canada Ltd., 1993, ISBN 0-385-25430-X.
4. Challenging Ourselves Towards Gender Equity and Violence. Pembroke Publishers, 1996, ISBN 1-55138-068-4.
5. Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural Education. Ministry of Education, Toronto, 1992.
6. Clarke, J., et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-13-924556-1.
7. Family Studies (Group of Assessments). Peel Board of Education, 1998.
8. Gibbs, J., Tribes: A New Way of Learning and Being Together. Centre Source Systems, California, 1995, ISBN 0-932762-09-3.
9. Kelly-Plate, J. and Eubanks, E., Today's Teen, 5th edition. Glencoe McGraw-Hill, 1997.
10. Midland, D., et al. Assess for Success: Assessment, Evaluation for Reporting For Successful Learning. Desktop Publishing, ISBN 0-920930-60-3.
11. Odawa Child Care Manual. Native Friendship Centre, 1995.
12. OSSTF, Managing Conflict. Toronto, ISBN 0920930-54-9.

Video

13. Body Language: An Introduction to Non-Verbal Communication. McIntyre Media Ltd., Product # 200037-61G9.
14. Communication: The Person-To-Person Skill. Sunburst Communications, Order # 2267-XA.

Computer Software

15. Basic Family Communication
16. The Path To Effective Communication

Activity #1: Personal Communication Skills

Time: (minutes): 240 minutes

Description

Personal communication is an essential skill. By using a variety of teaching and learning strategies, students will examine the concepts of communication. They will gain an understanding of what it means to communicate effectively at a personal level in a variety of situations.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities**

Overall Expectations

By the end of this course, students will:

(PRV.02X) • demonstrate communication and conflict-resolution skills in the context of family and social relationships

Specific Expectations

By the end of this course, students will:

(PR1.02X) • demonstrate appropriate speaking and listening skills for a variety of situations, (e.g., active listening, classroom discussion, job interview)

Planning Notes

Teacher should:

- be aware of methods for dealing with issues of a sensitive nature.
- be sensitive to practices and beliefs rooted in ethnocultural and religious heritage.
- familiarize themselves with the basic concepts of communication including elements of verbal communication (e.g., I messages, tone of voice), elements of non verbal communication (e.g., body language, personal space, clothing, symbols), the communication process, effective speaking and listening skills, and roadblocks to communication.

Teachers:

- Preview any video(s) and/or computer resources to be used and develop worksheet(s) to accompany the resource.
- Refer to activity resources for examples of “How Well Do I Communicate?”. Teachers may develop their own or use one from the resources.
- Arrange small group sizes from 3 to 5 students in accordance with the activity and class size.
- Develop case studies showing the different filters in communication (see details in strategy #8).
- Review guidelines for effective and collaborative role playing before assigning students to role play.
- Develop assessment tools to accompany evaluation of activities (see template Appendix 1B).

Prior Knowledge Required

- Students should have a basic understanding, from their elementary school experience, of how to use concept maps, journals and role play techniques.

Teaching/Learning Strategies

1. Students will complete questionnaire “How Well Do I Communicate?”. Students will choose one or two communication skills to improve upon over the next two weeks. Students will reflect on their progress in their journals.
2. In small groups, students will create concept maps of various ways in which we communicate. Maps will be posted to be referred to in a later strategy.
3. The teacher will present and explain the following concepts to the class: verbal communication and non-verbal communication. A video or computer resource may be utilized to further illustrate these concepts. Teacher will lead the students through a series of communication games/activities in order to demonstrate the above concepts to the students.
4. Students will refer to their concept maps, and with different coloured markers, circle all examples of verbal communication and non verbal communication.
5. Examples of effective speaking skills and effective listening skills generated from a class brainstorming session will be recorded. Teacher will add any skills that students omit, e.g., active listening, I messages, tone of voice.
6. Students will refer to their concept maps, and with different coloured markers draw a box around examples to show effective speaking and effective listening skills.
7. Students will record in their journals a brief summary of their understanding of the effective communication skills presented, and how these skills will enable them to improve their communication skills as outlined in strategy #1.
8. Teacher will present and explain the process of communication.
e.g., speaker (sender) ----- filters (interference) ----- receiver (listener)
Teacher will ensure that the discussion of filters encompasses the following concepts: bias, prejudice, stereotypes, economic status, social status, gender and age. Teacher may wish to show a video to illustrate these concepts.
9. Divide the class into small groups and distribute case studies showing the various types of filters. Students will determine which filter their case study represents, and suggest a solution to the communication problems presented. Students will present their findings to the class.
10. Teacher will present and explain the different types of roadblocks to good communication.
11. Small groups of students will be assigned a roadblock to communication. Students will prepare two skits (role plays) one to demonstrate their roadblock to communication, and one to demonstrate how to use effective communication skills to overcome the roadblock. Students will present their skits to the class. Classmates will attempt to determine which roadblock is being presented.
12. Students will record in their journals a brief summary of their understanding of the communication process, and communication roadblocks presented, and explain how this information will enable them to improve their communication skills as outlined in strategy #1.

Assessment/Evaluation

- Students will assess their communication skills using journals as a means of self evaluation and reflection.
- Journals will be checked for completion, but not assessed by teacher.
- Group and class participation will be assessed by teacher. (concept mapping)
- Case study presentations and group work will be assessed by self and peers.
- Role playing activity will be assessed by teacher and peers, using a rubric developed by the teacher.

Resources

Print

1. Challenging Ourselves Towards Gender Equity and Violence. Pembroke Publishers, 1996, ISBN 1-55138-068-4.
2. Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural Education. Ministry of Education, Toronto, 1992.
3. Clarke, J., et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-12-924556-1.
4. Kelly-Plate, J. and Eubanks, E. Today's Teen. 5th edition. Glencoe McGraw-Hill, 1997. chapters 8 & 9.
5. Odawa Child Care Manual. Native Friendship Centre, 1995.
6. OSSTF Managing Conflict. Toronto, ISBN: 0920930-54-9.

Computer

7. Basic Family Communication
8. The Path to Effective Communication

Video

9. Body Language: An Introduction To Non-Verbal Communication. McIntyre Media Ltd., Product # 200037-61G9.
10. Communication: The Person-To-Person Skill. Sunburst Communications, Order # 2267-XA.

Appendices

Appendix 1A: Rubric Template

Accommodations

- Teacher will modify group structure to ensure that the needs of all students are met.
- Teacher will prepare an outline to assist students with note taking.
- Extension 1: Students could prepare a poster to display in the classroom outlining the aspects of positive personal communication, verbal communication, non-verbal communication, effective speaking and listening skills, the communication process.
- Extension 2: Students could develop rubrics to evaluate role playing activities.

Appendix 1A: Rubric Template

Rubric Template

Name:

Expectation: The student will	Level 1__ 2__ 3__ 4__
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Categories	50–59% Level 1	60–69% Level 2	70–79% Level 3	80–100% Level 4
Knowledge and Understanding	– indicators	– indicators	– indicators	– indicators
Thinking/ Inquiry	– indicators	– indicators	– indicators	– indicators
Communication	– indicators	– indicators	– indicators	– indicators
Application	– indicators	– indicators	– indicators	– indicators

Mark

0 1 2 3 4 5

6

7

8

9

10

Note: Refer to “Achievement Chart – Grades 9–10 Social Science” for suggested wording of indicators.

Activity #2: Group Communication Skills

Time: (minutes): 120 minutes

Description

Critical to the student's success in this course are effective communication skills relating to groups. Through reflection on past experiences, students will examine the factors involved in group dynamics. They will use the knowledge gained to improve their own effective communication skills in small groups. Students will continue to build on these skills throughout the course.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities; Social Science Research Skills**

Overall Expectations

By the end of this course, students will:

- (PRV.02X) • demonstrate communication and conflict-resolution skills in the context of family and social relationships
- (SSV.03X) • demonstrate effective collaborative group skills

Specific Expectations

By the end of this course, students will:

- (SS3.01X) • demonstrate effective speaking and listening skills in a small group

Planning Notes

- The goal of this activity is to get students involved in group communication that will lead them to accept, help, respect and enjoy each other.
- Small group sizes should vary from 3 to 5 students in accordance with the strategy and class size.

Teachers need to:

- be aware of the methods for dealing with issues of a sensitive nature.
- identify the structure and guidelines for student expectations in group work.
- acquire sample rubrics and assessment tools to be used in strategy #6.
- create a 'group task' for each group to complete.

Prior Knowledge Required

- Effective personal communication skills acquired in previous activity
- Previous participation in small groups

Teaching/Learning Strategies

1. In small groups, students will reflect on past experience to generate a chart describing the positive and negative factors contributing to group work. As a class, a master list will be created.
2. In small groups, students will examine the negative factors to determine what roadblocks and filters are interfering with the group process. Students will examine the positive factors to determine which aspects of good communication are represented. Students will present their findings to the class.
3. Together with the teacher, students will determine the roles that are played by different members of a group. Teacher may wish to provide examples from activity resources.
4. Groups will be assigned a group task. Each member of the group will be assigned a role from the list in strategy #3. A class discussion of the results will follow.
5. After the class discussion, students will develop a rubric to be used to evaluate present and all future group experiences.
6. Students will record in their journals a summary of their understanding of the skills required for effective group communication and how this will enable them to be more effective members of a group.

Assessment/Evaluation

- Students will assess their group work skills using journals as a means of self evaluation and self reflection.
- Using the student generated rubric, group effectiveness will be evaluated.

Resources

Print

1. Assessment for Learning in the Transition Years and the Specialization Years. Waterloo County Board of Education, 1993.
2. Clarke, J., et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-12-924556-1.
3. Gibbs, J. Tribes: A New Way of Learning and Being Together. Center Source Systems, California, 1995, ISBN 0-932762-09-3.
4. Kelly-Plate, J. and Eubanks, E. Today's Teen. 5th edition. Glencoe McGraw-Hill, 1997, chapters 8 & 9.
5. Making the Grade: Evaluating Student Progress. Prentice Hall Canada Inc., Board of Education for the City of Etobicoke, 1987, ISBN 0-13-547191-5.
6. Midland, E. et al. Assess for Success: Assessment, Evaluation for Reporting for Successful Learning. Desktop Publishing, ISBN 0-920930-60-3.
7. Family Studies (Group of Assessments). Peel Board of Education, 1998.

Accommodations

- Teacher will ensure physical accommodation in delivery of program and assessment/evaluation and accommodation to curriculum where required.
- Teacher will prepare an outline to assist students with note taking.
- Extension 1: students may create posters on the following topics: group roles, guidelines for positive groups dynamics.

Activity #3: Me Project

Time: (minutes): 120 minutes (in class) and individual efforts (out of class)

Description

For the rest of Unit #1 “Enhancing Personal Skills”, each student will prepare a “Me Project” which is a brief portfolio of their life. Students will gain an understanding of their life history while collecting photographs, having discussions with family members, and writing reflectively about themselves. When they are finished, the students will be asked to share their portfolios with their peers and discuss similarities and differences. Students may choose ten topics from a suggested list of many provided. The topics range from “In the Beginning” to “School Days” to “I am Unique” and “Feelings”. Some possible summary type topics might include “I Wonder What I’ll Be”, “Around the World” and “The Happiest Time in My Life.”.

Strand(s) and Expectations

Strands: Self and Others; Personal and Social Responsibilities; Social Science Skills

Overall Expectations

By the end of this course, students will:

- (SOV.01X) • describe the characteristics of human growth and development in adolescence, and explain their influence on behaviour and needs of young people
- (SSV.02X) • effectively communicate the results of their inquiries
- (SSV.03X) • demonstrate effective collaborative group skills

Specific Expectations

By the end of this course, students will:

- (SO1-01X) • outline key aspects of physical, social, emotional, and moral development in adolescence (e.g., intellectually, adolescents are developing the ability for abstract reasoning)
- (SO1.02X) • summarize the connection between developmental stages and individual behaviour (e.g., socially, the development of identity in adolescence may result in the need to belong to a group)

Planning Notes

- Locate examples of previously completed projects, if possible. If this is not possible, prepare examples for demonstration as exemplars.
- Teacher organizes/creates a list of possible topics for the project (15–20).
- Consideration of alternatives for students with limited access to background information, (e.g., accessing information through relatives, friends, current “family” members ...)
- Teacher reviews and selects an appropriate rubric for assessment.
- Teacher shares the assessment of the portfolios with the students.
- Where possible, use checkpoints to encourage organization and time management over a lengthy period of time.

Prior Knowledge Required

- Communication skills and small group processes, learned in previous activities, may need a brief review prior to small group discussion

Teaching/Learning Strategies

1. Teacher reviews/outlines parameters of large and small group processes.
2. Class discussion of individuality, uniqueness, and the importance of acknowledging our personal histories.
3. Students will discuss the following:
 - Classification of individual characteristics in class: hair colour, height, eye colour, foot size, etc.
 - How do we become the individuals we are: heredity vs. environment. What makes us unique?
 - How can we study our personal history?
 - Why is keeping a record of personal/family history important?
4. In a small group format, students identify/describe their uniqueness: talents, strengths, and weaknesses. Review of communication skills from previous activities may be necessary.
5. Teacher distributes outline of the assignment and clarifies expectations.
6. Once a week students will briefly summarize the progress they have made and identify the topics they have completed.
7. When projects are completed students will divide into small groups to share/discuss projects. Students should be able to identify any of the following information: close family connections, ages and stages of growth, highlights of examples shown, different personal/family values, individual/family lifestyles, changes in personal/family life over time.
8. Each student will use a simple evaluation tool to assess two of their peers' projects.
9. Each student will compare results of projects and form conclusions about individuality, uniqueness, and personal history.

Assessment/Evaluation

- Participation in small and large group discussions
- Regular progress checks throughout the portfolio project
- Peer assessment of portfolio projects, using a simple evaluation tool
- Reflective summaries of topics checked for completion, but not assessed

Resources

1. Collection of rubrics, suitable for assessing portfolios in a variety of ways, depending upon overall philosophy and guidelines of assignment (e.g., Family Studies (Group of Assessments), Peel Board of Education, 1997–98 by Christine Shain).
2. Family members: parents, aunts, uncles, grandparents, guardians, significant others.
3. Gibbs, J. Tribes: A New Way of Learning and Being Together. Centre Source Systems, California, 1995.
4. Personal and family photo collections.

Accommodations

- Provide alternatives for students having limited access to background information or materials. (e.g., new Canadians, foster/adopted children, etc.) See Planning Notes.

Activity #4: The Role of Communication in Team Building

Time: (minutes): 150 minutes

Description

Through experiencing the need for effective communication in solving several different problems, students will come to understand the skills required to make a group effective. Students will develop the ability to communicate clearly by acquiring both listening and speaking skills tied to group projects.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities; Social Science Skills**

Overall Expectations

By the end of this course, students will:

- (PRV.02X) • demonstrate communication and conflict resolution skills in the context of family and social expectations
- (SSV.03X) • demonstrate effective collaborative group skills

Specific Expectations

By the end of this course, students will:

- (PR2.02X) • demonstrate individual and collaborative problem solving skills for home, school and peer situations
- (SS3.01X) • demonstrate effective speaking and listening skills in a small group
- (SS3.03X) • demonstrate collaborative problem-solving, conflict management, and planning skills
- (SS3.04X) • demonstrate the ability to set achievable group goals and for each group member to make an equal contribution

Planning Notes

- Organize materials needed for activities. For sticks, you can use meter sticks, rulers or pencils, depending on available area and materials. You can create any shape(s) you like.
- Be sure safety issues are addressed for the blindfold strategy.

Prior Knowledge Required

- Speaking and listening skills (Activity #1)
- Some skills in small group work (Activity #2)

Teaching/Learning Strategies

1. The students will be divided into small groups of 4 to 6 students. Each group will be required to accomplish the following challenges:
 - Stick Forms: Each group is provided with enough sticks and blindfolds to recreate the shape designed by the facilitator. The facilitator creates a shape on the ground which is not seen by any group. One person from each group is selected to be the “eyes”. All others are blindfolded. The “eyes” then instructs the group to recreate the shape which has been revealed to them. Groups can be assessed for both time and accuracy.
 - Blindfolded Scavenger Hunt: Students are divided into pairs. One is blind folded. The other must stay in one spot. The blind folded partner must be directed to retrieve items (that have been placed in several places) and bring them back to the partner.
 - Penny, Nickel, Quarter listening exercise: One student from each group is taken through the exercise out of the hearing range of the others. They then return to deliver the exercise to their own group. The leader says “ Johnny’s mother has three children. One of them is called Penny. (Here he/she puts a penny on the table). One of them is called Nicky. (Here he/she puts a nickel on the table). What is the name of the third child? (Here he/she puts a quarter on the table – which has absolutely no relevance, since the third child is obviously Johnny).
 - Senders and Receivers: Divide the class into partners. One person is the sender, one is the receiver. The senders are all given a simple diagram which the receivers are not allowed to see. The pair sit back to back so neither can see the other’s drawing. The sender describes the pattern while the receiver tries to reproduce it. On the first time through, the receiver cannot talk at all. Once he/she has drawn it once, the drawing is labeled as Drawing #1. The sender does not get to see it. For the second attempt at doing the same thing, the receiver can ask all the questions he/she wants, although he/she still can not see the original pattern. Once the second drawing is complete, the two compare the three patterns.
2. Students, collaboratively, create a checklist for assessing their communication skills incorporating the questions listed in strategy #3.
3. After each exercise, students return to their original groups. A chairperson, an assessor, a timer, a recorder and a materials person are chosen. The materials person gets markers and big sheets of paper for the recorder to write on. The chair keeps the group on task for the agenda. The timer tells the group when 5 minutes are up. The assessor records the speaker each time someone speaks. At the end of 5 minutes, the group looks to see if all are speaking equally. If not, those who have spoken the least are to speak more in the second part. The following questions are discussed and written down. Then the groups come together as a class to compare their answers on:
 - How successful were you at accomplishing the tasks? What made things better or worse?
 - Did the size of the group impact on your ability to do a good job?
 - How did the person giving the instructions feel?
 - What’s difficult or frustrating about trying to send clear messages? Why?
 - How did the person(s) receiving the instructions feel?
 - What’s difficult about listening accurately? What gets in the way?
 - What parts of communication were deliberately missing from each exercise?
 - How would you be sending the information in normal life where these same parts might be missing (e.g., e-mail, over the telephone, a memo etc.) What things would you have to think about if you chose one of these media both as a sender and as a receiver?
 - What skills do you need to build a team in order to have the best communication with the least frustration and misunderstanding? Complete a list of the skills and give two examples of each.

Assessment/Evaluation

- The success of their efforts in each exercise will also be noted both for completion and for quality of product. The smoothness with which they were able to designate the positions and share the floor for the final part of the exercise are also important.

Resources

Print

1. Clarke, J. et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-13-924556-1.

Accommodations

- Pairing/grouping of students so that those requiring physical assistance will receive help from other students.
- Students not able to participate in Blindfolded Scavenger Hunt could be given roles as observers/reporters.

Activity #5: Exploring Collaborative Problem Solving Skills

Time: (minutes): 150 minutes

Description

Through experiencing the need to use collaborative efforts to solve several different problems, students will come to understand the skills required to make a group be effective. From this understanding, students will develop the ability to form groups capable of defining their own tasks and carrying them out effectively while demonstrating mutual respect.

Strand(s) and Expectations

Strands: Personal and Social Responsibilities; Social Science Skills

Overall Expectations

By the end of this course, students will:

- (PRV.02X) • demonstrate communication and conflict resolution skills in the context of family and social expectations
- (SSV.03X) • demonstrate effective collaborative group skills

Specific Expectations

By the end of this course, students will:

- (PR2.02X) • demonstrate individual and collaborative problem solving skills for home, school and peer situations
- (SS3.02X) • analyse and demonstrate effective roles in small groups
- (SS3.03X) • demonstrate collaborative problem-solving, conflict management, and planning skills
- (SS3.04X) • demonstrate the ability to set achievable group goals and for each group member to make an equal contribution

Planning Notes

- Collect and organize materials needed.
- Prepare for additional modifications special students may require.
- Strategies are arranged from simple to more complex tasks, requiring better and better teamwork skills. It is best to do them in the order shown.
- Appendix 5B shows possible roles that could be considered for #2, arranged from simple to more complex tasks, requiring better and better teamwork skills.
- The students are organized into the same groups as they were for Activity #4.

Prior Knowledge Required

- Building on effective team communication skills experienced in Activity #4

Teaching/Learning Strategies

1. The students will be divided into small groups of 4 to 6 students. Each group will be required to accomplish the following challenges:
 - **Cord Twist:** Use three pieces of string (half as many pieces as there are participants in the group) about half a meter long. Twist the pieces of string, leaving the ends available for holding on to. Each person takes hold of an end of string. The group must then try to untangle themselves without letting go of the string.
 - **Shrinking Circle:** A rope or string about 5 meters in length. Make a circle on the floor with the rope. The whole group must get inside the circle. Make the circle progressively smaller in several stages until only three or four feet will fit into it. Success is balancing the group for 5 seconds in the smallest area.
 - **Tower building:** Each group will be given two strong elastic bands, one piece of string three meters long for each person in the group and five plastic containers. (The second elastic is to replace the first if the first breaks during their attempts.) One end of each string is tied evenly around the elastic. Each person holds the other end of their string. By working together, they must pick up the plastic containers using the elastic and stack them to create the tower.
 - **Marshmallow Inventions:** Each team is given a batch of mini marshmallows, a bunch of toothpicks or coffee stirrers, some yarn and a pair of scissors. The students are given 5 minutes to discuss an invention that would help make our country a better place to live. They are to decide on the type of the invention, how it works, and how the group can build a model using the materials provided. They may look at the materials provided, but may not touch them at this time. At the end of the 5 minutes, they will start building their invention. However, once they start building, they may NOT talk at all.
2. After each activity, the teacher will discuss the following points with the students:
 - What are some of the new things you learned about others in your group?
 - What role(s) did you play in the group? (see Appendix 5B for ideas)
 - What role(s) did others think people were playing?
 - How did you feel about playing the role you did?
 - What are the most helpful/least helpful roles for people in groups?
 - What conflicts occurred? How were they resolved?

Assessment/Evaluation

- The groups will collaboratively assess themselves using the given rubric.
- The teacher will assess the group, using the same rubric. Discrepancies will be discussed.

Resources

1. Clarke, J. et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-13-924556-1.
2. Gibbs, J. Tribes: A New Way of Learning and Being Together. Centre Source Systems, California, 1995, ISBN 0-932762-09-3.
3. Managing Conflict. OSSFT, Toronto, ISBN 0920930-54-9.

Appendices

Appendix 5A: Rubric for Assessing Teamwork Skills
Appendix 5B: Roles: Types of Group Behaviour

Accommodations

- These activities could be done by a student in a wheel chair as part of a group but other physical accommodations may be required.
- Modify group structure to ensure needs of all students are met.

Appendix 5A: Rubric for Assessing Teamwork

Rubric for Assessing Teamwork

ISSUE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Achievement of goals	<ul style="list-style-type: none"> rarely were able to complete the assigned task within the time limit final product was poorly or incompletely done 	<ul style="list-style-type: none"> sometimes were able to complete the assigned task within the time limit the final product was close to acceptable 	<ul style="list-style-type: none"> usually were able to complete the assigned task within the time limit the final product was acceptable 	<ul style="list-style-type: none"> consistently were able to complete the assigned task before the time limit was up the final product was well done
Effectiveness of roles	<ul style="list-style-type: none"> roles were unclear, disorganized or conflicting had difficulty organizing well enough to get the job done 	<ul style="list-style-type: none"> roles were somewhat unclear and disorganized had some difficulty getting organized well enough to get the job done 	<ul style="list-style-type: none"> roles were fairly clear and workable for the group usually got organized well enough to get the job done 	<ul style="list-style-type: none"> roles were clear and workable for the group, there was a minimum of difficulties consistently got organized quickly to get the job done right
Sharing of work load	<ul style="list-style-type: none"> some people did very little some people took over and pushed others out 	<ul style="list-style-type: none"> sometimes, a few people did very little sometimes the task was mainly taken over by one or two people 	<ul style="list-style-type: none"> usually the work load was fairly evenly shared each person was involved in creating the solution most of the time 	<ul style="list-style-type: none"> consistently the work load was reasonably evenly shared each person had input into creating the solution most of the time
Communication Skills	<ul style="list-style-type: none"> rarely did members know what was going on members acted without consultation with the group 	<ul style="list-style-type: none"> sometimes members didn't understand the plan some members acted without discussing their plans 	<ul style="list-style-type: none"> usually most members knew the group's plan and were prepared (where allowed) to discuss issues or changes as they occurred 	<ul style="list-style-type: none"> members acted upon an agreed upon plan they kept each other informed consistently where allowed no one acted independently

Summary: Briefly summarize your teams efforts. Outline what you did well, what you did less well and what you learned from the experience.

Appendix 5B: Roles: Types of Group Behaviour

Roles People Play In Groups

Commander In Chief	wants to be in charge, tells others what to do, shows irritation if they fail to do as he/she directs. Wants the lead role, regardless of whose idea is used
Peacemaker	tries to maintain harmony within the group, seeks to please everyone
Investigator	asks questions, clarifies, interprets, adds constructive criticism
Wet Blanket	insists that nothing will work, rejects everyone's ideas, states that the activity is stupid
Space Cadet	withdraws from the group by daydreaming; distracts others by talking off topic about other things such as their social life
The <i>Right</i> Person	his or her way is the only way, dominates and interrupts others
Sunshine	tries to help others to relax through adding humour, keeping the atmosphere light
Manager	tries to keep the group members on the task at hand, encourages and supports others, bringing them back on track
Analyser	give ideas, suggests alternatives, detects problem areas, plans ahead to the next steps

Activity #6: Taking Charge

Time: (minutes): 120 minutes

Description

This activity introduces and promotes the idea of time management and decision making through the organization and following of a daily schedule, over a period of time. Students are introduced to the assignment after assessing an example of their own and a parent's/guardian's daily schedule. Students discuss essential daily tasks versus optional activities. It is important for adolescents to learn ways to manage their time in order to fit everything they want into their schedule. After completing these activities, each student should have a three week study plan to help them prepare for exams.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities; Social Challenges**

Overall Expectations

By the end of this course, students will:

- (PRV.03X) • understand and apply a variety of problem-solving and decision-making skills, grounded in sociological studies, to family and social problems
- (SCV.02X) • describe strategies by which individuals and family members manage resources in a changing environment

Specific Expectations

By the end of this course, students will:

- (PR2.01X) • apply appropriate decision-making models, grounded in research, to choices related to individual and family well-being and quality of life (e.g., use of time, clothing purchase, course selection) and suggest strategies for making difficult choices (e.g., contacting the Children's Aid Society in cases of suspected abuse)
- (PR2.02X) • demonstrate individual and collaborative problem-solving skills for home, school, and peer situations (e.g., organizing a group project, passing a difficult subject, responding to peer pressure)
- (SC2.02X) • apply strategies for managing time to achieve individual, family, and group goals

Planning Notes

- Review/assess the current Agenda Books/Student Planners promoted for student use in the school. Identify appropriateness for use in this activity, or locate a calendar type outline that includes at least three weeks, where days may be divided into time increments. (a current wall calendar is the obvious choice).
- Prepare "My Study Plan" assignment outline.
- Write a brief note to parents/guardians outlining the assignment and requesting their help with the monitoring.
- Prepare a simple evaluation tool, for student use, to assess small group organization of one day schedule.
- Prepare a unit test to be administered upon completion of this activity, to cover material presented in all previous activities (i.e.: #1 through #6).

Prior Knowledge Required

- Familiarity with parent/guardian schedules is necessary to design a realistic one day schedule. If this were done as a small group task, all students would not necessarily have to know this information.

Teaching/Learning Strategies

As a class ...

1. Teacher initiates a discussion involving students ...
 - What did you do last night between 6 and 10 p.m.?
 - What did you think about your evening when you went to bed?
 - How many students have all their homework for each course completed and up to date?
 - Have you ever been doing something and felt really rushed to complete it? e.g., eat breakfast, do chores or an errand, finish homework, ...
 - Why do we feel rushed in our activities?
 - What can we do to stop feeling rushed?
2. Brainstorm a list of activities that we have to do every day, and then brainstorm a second list of activities that we would like to do every day or often.
3. Teacher initiates discussion... When we are feeling rushed or short of time, how do we decide which activities to delay or skip? What alternatives do we have, other than skipping activities?
4. Class is asked to name ways in which society helps people get everything done that needs doing (for individuals and families) ... e.g., bill payment, recreation schedules, medical appointments, date deadlines, extended business hours, yearly/monthly planning, bonus/reward systems, etc.

In small group format ...

1. Class divides into groups of 3–4 students each. Each group must try to design a one-day schedule for a teenager, and a one-day schedule for a parent/guardian/family member.
2. As a group, students will share/compare their schedules with those of other groups and vote for the best (most realistic) ones in the class. Using a simple evaluation scheme, each group assesses the work of two other groups.
3. Students identify through discussion ...
 - What activities **MUST** be included in your daily schedules?
 - What activities **MAY** be added by choice, as time permits.
 - How might a daily schedule change for a monthly/yearly plan?
 - How and why is a teenager's schedule different from a parent's/guardian's schedule?

Assignment Format ...

1. Teacher distributes assignment, "My Study Plan", where students use principles of decision-making and time management to create a three week study plan in preparation for midterm or semester-end exams. Expectations and assessment are clarified.
2. Each student works with a partner to begin identifying the essential daily activities for their plan.
3. Students proceed to add flexible daily and weekly activities to their schedules.
4. Three week plans are drawn up with approximate times for each day. Students must decide what time increments they will plan for. Students enter information on calendar or Student Planner, whichever one is being used.
5. For the purposes of this assignment students are required to complete a minimum of five hours/week of studying. A specific time of day must be planned.
6. Students will follow their time plan for three weeks. Each individual keeps a journal of daily activities and times, and has a parent/guardian and the teacher sign after one, two and three weeks.

7. At the end of three weeks students will submit their original study plan and their journal of activities that have been monitored by parents/teacher/guardians.
8. Students will also submit a one page reflective summary about their time management skills, how they've changed, and any other changes they recognize as a result of their Study Plan.

Upon completion of this activity, students will complete a unit test covering information presented in Activities #1 through #6.

Assessment/Evaluation

- A simple evaluation of teenager and parent/guardian schedules will be used. Schedules are traded among groups and each group assesses the work of two other groups
- The original individual Study Plans will be evaluated
- Assessment for completion only will be used for their
 - i) daily journal, complete with initials;
 - ii) reflective summaries
- Test covering Activities #1 to #6

Resources

Print

1. Kelly-Plate, J. and Eubanks, E. Today's Teen. 5th edition. Glencoe McGraw-Hill, 1997.
2. A variety of Student Planners/calendars.
3. Parents/guardians of students as support monitors for student plans.

Accommodations

- Teacher will monitor small group structure to ensure the needs of all students are met, especially with respect to student knowledge of family member's daily activities.

Activity #7: Class Celebration

Time: (minutes): 240 minutes

Description

By applying the skills acquired from the team building and communication exercises, the class will create an event that utilizes these skills to produce a celebration that recognizes individual differences and strengths and celebrates them. The aim is to have each student contribute in ways that best uses each person's gifts and to do so in an atmosphere of mutual respect and admiration.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities; Social Science Skills**

Overall Expectations

By the end of this course, students will:

- (PRV.03X) • understand and apply a variety of problem-solving and decision-making skills, grounded in psychological and sociological studies, to family and social problems
- (SSV.03X) • demonstrate effective collaborative group skills

Specific Expectations

By the end of this course, students will:

- (PR2.02X) • Demonstrate individual and collaborative problem solving skills for home, school and peer situations
- (SS3.03X) • Demonstrate collaborative problem-solving, conflict management, and planning skills
- (SS3.04X) • Demonstrate the ability to set achievable group goals and for each group member to make an equal contribution

Planning Notes

- The actual form the celebration takes will be dependent on the skills, interests, ethnocultural and religious heritage of the students. The purpose, is to create a celebration, not to follow a given format. The celebration must utilize whatever skills the students have. The teacher is basically only a facilitator at this point.
- If food is part of this celebration and the students will be producing it in class, then lessons on kitchen safety must be taught at this point in the course before they begin cooking.
- Regardless of the type of celebration, all safety issues tied to their choices must be identified and discussed prior to the celebration.
- A mark is assigned to each question so that students know how much information they should give for each question.

Prior Knowledge Required

The skills acquired in all previous activities.

Teaching/Learning Strategies

1. As a class, the students must decide on an appropriate format for this celebration. Suggestions include a sit down meal created by the students, a field trip or a class project. The possibilities must be discussed until group consensus occurs.
2. Once the form of the activity has been chosen, a list of tasks must be decided. Suggestions here include: (the possibilities should correspond to students' skills)
 - food preparation,
 - create decorations,
 - setting up and taking down decorations,
 - recording the event (e.g., pictures, videotape, keep a planning journal).
 - adding a surprise feature (e.g., thank you notes for each student or naming their gifts)
 - providing entertainment for the event, etc.
3. Once the tasks are all clearly outlined, each task will be assigned by personal preference and negotiation.
4. Once the tasks are assigned, each individual creates her/his own task list complete with timelines in keeping with the broad overall timelines. The teacher will check these timelines to be sure they are reasonable and achievable.
5. If food preparation in a lab facility is part of the celebration, teacher must provide instruction on safety and sanitary procedures.
6. Each person carries out, alone or in their assigned groups, the tasks they have chosen.
7. After the event, the following questions will be considered individually and in groups:
Be very specific in your answers.
 - What did you like about this event?
 - What did you learn about yourself and others in your group?
 - What role(s) did you play in the group? How did you personally contribute to the success of this event?
 - How did you feel about playing the role you played?
 - What things did others do that you are not good at doing yourself?
 - Do you feel everyone pulled their weight? How did you feel about that?
 - If you were to do a similar activity, what changes would you make? Why?
 - Do you have any other concerns or thoughts?

Assessment/Evaluation

- Summative evaluation of the above questions.

Resources

- The resources required will depend on the chosen activity. Part of the value of the activity is having the students discover the resources they need to carry out their part of the event.
- Boyden, J. Families Celebration and Hope in a World of Change. UNESCO, Double Day Canada Ltd., 1993, ISBN 0-385-25430-X.

Accommodations

- Students with physical restrictions will need to be assigned roles which do not require activities outside of their abilities.
- Teacher will modify group structure to ensure that the needs of all students are met.

Unit #2: Understanding Personal Issues

Time: 27 Hours

Unit Developer(s):

Carolyn Barfoot, Waterloo Region District School Board
Carole Booth, Peel District School Board
Michelyn Putigano, Hamilton–Wentworth District School Board
Grier Rennie, Waterloo Region District School Board
Jane Witte, Thames Valley District School Board

Development Date: February, 1999

Unit Description

Students will investigate strategies needed to develop and maintain effective family and social relationships. Social Science research methods will be used to obtain information from various sources. They will analyse the information obtained in order to examine various aspects of individual and family living. Students will effectively communicate the results of their research in both written and oral reporting formats.

Strand(s) & Expectations

Strand(s): Self and Others; Personal and Social Responsibilities; Social Science Skills

Overall Expectations: SOV.01X, 02X, PRV.02X, SSV.01X, 02X

Specific Expectations: SO1.03X, SO2.01X, 02X, 03X, PR1.01X, 03X, 04X, 05X,
SS1.01X, 02X, 03X, 04X, 05X, 06X, SS2.01X, 02X, 03X, 04X

Activity Titles (Time and Sequence)

Activity 1	Life On The Line	180 min
Activity 2	Discovering More	300 min
Activity 3	Coping Skills for Daily Living	180 min
Activity 4	Conflict Resolution in Relationships	180 min
Activity 5	Recognizing Healthy Relationships	180 min
Activity 6	Coping With Harassment and Abuse	240 min
Activity 7	Telling All About It	360 min

Unit Planning Notes

Teachers will:

- arrange access to the library, computers and the Internet, as needed
- organize guest speakers 2 weeks ahead of time
- arrange for suitable novels for book reports 1 week prior to use
- preview all videos, computer software, Internet sites
- be aware of methods for dealing with sensitive issues in a cultural mix of students
- develop assessment tools as needed
- develop case studies and worksheets for various activities
- prepare a list of community agencies, resources and support groups that are available for students who may find themselves in need of support
- collect a variety of questionnaires
- prepare appropriate resources on note taking
- carefully monitor student use of the Internet
- get approval from school principal or designate before distributing student questionnaires
- review social science research methods using primary and secondary sources
- prepare tally sheet for tabulating data

Prior Knowledge Required

- Students will apply group communication and collaborative skills from Unit 1.
- Based on elementary school experience, all students should have basic writing, reading, numeracy and computer skills.

Teaching/Learning Strategies

The following strategies are described in greater detail within each activity:

- brainstorm
- guest speakers
- book review
- concept map
- social science research projects/presentations/reports
- role play
- journals
- worksheet completion
- case studies
- co-operative learning (e.g., jigsaw)

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Group Work Rubric	Formative/Summative	Teacher, Student	All group work
Participation Rubric	Formative	Teacher, Student	All individual activities
Journal	Formative	Teacher, Student	All activities
Book Review Rubric	Formative	Teacher	Activity 1

Tool	Purpose	Evaluator	Activity
Data Collection Rubric	Formative	Teacher, Student	Activity 2
Questionnaire Rubric	Formative	Teacher, Student	Activity 2
Research Rubric	Summative	Teacher	Activity 7
Unit Test	Summative	Teacher	The whole unit

Diagnostic: assessing what has been learned

Formative: assessing how well the student is presently learning so that appropriate changes can be made

Summative: assessing how well the student has learned the material for purpose of accountability

Resources

Print

1. 10 Quick Ways to Analyze Children's Books for Racism and Sexism, pamphlet. Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023.
2. Assessment for Learning in the Transition Years and the Specialization Years. Waterloo County Board of Education, 1993.
3. Challenging Ourselves Towards Gender Equity and Violence. Pembroke Publishers, 1996, ISBN 1-55138-068-4.
4. Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural Education. Ministry of Education, Toronto, 1992.
5. Conflict Management: Problem Solving Tricks for Survival. The School Company, Career Catalogue, Product # CHUB 536.
6. Family Studies Resource Document – Families In Canadian Society Independent Study Projects. The Waterloo County Board of Education, 1989.
7. Independent Learning Process to Product. OSSTF, 1989.
8. Kelly-Plate, J. and Eubanks, E. Today's Teen. 5th edition. Glencoe McGraw-Hill, 1997.
9. Managing Conflict: A Practical Guide to Conflict for Educators. OSSTF, Toronto, ISBN 0920930-54-9.
10. Preventing Sexual Abuse/Assault, An Annotated Bibliography. Ontario Ministry of Education, 1992.
11. Promoting Peace and Preventing Violence. Lion's Quest Canada, Waterloo, ON, 1-800-265-2680.
12. Roher, E. An Educator's Guide to Violence in the Schools. Aurora Professional Press, 1997, ISBN 0-88804-250-7.
13. Shared Human Experience. The Waterloo County Board of Education, 1996.
14. The Joke's Over: Student To Student Sexual Harassment in Secondary Schools. OSSTF, Ministry of Education, 1995.
15. Working It Out Together: A Peer Mediation and Conflict Resolution Program. Sunburst Communications, Order # 2989-YH.

Video

16. A Case of Abuse. McIntyre Media, Product #850181-61G9.
17. Abuse: Listen and Learn. McIntyre Media, Product # 850139-61G9, McIntyre Media, Product # 850180-61G9.
18. Anger: You Can Handle It. Sunburst Communications, Order #2487-YH.
19. Be Your Best Self: Assertiveness Training. Sunburst Communications, Order # 2247-YG.
20. Conflict Resolution. Sunburst Communications, Order # 2372-WG
21. For Angela. National Film Board of Canada.

Video (cont'd.)

22. Hurting With Words: Understanding Emotional Violence and Abuse. McIntyre Media, Product # 600098-61G9.
23. Increase The Peace: Conflict Resolution. Sunburst Communications, Order # 2491-YG.
24. Just Chill! Deal With Anger. Sunburst Communications, Order #2517-YH.
25. Katie's Secret. McIntyre Media, Product #850180-61G9.
26. Personality In Conflict: Game. The School Company, Product # CPVS 108.
27. Playing For Keeps. National Film Board of Canada.
28. Real People: Anger, Violence and You: Taking Control. Sunburst Communications, Order #2843-YH.
29. Real People: Violence in the Family. Sunburst Communication, Order # 2642-YG.
30. Real People Violence Prevention: Don't Be A Victim. Sunburst Communications, Order # 2946-YG.
31. Resolving Conflicts: Let's Work It Out. McIntyre Media, Product # 200049-61G9.
32. Sexual Harassment and How to Stop It. Sunburst Communication, Order # 2562-YG.
33. Speak Up Against Violence. McIntyre Media, Product # 850224-61G9.
34. Straight Talk Series II: Violent Times. Sunburst Communications, Order # 5696-YG.
35. Teen-Adult Conflict: Working It Out. Sunburst Communication, Order # 2630-YH.
36. Teen-Parent Conflict: Making Things Better. Sunburst Communications, Order # 2274-YH.
37. Truce: Conflict Resolution. McIntyre Media, Product #700191-61G9.
38. Tug of War: Strategies for Conflict Resolution. McIntyre Media, Product # 600091-61G9.
39. Where Angels Dare. National Film Board of Canada, 1996.
40. Working It Out Together: A Peer Mediation and Conflict Resolution Program. Sunburst Communications, Order # 2989-YH.

Computer Software/Internet

41. <http://www.mbnet.mb.ca/~mstimson> (Info Zone).
42. <http://www.21learn.ca/research/rss.html> (Research Skills and Strategies).
43. <http://www.statcan.ca/english/kits/index.html> (Statistics Canada).
44. <http://www.graphic.org/goindex.html> (Inspiration Software).
45. <http://www.schoolwork.org> (Schoolwork UGH!).
46. <http://www.studyweb.com> (Study Web).
47. <http://birchlane.davis.ca.us/library/10quick.html> (Council on Interracial Books for Children).
48. <http://www.tgsa.com/cybrary/1wedekin.html> (Developing Survey Questions).
49. <http://www.css.edu/users/dswenson/web/question.html> (The Questionnaire).
50. <http://www.socsciresearch.com> (Research Resources for the Social Sciences).
51. www.hc.sc.gc.ca/healthpromotion
52. www.sgccs.gov.on.ca (Minister of the Solicitor General).
53. When No Means No, C.D. ROM. Cambridge Educational, 1-800-468-4227.
54. Zap-A-Graph, for Macintosh and Windows, 1997, Product #0089MAC1.1 or 0208 WIN1.1
Licensed by the Ministry of Education and Training for use in schools.

Activity #1: Life On The Line

Time: (minutes): 180 minutes

Description

Through the discussion of current adolescent issues of concern (e.g., health, peer pressure, jobs, school, sexuality, friends/family...) students will gain an understanding of how adolescent needs in all areas of development focus on emerging independence, and rights and responsibilities. Students will practise and observe a variety of problem-solving techniques, using peer helpers and up-to-date video and literacy resources.

Strand(s) and Expectations

Strands: **Self and Others**

Overall Expectations

By the end of this course, students will:

(SOV.01X) • describe the characteristics of human growth and development in adolescence, and explain their influence on the behaviour and needs of young people

Specific Expectations

By the end of this course, students will:

(SO1.03X) • explain how the needs of individuals relate to their stage of development (e.g., owing to their rapid physical development, adolescents have greater nutritional and sleep needs than do adults)

(SO2.03X) • identify on the basis of existing psychological and sociological research, the factors that contribute to people's need to participate and belong to groups (e.g., affection, dependability, loyalty, responsibility)

Planning Notes

- Review/assess suggestions made for identification of biases, as referenced to in “Shared Human Experience” (Waterloo County Board of Education).
- At least 2 weeks prior, organize guest speakers (e.g., senior students from Peer Helping Class/Program or other mentor type senior students in the school).
- At least 1 week prior, organize with Librarian, a collection of novels related to a variety of adolescent issues. Request various reading/comprehension levels in the collection to meet abilities in the class.
- Preview video(s) for subject matter and appropriateness. Prepare a guide sheet to accompany video(s).
- Teachers need to be aware of methods for dealing with issues of a sensitive nature.
- Teachers need to be aware of perceptions and beliefs rooted in ethnocultural and religious heritage.

Prior Knowledge Required

- Skills to write a book review.
- Individual and group communication skills.

Teaching/Learning Strategies

1. The teacher will introduce discussion of adolescent needs, healthy development, and behaviour.
2. Students will brainstorm in small groups to identify typical issues of concern for adolescents (e.g., peer pressure, health, jobs, school, friends, family, dating, sexuality...). Select one issue and brainstorm possible coping strategies. Share small group strategies with class.
3. View video tape of adolescent issue(s).
4. Distribute guide sheet related to video. Discuss highlights. Clarify expectations.
5. Explain next lesson format: guest speakers. Ask students to think of questions they would like to ask.
6. Invite 2 or 3 senior students (from Peer Helping Class/Program or Students Council, or other senior students) to discuss their experiences with adolescent issues: “That was Then, This is Now”.
 - i) what problems they had in grade 9, and how they solved them – good ways/bad ways
 - ii) what problems they have now
 - iii) where they believe grade 9 students should focus their energies
7. Each student should write down at least one question and record the senior student’s response.
8. Distribute the outline for the Book Review. Discuss/clarify expectations.
9. Proceed to the Library to select a book on an adolescent issue. (Young Adult Section)
10. Begin reading personal choices of books. When reading is completed, students should proceed to work on and complete their book Review, according to the format identified.

Assessment/Evaluation

- Assess participation in small and large group discussion.
- Video Guide Sheet will be assessed for completion. The class will discuss and redefine their personal responses.
- The Book Review will be assessed for completion, and evaluated for thoroughness of explanation of the adolescent issue reported, and rules of grammar.

Resources

1. Community or Staff Contact: Ontario Students Against Impaired Driving
2. Guest Speakers: Senior mentor-type students in school
3. Guest Speakers: Senior students from Peer Helping Program

Print

4. Shared Human Experience. The Waterloo County Board of Education, 1996.
5. Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural Education. Ministry of Education, Toronto, 1992.

Videos

6. For Angela. National Film Board.
7. Playing For Keeps. National Film Board.

Accommodations

- Students may require review or introduction of Book Review Format, if not yet covered in English course.
- Library collection of novels must include various reading/comprehension levels.
- Teacher will maintain contact with Curriculum Support Staff (e.g., Librarian, Special Education Resource, etc.) to promote inclusion of students with special needs in all strategies.

Activity 2: Discovering More

Time: (minutes): 300 minutes

Description

Students will work in small groups to investigate an issue relevant to teens today. The process will involve both secondary and primary research.

Strand(s) and Expectations

Strands: Self and Others; Social Science Skills

Overall Expectations

By the end of this course, students will:

- (SOV.01X) • analyse strategies to develop and maintain effective relationships
- (SSV.01X) • use Social Science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual, family and social living

Specific Expectations

By the end of this course, students will:

- (SO2.02X) • identify through psychological and sociological research those factors that contribute to people's participation in and belonging to groups
- (SS1.01X) • pose simple research questions
- (SS1.02X) • distinguish between fact and opinion
- (SS1.03X) • conduct research about individual, family, and social issues using surveys and interviews (e.g., about personal responsibilities in a family and in a democracy, principles of informed consumerism, financial stability, investigation before making large purchases, diversity in family form, relationships, division of labour)
- (SS1.04X) • create graphs and charts from spreadsheets to compare results of surveys

Planning Notes

- The use of small groups during this activity will reinforce group work skills/expectations from the previous unit.
- This activity could be completed as a whole class rather than in small groups.
- Student surveys may need to be approved by the school principal or designate prior to distribution.
- Secondary research allows students the opportunity to locate and review already existing research on a given topic. Students will use books, periodicals, newspapers, CD-ROMs, and the Internet to complete secondary research. Primary research allows students to carry out original research. This is based upon the secondary research already completed. Students will develop a simple questionnaire and collect data from an appropriate sample. Students will also need to analyse data and write a final report that summarizes their findings. Primary research will also be dealt with in Unit 2, Activity #7.

Planning Notes (cont'd.)

Teacher will:

- gather a variety of questionnaires. Suggested resources include Challenging Ourselves Towards Gender Equity and Violence Free Relationships and many popular magazines (e.g., Today's Parent, Canadian Living).
- prepare and/or locate examples of well and poorly designed questionnaires.
- prepare a lesson and appropriate resources on note taking. Refer to resource list for suggestions.
- carefully monitor student use of the Internet.
- book the computer lab for word processing of questionnaires.

Prior Knowledge Required

Information obtained in the previous activity – Life on the Line (Unit 2, Activity #1) should be used as a starting point when completing secondary research in this activity. This will allow students to further their knowledge of the expectations and make better use of class time.

Teaching/Learning Strategies

1. Students start in small groups (3) and refer to the brainstorming list completed in the previous activity (Life on the Line). From this list, each small group will choose one of the issues and formulate a research question for further study. Questions will need to be specific. Examples of questions may include: Why do teenagers smoke? Why do teens drink alcohol? What do teens find stressful?
2. Students will complete a brief library orientation. In their small group, each person locates one resource on the topic (e.g., Internet, magazine, CD-ROM).
3. The teacher will teach students to distinguish between fact and opinion. Students are divided into two small groups. One group looks at a specific article in one newspaper and the other looks at the same article in a different newspaper. You could also do this activity using two news clips from different broadcasts. Students will state the headline, identify the main idea in the article, any facts that are stated that support the main idea, where the article is located in the paper, and what information appears to be missing. Return to a full class and discuss the similarities and differences between the two articles and develop definitions of the terms: fact, opinion, and bias.
4. Teacher reviews how to make notes from their selected resource using a variety of methods. (e.g., a formal structured method for left-brain learners and concept mapping for right brain/visual learners). Students will choose the method of note taking they prefer and take notes on their resource and share their notes with the others in their group.
5. Teacher distributes two copies of a questionnaire to class: one poorly designed and the other well designed. Students identify the parts of the survey (e.g., title, introduction, questions/responses, etc.) and create a list of those qualities that make for a good/poor survey. Teacher will need to review with students the types of questions that could be included in a questionnaire: fixed alternative, rating scales, open ended, fill-in-the-blank. Teacher will also need to discuss with the class how to choose an appropriate sample for their research study.
6. In their small group, students design a one page questionnaire on their topic using their research question (from #1 above) as a guide. They will trade copies with another group in the class to proof read and make constructive criticisms. The teacher will also need to check all surveys for clarity and bias. A good copy of the questionnaire will be completed using a word processor. Surveys will be distributed. The teacher could make arrangements with another class within the school or on the Internet with classes around the province to answer the survey to speed up the process.

Assessment/Evaluation

- Teacher will assess student notes on their selected resource using a rubric
- Students will peer-evaluate each others questionnaires looking for poor wording, organization, bias, and spelling/grammar errors
- Teacher will assess student questionnaires using the given rubric

Resources

The following sources can provide teachers additional resources on research skills:

Print

1. Challenging Ourselves Toward Gender Equity and Violence Free Relationships. Pembroke Publishers, 1996, ISBN 1-55138-068-4.
2. Family Studies Resource Document – Families in Canadian Society Independent Study Projects. The Waterloo County Board of Education, 1989.
3. Independent Learning Process to Product. O.S.S.T.F., 1989.

Internet

4. <http://ww.mbnet.mb.ca/~mstimson> (Info Zone)
5. <http://www.2learn.ca/research/rss.html> (Research Skills and Strategies) and <http://www.statcan.ca/english/kits/index.htm> (Statistics Canada)

The following web sites can offer teachers information on research and note taking skills:

Internet

6. <http://www.graphic.org/goindex.html> (Inspiration Software – visual thinking software)
7. <http://www.schoolwork.org/> (Schoolwork UGH!)
8. <http://www.studyweb.com/> (Study Web)

The following resources provide information on assessing bias in learning materials:

Print

9. 10 Quick Ways to Analyze Children’s Books for Racism and Sexism, pamphlet. Council on Interracial Books for Children, 1841 Broadway, New York, NY, 10023.
Also available on the internet at <http://birchlane.davis.ca.us/library/10quick.htm>
10. Shared Human Experience. The Waterloo County Board of Education.

The following resources provide information on developing questionnaires and are appropriate for teacher use:

Internet

11. <http://www.tgsa.com/online/cybrary/lwedekin.html> (Developing Survey Questions)
12. <http://www.css.edu/users/dswenson/web/question.htm> (The Questionnaire)
13. <http://www.socsciresearch.com> (Research Resources for the Social Sciences)

Accommodations

- Rather than allow students to create their own groups, the teacher can create groups taking into account the learning styles and needs of the students in the class.

Activity #3: Coping Skills For Daily Living

Time: (minutes): 180 minutes

Description

Students will develop skills needed to negotiate and deal with their feelings and emotions in order to cope with everyday life. Through a variety of teaching and learning strategies, students will explore and apply effective negotiation skills for home, school, peer and work relationships. Students will examine strategies to effectively manage their emotions and feelings through the use of communications techniques.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities**

Overall Expectations

By the end of this course, students will:

(PRV.02X) • demonstrate communication and conflict-resolution skills in the context of family and social relationships

Specific Expectations

By the end of this course, students will:

(PR1.01X) • draw on research in psychology and sociology to describe strategies for becoming responsible members of their family and of society (e.g., deferring, gratification, losing with grace)
(PR1.03X) • demonstrate negotiation skills needed for home, school, peer and work relationships

Planning Notes

- Teachers need to be aware of methods of dealing with sensitive issues.
- Teachers need to be sensitive to practices and beliefs rooted in ethnocultural and religious heritage.
- Teachers should refer to current research (psychology and sociology) and unit resources to determine how to become a responsible member of a family and society through managing one's feelings.
- Preview video(s) for subject matter and appropriateness. Prepare a guide sheet or worksheet to accompany video(s).
- Develop assessment tools to be used in evaluation

Prior Knowledge Required

- Communication and group skills gained in previous activities

Teaching/Learning Strategies

1. In small groups, students will brainstorm a list of ways in which our feelings and emotions interfere with the communication process. A class discussion will follow. Teacher may wish to show a video to illustrate this concept.
2. In small groups, students will create a concept map of situations in which a person would need to rely on effective negotiation skills. Students will present their maps to the class.
3. Together with the teacher, students will create a list of skills needed for effective negotiation. Teacher may wish to show a video to illustrate these concepts.
4. In small groups, students will write skits and then role play to determine effective negotiation skills and effective management of feelings and emotions, relating to school, home, workplace and community. Students will present these skits to the class.
5. Students will record in their journals a brief summary of their understanding of negotiation skills and skills to manage emotions and feelings that have been presented. Student will explain how this will enable them to improve their communication skills.

Assessment/Evaluation

- Students assess their skills using journals as a means of self evaluation and reflection
- Journals will be checked for completion, but not assessed by teacher
- Group and class participation will be assessed by teacher using student developed rubric
- Role playing activities will be assessed by teacher and peers using teacher designed rubric

Resources

Print

1. Conflict Management: Problem Solving Tricks for Survival. The School Company, Career Catalogue, Product # CHUB 536.
2. Kelly-Plate, J. and Eubanks, E. Today's Teen, 5th edition. Glencoe McGraw-Hill, 1997, Chapter 9.
3. Managing Conflict: A Practical Guide to Conflict Resolution for Educators. OSSTF, ISBN # 0-920930-54-9.
4. Working It Out Together: A Peer Mediation and Conflict Resolution Program. Sunburst Communications, Order # 2989-YH.

Video

1. Anger You Can Handle It. Sunburst Communications, Order #2487-YH.
2. Just Chill! Deal With Anger. Sunburst Communications, Order #2517-YH.
3. Real People: Anger, Violence and You: Taking Control., Sunburst Communications, Order #2843-YH.

Accommodations

- Teacher will modify group structure to ensure that the needs of all students are met.
- Teacher will prepare an outline to assist student with note taking.
- Extension 1: students could develop a checklist for the do's and don'ts of managing our emotions and feelings or skills in negotiation.
- Extension 2: students could develop rubrics to assess role playing activities.

Activity #4: Conflict Resolution in Relationships

Time: (minutes): 180 minutes

Description

Students will identify strategies for effective conflict resolution. They will come to understand and apply strategies for conflict-resolution in a number of different relationships and situations. Students will personalize these skills in their journals.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities**

Overall Expectations

By the end of this course, students will:

(PRV.02X) • demonstrate communication and conflict-resolution skills in the context of family and social relationships

Specific Expectations

By the end of this course, students will:

(PR1.04X) • demonstrate several appropriate strategies, grounded in research, for resolving conflict in a variety of relationships (e.g., disagreement over curfew; accusation of cheating; dispute over boyfriend or girlfriend)

Planning Notes

- Teachers need to be aware of methods to deal with sensitive issues.
- There are a variety of videos available on this topic. Teachers may choose to use more than one video in this activity. Teachers should preview all videos and create worksheets to accompany them.
- Teachers should refer to research and activity resources to gain an understanding of conflict resolution strategies.
- Teacher will develop a handout for students to use to assess how they manage conflict.
- Develop case studies illustrating different aspects of conflict resolution.
- Teachers need to be sensitive to practices and beliefs rooted in ethnocultural and religious heritages.

Prior Knowledge Required

- Coping, negotiating, and communication skills gained in previous activities

Teaching/Learning Strategies

1. Teacher will show a video relating to conflict resolution.
2. Individually, students will complete a handout assessing the ways in which they manage conflict. Students will record their results in their journals, and make suggestions for self improvement.
3. Teacher will lead a discussion and review the factors involved in effective conflict resolution. (e.g., I messages, body messages, and feelings)
4. Case studies, illustrating conflict situations, will be distributed to small groups of students. Each group will be responsible for identifying and explaining how the problem could be resolved using conflict resolution strategies. Each group will report to the class.

Assessment/Evaluation

- Students will assess their conflict resolution skills using journals as a means of self evaluation and reflection
- Journals will be checked for completion, but not assessed by the teacher
- Group work will be evaluated using a rubric designed by students

Resources

Print

1. Kelly-Plate, J. and Eubanks, E. Today's Teen. 5th edition. Glencoe McGraw-Hill, 1997, Chapter 9.

Video

2. Be Your Best Self: Assertiveness Training. Sunburst Communications, Order # 2247-YG.
3. Conflict Resolution. Sunburst Communications, Order # 2372-WG.
4. Increase the Peace: Conflict Resolution. Sunburst Communication, Order # 2491-YG.
5. Personality in Conflict, Game. The School Company, Product # CPVS 108.
6. Resolving Conflicts: Let's Work It Out. McIntyre Media, Product # 200049-61G9.
7. Teen-Adult Conflict: Working it Out. Sunburst Communication, Order # 2630-YH.
8. Teen-Parent Conflict: Making Things Better. Sunburst Communications, Order # 2274-YH.
9. Truce: Conflict Resolution. McIntyre Media, Product # 700191-61G9.
10. Tug of War: Strategies for Conflict Resolution. McIntyre Media, Product # 600091-61G9.
11. Working It Out Together: A Peer Mediation and Conflict Resolution Program. Sunburst Communication, Order # 2989-YH.

Accommodation

- Teacher will modify group structure to ensure that the needs of all students are met
- Teacher will prepare an outline to assist students with note taking
- Extension: students could write skits, using the case studies as the basis, to illustrate the conflict resolution strategies

Activity #5: Recognizing Healthy Relationships

Time: (minutes): 180 minutes

Description

Having learned how to build effective teams with peers, students will translate these skills into more personal relationships with family, friends and significant others. The nature and role of relationships and the importance of reciprocity will be examined. The warning signs of abusive behaviours will be identified and strategies for dealing with them outlined. The goal is for students to recognize the differences between healthy and unhealthy relationships in such a way that they are able to take charge of their own relationships with others in order to build strong, positive relationships.

Strand(s) and Expectations

Strands: **Self and Others**

Overall Expectations

By the end of this course, students will:
(SOV.02X) • analyse strategies to develop and maintain effective relationships

Specific Expectations

By the end of this course, students will:
(SO2.01X) • Explain the nature and role of relationships and the importance of reciprocity in meeting the special and emotional needs of individuals, families and groups
(SO2.02X) • Distinguish between effective relationships and ones that are emotionally, psychologically or physically abusive, and identify resources and strategies for dealing with abusive relationships

Planning Notes

- If students do not have access to television at home, a video could be used in the classroom or made available to students during lunch, before or after school.
- One single video could be used for all students as a substitute if required. If all forms of television are not available or permitted, use short stories or magazine articles.
- Prepare a list of community agencies, resources and support groups that are available for students who may find themselves in abusive relationships.
- Preview all videos.
- Develop rubrics.

Prior Knowledge Required

- Knowledge of team building and communication skills gained in previous activities is required.
- Knowledge of conflict resolution and negotiation skills is required.

Teaching/Learning Strategies

1. Divide the students into groups of 4–6 students. From the lists created in Activities #3 and #4, have each group create a list of the essentials of all good relationships. They must come to consensus within their groups. Once each group has its list completed, the class will combine their answers to form one list.
2. Using the list as a guideline, each student will identify 5 television shows that deal with relationships (e.g., Party of Five, Friends, the soaps, etc.) and analyse the quality of the relationships of the characters. The students will identify any behaviours that they perceive as being abusive or unhealthy.
3. From their examples of abusive behaviours, discuss and create a list of “red flags” – warning signs of an unhealthy relationship. Discuss ways of dealing with people who exhibit these behaviours; develop a repertoire of skills.
4. Students create case studies using the behaviours listed in 1 and 3. Each group will analyse a case study. Students will identify the issues, and come up with possible strategies for dealing with the problems. Case studies will be presented to the entire class for peer evaluation.
5. Discuss with students the local community agencies and resources that provide support for people in abusive relationships.

Assessment/Evaluation

- The groups will collaboratively assess each other using a rubric.
- The teacher will assess each group, using the same rubric. Discrepancies will be discussed.

Resources

1. Various T.V. shows and videos dealing with relationships

Internet

2. www.hc_sc.gc.ca/healthpromotion

Accommodations

- Modify group structure to ensure that the needs of all students are met.
- Prepare an outline to assist students in writing case studies.

Activity #6: Coping With Harassment and Abuse

Time: (minutes): 240 minutes

Description

Harassment and abuse exist in our society. Students need to be given safe opportunities to explore these issues. Students will gain an understanding of and have the opportunity to demonstrate appropriate responses.

Strand(s) and Expectations

Strands: **Personal and Social Responsibilities**

Overall Expectations

By the end of this course, students will:

(PRV.02X) • demonstrate communication and conflict-resolution skills in the context of family and social relationships

Specific Expectations

By the end of this course, students will:

(PR1.05X) • demonstrate appropriate responses to harassing or abusive behaviour

Planning Notes

- Teachers need to be aware of methods for dealing with the very sensitive issues of harassment and abuse. Teachers should alert the guidance/counselling department that they are dealing with these issues.
- Teachers need to be sensitive to practices and beliefs rooted in ethnocultural and religious heritages.
- Investigate various program and human resources available in your school (e.g., counsellor, Vice-Principal, Principal) and your community (speakers, experts, theater groups, and other people involved in the helping professions), which deal with these issues.
- There are a variety of videos available on this topic. Teachers must carefully preview video(s) for subject matter and appropriateness, and make up activities and worksheets to accompany the video(s).
- Prepare case studies to highlight different situations involving harassment or abuse.
- Develop a rubric to assess the role play activity.
- Teacher will prepare a unit test to be administered upon completion of this activity, to cover material presented in all previous activities, #1 to #6.

Prior Knowledge Required

- Skills in negotiation, managing emotions and feelings, conflict resolution and communication gained in previous units.

Teaching/Learning Strategies

1. Teacher may invite someone from either the school or the community to present on this topic. Students must be allowed the time to discuss their feelings in a safe environment (debriefing). Teachers may choose to show a video to illustrate these concepts.
2. Teacher will lead a discussion with the students about the appropriate steps involved in managing unwanted behaviour in the home, school, and community.
3. In small groups, students will be given a case study involving harassment or abuse. Students will write a skit and then role play to demonstrate how to effectively deal with the situation. Groups will present their skits to the class.
4. Students will make an entry in their journals and explain ways in which this information will help them in their daily lives.
5. Students will complete a unit test covering information presented in Activities #1 to #6.

Assessment/Evaluation

- Students will assess conflict resolution skills using journals as a means of self evaluation and reflection.
- Journals will be checked for completion, but not assessed by the teacher.
- Role playing will be assessed by self, peers and teacher.
- Unit test covering Activities #1 to #6.

Resources

Print

1. Preventing Sexual Abuse/Assault, An Annotated Bibliography. Ontario Ministry of Education, 1992.
2. Promoting Peace and Preventing Violence. Lion's Quest Canada, Waterloo, Ontario, 1-800-265-2680.
3. Roher, E. An Educator's Guide to Violence in Schools. Aurora Professional Press, 1997, ISBN # 0-88804-250-7.
4. The Jokes Over: Student to Student Sexual Harassment in Secondary Schools. OSSTF, Ministry of Education, 1995.

Video

5. A Case of Abuse. McIntyre Media, Product # 850181-61G9.
6. Abuse: Listen and Learn. McIntyre Media, Product # 850139-61G9.
7. Hurting With Words: Understanding Emotional Violence and Abuse. McIntyre Media, Product # 600098-61G9.
8. Katie's Secret. McIntyre Media, Product # 850180-61G9.
9. Real People Violence in the Family. Sunburst Communications, Order # 2642-YG.
10. Real People Violence Prevention: Don't Be a Victim. Sunburst Communications, Order # 2946-YG.
11. Sexual Harassment and How To Stop It. Sunburst Communications, Order # 2562-YG.
12. Speak Up Against Violence. McIntyre Media, Product # 850224-61G9.
13. Straight Talk Series II: Violent Times. Sunburst Communications, Order # 5696-YG.
14. Where Angels Dare. National Film Board of Canada, 1996.

Computer

15. www.hc.sc.gc.ca/heathpromotion
16. www.sgcs.gov.on.ca (Ministry of Solicitor General)
17. When No Means No. CD-ROM, Cambridge Educational 1-800-468-4227.

Accommodation

- Teacher will modify group structure to ensure that the needs of all students are met.
- Teacher will prepare an outline to assist students with note taking.
- Extension: Student could develop a poster/announcement campaign to raise awareness of these issues and how to deal with them effectively in the school community.

Activity 7: Telling All About It

Time: (minutes): 360 minutes

Description

Students will use the results of Activity 1 and create a project that analyses the primary and secondary data obtained. The material will be presented in a well organized and visually pleasing manner.

Strand(s) and Expectations

Strands: Social Science Skills

Overall Expectations

By the end of this course, students will:
(SSV.02X) • effectively communicate the results of their inquiries

Specific Expectations

By the end of this course, students will:

(SS1.05X) • analyse a family studies issue (e.g., adolescent growth and development, peer pressure, developing positive relationships, personal rights and responsibilities) by making research notes from appropriate sources of information from various media, including books, periodicals, television, videotapes and the Internet

(SS1.06X) • compare results of surveys and interviews with data from other sources and form conclusions

(SS2.01X) • record information and key ideas from their research, and document the sources accurately

(SS2.02X) • organize, interpret and communicate the results of their inquiries using a variety of methods (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper articles, videos)

(SS2.03X) • write a research report (e.g., using word-processing software) on aspects of individual and family living

(SS2.04X) • publish results of surveys

Planning Notes

- This activity is a continuation of Activity 2.
- Use of computers to analyse data is recommended. Students' and teachers' computer skills will vary and will need to be assessed during the unit and weaknesses addressed.
- If computer facilities are not available students could present their findings in other ways. (e.g., visual display, oral presentation, hand drawn graphs etc.)
- Teacher will need to prepare a tally sheet and guidelines for students to use when preparing their final written report.
- Teacher needs to be aware of issues regarding plagiarism.
- Develop rubrics.

Prior Knowledge Required

- Information gathered in Unit 2 – Activity 2
- Students will be expected to have a basic computer knowledge of spreadsheets, graphing, and word processing
- Students will have an understanding of communication skills

Teaching/Learning Strategies

1. Teacher distributes a tally sheet where students can record the results of their surveys. Using a graphing program (i.e., Cricket Graph, Appleworks, Deltagraph, Excel) students create graphs that show the results of their research.
2. Students analyse the results of their survey and draw conclusions. Students will also compare their conclusions to those found in the research to identify similarities and differences.
3. Using information gained in #2 (above), students will write a formal report following guidelines provided by the teacher. All resources used in their research must be cited.
4. Students will share the results of their project with the class via an oral presentation. Projects will be displayed in the classroom/school.

Assessment/Evaluation

- Teacher will assess the students completed project using a rubric
- Students will self-evaluate the group process using a rubric

Resources

- Teachers will have to investigate the computer resources available at the school. There are many different word processing and graphing programs that could be used to complete this activity. Many of these programs have tutorials that both teachers and students could use.
- Zap-A-Graph, for Macintosh and Windows, 1997 Product #0089MAC1.1 or 0208WIN1.1 licensed by the Ministry of Education and Training for use in schools

Appendices

Appendix 7A – Analyzing Collected Data

Accommodations

- Enrichment activities could include students creating tally sheets for the class. These students could also share their computer expertise with other students in the class.

Appendix 7A: How to Analyse Collected Data

How to Analyse Collected Data

The following is an example teachers could share with students on tabulation and analysis of data.

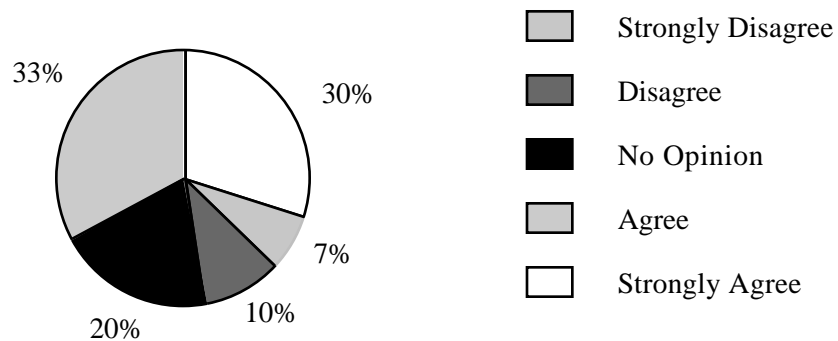
Research Question: Students who have part-time jobs experience more problems in school.

Choices	Number	Percentage
Strongly Disagree	2	7
Disagree	3	10
No Opinion	6	20
Agree	10	33
Strongly Agree	9	30

Analysis: The majority of respondents felt that students with part-time jobs are more likely to experience problems in school.

Graphing Options: Students will be able to view their results using a variety of types of graphs. Students will need to choose the “best” manner to display the results of their research.

The Percentage of Students Who Feel That Part-time Jobs Lead to Problems in School



Appendix A: Course Evaluation

This course evaluation model includes a rating scale to assist you in a personal assessment of the strengths and weaknesses of your program. Such an assessment should help you to identify those areas that you are doing well and those areas that require change. Mark the rating scale. Some questions are best answered "Yes" or "No". In these cases mark 1 for "No" and 5 for "Yes". The "follow-up" section is provided to permit you to identify future required actions. Be specific and include strategies, timelines and needed resources.

1.0 Planning

My course:

1 2 3 4 5

1.1	includes all overall and specific expectations as required by the Social Science and the Humanities Grade 9/10 curriculum policy document	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.2	includes lesson plans which deliver the overall and specific expectations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.3	encourages high levels of achievement in students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.4	is detailed in a school based course of study which includes expectations, teaching/learning strategies, resources and assessment/evaluation techniques	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5	involves practical/authentic applications of the expectations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.6	is offered so that it is accessible to all students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.7	allows for sufficient time to experience the practical applications of the expectations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.8	Follow-up: _____ _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2.0 Meeting Students' Needs

My course:

1 2 3 4 5

2.1	considers the various learning styles of students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.2	includes a wide variety of teaching/learning strategies and assessment/evaluation techniques	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.3	is appropriate to the students' developmental stages	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.4	allows for expression of individual students' skills, talents and interests	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.5	provides for diversity of students' life experiences in the family and community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.6	includes modifications to the depth and pace of the classroom experiences to accommodate special circumstances and needs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.7	is relevant to the needs of all students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.8	encourages all students to experience success	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.9	informs students of possible career opportunities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.10	involves the students actively in their own learning and decision making	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.11	Follow-up: _____ _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3.0 Teaching/Learning Strategies

My course:

1 2 3 4 5

3.1	provides a variety of activities involving independent, small group and large group work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.2	provides a variety of activities which promote cognitive, social, emotional and physical development	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.3	allows for the development of individual and group decision making skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.4	allows for frequent practical application of expectations in the development of skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.5	allows for integrated learning experiences	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.6	motivates students to apply their learnings in their own lives outside the classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.7	involves the use of a variety of teaching/learning resources and activities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.8	leads students to develop a sense of responsibility for their own lives and the decisions they make	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.9	provides for opportunities for experiences beyond the classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.10	Follow-up: _____ _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4.0 Resources

My course utilizes:

1 2 3 4 5

4.1	a variety of multi-media materials and equipment and computer software	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2	appropriate current textbooks and other print material e.g., pamphlets, periodical, newspapers, magazines	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.3	a variety of illustrative materials e.g., posters, bulletin boards, pictures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.4	resources with which students can relate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.5	print material which is appropriate to the reading level of the students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.6	current technology in the application of skills e.g., household equipment, computer hardware	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.7	well equipped classroom labs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.8	space appropriate for individual, small and large group activities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.9	human resources from the community, school and family	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.10	Follow-up: _____ _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

5.0 Students Assessment and Evaluation

My course:

1 2 3 4 5

5.1	includes a variety of assessment and evaluation techniques and tools appropriate to the course expectations and the individual students' learning styles	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.2	includes diagnostic, formative and summative assessment components appropriate to the level of the student	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.3	allows frequent opportunity for self evaluation and peer evaluation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.4	provides accurate and understandable assessment and evaluation information to the student and parent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.5	includes ongoing and continuous assessment and evaluation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.6	clearly identifies to the student the expectations from the beginning of the course or unit of study	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.7	provides for student and teacher assessment and evaluation of the course	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.8	Follow-up: _____ _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>