

At-Risk Mentorship Program



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Introduction

The At-Risk Mentorship Program is designed to help two groups of students complete their educational goals: senior students taking Grade 12 University courses and students in Grade 10 needing to recover credits missed in their Grade 9 program.

Senior students acquire the theoretical understandings contained in the Interdisciplinary Studies course (IDC4U)* through researching topics and presenting their findings in seminars. Students explore human relations, communication, and behaviour; learning strategies and barriers; and personality and leadership styles that affect individuals in educational, social, and business settings. During the process, students have many opportunities to develop and consolidate their knowledge and skills in different subject areas; are motivated to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline.

A key aspect of this program is the mentoring of students in Grade 10, during which time the senior students apply the theory they learn. Students who are at-risk are paired with senior students, and through the mentoring process, they improve their literacy, numeracy, communication, and planning skills and become more independent and successful learners.

***Course:** Interdisciplinary Studies, Grades 11 and 12, University Preparation, IDC4U
The Ontario Curriculum, Grades 11 and 12, Interdisciplinary Studies, 2002

Credit Value: 1

Prerequisite: Any university or university/college preparation course

Considerations for Program Planning

- This program offers many opportunities for meeting the needs of exceptional students. The subject matter lends itself to diverse delivery methods, and students are given many opportunities to experience practical applications of concepts and skills, to gain experience in the use of technology, and to engage in learning that promotes personal growth and enrichment, as well as the development of citizenship skills.
- Students gain an increased awareness of local and global issues, thereby preparing them for a life of informed participation in the workplace and in society. They also become more aware of the career opportunities available to them. For further information on how this programming connects with future life and career possibilities, see *The Ontario Curriculum, Grades 11 and 12, Interdisciplinary Studies*, 2002, p. 48.
- The program can be tailored to accommodate the needs of the students in an individual school. It is important to have support from various staff within the school – administration, library resource, Special Education, Guidance, Career Education, literacy and numeracy team members – in organizing a program for two different ages and academic levels of students.
- Mentoring is a significant portion of the program, as it allows the senior students to apply the theory they gained through seminars, writing, and discussions.
- Mentoring materials may be available through student success initiatives; literacy, numeracy, and learning strategies resources; and recently published materials dealing with student achievement.
- Self- and peer reflection of topics discussed and interaction between students can be done through journaling, interpersonal discussions, and participation in seminars.
- Technology plays a significant role in learning. Students use technology during their research, and they access and manipulate presentation materials and spatial data to solve problems, make decisions, and communicate. Students may need assistance in discerning between appropriate and inappropriate information, as well as resources and issues of bias, e.g., author perspective, interpretation. For further information, see *The Ontario Curriculum, Grades 11 and 12, Interdisciplinary Studies*, 2002, p. 47.
- At the beginning of the program, make students aware of possible cultural and social differences and how to address these differences sensitively.
- Discuss Board and school policies related to health and safety both during at-school and out-of-school activities in which the students will be involved. For further information, see *The Ontario Curriculum, Grades 11 and 12, Interdisciplinary Studies*, 2002, p. 49
- Assessment and evaluation of learning is multi-faceted and is addressed through formative and summative tasks. Students demonstrate that they have met the course expectations through their seminar presentations and other assignments.

Teacher's Role

The teacher is key to the success of the mentoring process and this type of programming.

For senior students, the teacher:

- is a facilitator, monitoring and advising them throughout the mentorship process;
- provides instruction centred around course topics that support student achievement in the mentorship relationship;
- evaluates their ability and success in the mentorship role;
- evaluates their achievement in areas of study.

For students who are at-risk, the teacher:

- interacts as needed during the mentoring process with their senior partner;
- supports them in achieving the expectations of their courses, e.g., provides structures for maximum productivity;
- evaluates their learning.

Mentor's Role

A senior student mentors one or two students, working with them on a 4-day schedule, e.g., Monday through Thursday.

They support the at-risk students in developing literacy and numeracy skills and organizational skills. For example, mentors help these students as they read and write to make connections with texts, to understand different types of texts, to make summaries and to write opinion pieces. They support at-risk students in developing fundamental capabilities in numeracy and in understanding and solving problems. The mentors assist these students in developing organizational skills that they need to be successful in their learning – establishing goals, planning, completing assignments, note taking. They also help these students as they work to acquire credits missed in previous years.

On the fifth day, senior students work on and/or present their seminars. They might also work with a member of the teaching staff involved with the program, e.g., resource teacher, guidance teacher.

Sample Day Plan for Mentoring Process

Agenda: Monday through Thursday (Friday is Seminar Day)	
15 minutes	Part A: Reading Time/Literacy materials to meet individual needs and to assist in preparing them for the Grade 10 Literacy Test
20 to 30 minutes	Part B: Credit Recovery Material Students in Grade 10 are mentored by the senior students as they work on material needed to complete courses that are deemed recoverable by the school.
20 to 30 minutes	Part C: GLE Course Material Students in Grade 10 work on items required to meet the course expectations. Senior students participate with their teacher in designing material for individual partners.
10 to 15 minutes	Part D: Journal Writing/Homework Senior students assist their partners as they organize, complete, and present semester material.

Seminars (Senior students)

Seminars provide a venue for discussing contemporary issues that relate to education, specifically focusing on topics that are pertinent for students during the mentoring process. For example, senior students will be working with students who want to be successful in the provincial literacy test. A seminar could address the educational theory behind such tests and the reasons why there is debate about the necessity of such testing. In this way, students gain an understanding of a practical educational issue and also participate in a discussion of the theory behind it.

Before beginning the program, teachers should select seminar topics that reflect the curriculum and contemporary issues. Students then choose topics based on teacher and student discussion to develop their seminars.

The seminar should include a set of contemporary educational readings about a specific topic. Since many senior students taking part in this program will be on a pathway to college or university, a relevant strategy is for student seminar leaders to hand out readings with a series of questions regarding relevant points for the topic. The seminar will focus on the answers to the questions (see Appendix B: Sample Topics for Seminars).

Book Reports (Senior students)

Book reports are a means for students to read and report on educational books that discuss relevant issues in education today. The teacher may wish to provide a list of books that reflect the expectations. Students could select books outside of this list if the teacher agrees their choices are relevant.

Students complete a critical analysis of their book and the topic itself. They should include any other knowledge of the topic that they have, especially during the presentation of the material to the group.

The presentation of their book reports gives students an opportunity to be challenged with synthesizing their reading and facilitating an open discussion. The teacher can model the process by demonstrating how to prepare the report on a reading and how to conduct a discussion.

Setting Parameters

It is important that all the students involved in this mentoring program are aware of their roles and responsibilities. Suggestions for discussion at the beginning of the program are provided below.

- To effectively participate in this program, regular attendance and punctuality are essential. Points for discussion:
 - Tardiness is inconsiderate and causes people extra work.
 - Leaving early or arriving late is unacceptable.
 - Notify the teacher in advance if you have an acceptable reason for being away, such as an unavoidable appointment or school sports event.
- Assignments, both major and minor, entail written work and verbal presentations. Indicate that by the end of the course, students should be comfortable speaking in front of their peers.
- No marks will be given for incomplete assignments or assignments that are not submitted by the due date, unless a valid reason has been established and agreed upon by the teacher and the student.
- The class will be as interesting as the students make it. Everyone is expected to participate in a positive, thoughtful, and courteous manner.
- Time will be given to work on assignments in class. Students are expected to use this time wisely.
- Proper documentation is required on all assignments. Independent study work that does not meet minimum standards or that appears to be plagiarised will not be marked.

Appendix A: A Sample Course

A sample outline for meeting the expectations of the IDC4U course follows. It presents the course content in four units. Within each unit, lesson topics are identified with related teaching/learning strategies and suggested assessment and evaluation.

Unit 1: Theory of Brain Development

(10 hours)

Description

Students discuss the theories of brain development and their application, and they investigate multiple intelligences. Students make use of technology to understand brain function and the development of learning at different stages.

Lesson Topics	Teaching/Learning Strategies	Assessment/Evaluation
<ul style="list-style-type: none">• Brain development theory• Stress, anxiety, and learning• Health and well-being• Components of the brain• Development of learning• Initiatives to understand brain development using modern technology• Application of brain theory to education• Gardner's Theory of Multiple Intelligences and its applications in the classroom	<ul style="list-style-type: none">• Examine theories of cognitive development and learning.• Debate the idea of nature vs. nurture and the impact of genetics and environment on brain development and learning.• Describe the effects of stress and anxiety on learning.• Develop fact sheets outlining health and well-being on brain development.• Outline the components of the brain.• Track the development of the brain over time.• Research modern methods of learning and brain theory: Where are we? Where are we going?• Report on how the ideas of brain theory have been applied to education.	<ul style="list-style-type: none">• Open debate of nature vs. nurture• Review of relevant theories on learning and cognition• Map of the brain• Written report on brain theory and its application to education• Oral discussion of multiple intelligences and education• Analysis of medical technology used in researching brain theory and cognitive development

Unit 2: Socialization and School Development**(16 hours)****Description**

Students investigate the structure of education in Ontario and its impact on students and parents. Students investigate the socialization of the individual through his/her school career and identify issues and challenges that face students today. They discuss the media's role in education and its representation and influence on family and education.

Lesson Topics	Teaching/Learning Strategies	Assessment/Evaluation
<ul style="list-style-type: none">• The structure of education in Ontario• The socialization of the individual through schooling• Social issues involving school (truancy, safety, defiance, bullying, anger management) and the management of these issues• Parental involvement in the school• Impact of a parent's involvement in the school• The impact of the media on individuals and its representation of family and school values	<ul style="list-style-type: none">• Analyse the legislation that has been established for education in Ontario.• Outline the development of public education in Ontario.• Debate the social issues involving school issues such as truancy, safety, etc.• Report on the impact of parental involvement in the school.	<ul style="list-style-type: none">• Chart or diagram of education in Ontario• Chronology of Ontario education• Open debate and discussion of school issues• Written report on the impact of parental involvement in the school

Unit 3: Ethics**(4 hours)****Description**

Students develop and research the theories of ethics in western society. Ethical behaviour can be described as finding the balance between self-interest and group responsibility. It can be seen primarily as a learned behaviour standing in opposition to an instinct. Ethical thought is a record of attempting to promote communal behaviour in order to ensure stability and harmony within the social group. Students apply this theory to education in Ontario.

Lesson Topics	Teaching/Learning Strategies	Assessment/Evaluation
<ul style="list-style-type: none">• Defining ethics and discussing contemporary theories of ethics• Models of ethics – materialistic, spiritual, and humanistic• Finding the balance between self-interest and group responsibility• The difference between good and evil• Defining the “good life”• A personal value system – Developing value decisions based on understanding of self	<ul style="list-style-type: none">• Use a mind map to define ethics.• Discuss the relevancy of ethics in everyday life and in education.• Outline contemporary thoughts on ethics.• View the “good life” as portrayed in modern media and analyse the effects on individuals and society.• Develop and report on a personal value system – Who am I?• Debate the need for ethics in education and the need for developing a social contract with society.	<ul style="list-style-type: none">• A debate on the need for ethics• Written report on relevant ethics theory in modern society and its importance in education in Ontario

Unit 4: Mentoring Activities and Credit Recovery**(80 hours)****Description**

Students work with at-risk students in a peer tutoring atmosphere. Students mentor at-risk students through literacy and numeracy activities and during credit recovery curriculum, applying theories learned from their work in previous units. Students are responsible for weekly journals in which they reflect on the application of these theories.

Lesson Topics	Teaching/Learning Strategies	Assessment/Evaluation
<ul style="list-style-type: none">• Applying theories of brain development when delivering curriculum• Using multiple intelligences theories to deliver curriculum effectively• Health and well-being as components of being an effective learner• Using theories of child development to deliver curriculum effectively• Awareness of social issues in effectively presenting curriculum• Awareness of the role of ethics in education	<ul style="list-style-type: none">• Identify appropriate multiple intelligences that assist students in learning.• Use cognitive development theory to evaluate and assess student needs.• Provide techniques for limiting stress situations.• Develop lists of possible accommodations to assist at-risk students.• Outline social issues that may affect student performance.	<ul style="list-style-type: none">• Written weekly journals reflecting on the use of theories, accommodations, and student issues• Biweekly conferences with other students regarding effectiveness of sessions and strategies used• A log of minutes for biweekly sessions

Learning Expectations Addressed

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- demonstrate the skills and strategies used to develop interdisciplinary products and activities;
- evaluate the significance of neuroscience and theories of brain development during critical periods in early childhood;
- analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging;
- investigate and interpret the contributions that schools make to the socialization of individuals across the life span;
- identify and evaluate the various ways in which the media can be seen as agents of socialization;
- demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development;
- demonstrate an understanding of the main questions, concepts, and theories of ethics;
- illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life;
- demonstrate an understanding of how philosophical theories of ethics are implicit in other subjects;
- use knowledge of recent developments in the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;
- use a range of organizational structures and patterns to produce unified, coherent, and effective written work;
- revise their written work, independently and collaboratively, with a focus on sufficient development of content, coherent organization, clear expression, and effective style;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
- organize data to facilitate manipulation and retrieval;
- be able to plan for research, using a variety of strategies and technologies;
- be able to access appropriate resources, using a variety of research strategies and technologies;
- be able to process information, using a variety of research strategies and technologies;
- be able to assess and extend their research skills to present their findings and solve problems;
- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies;
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- analyse and describe how interdisciplinary skills relate to personal development and careers;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Integrated Learning

This programming integrates learning expectations from the following courses:

- English, Grade 12, University Preparation (ENG4U)
- Interdisciplinary Studies, Grade 12, University Preparation (IDC4U or IDP4U)
- Issues in Human Growth and Development, Grade 12, University/College Preparation (HHG4M)
- Mathematics of Data Management, Grade 12, University Preparation (MDM4U)
- Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

Assessment/Evaluation

The expectations in this course are assessed and evaluated through a variety of appropriate activities as indicated in the unit descriptions. At the beginning of the course, students receive an outline of how they will be assessed/evaluated.

The student's final percentage grade is based on achievement of the expectations. Learning skills, punctuality, and attendance are recorded separately on the Ontario Provincial Report Card. Learning Skills are an important statistic to understand how well students perform in the class.

Resources

Course Profiles: (available for download at www.curriculum.org)

Issues in Human Growth and Development, Grade 12, University/College Preparation, HHG4M, Public District School Board Writing Team, 2002.

Philosophy: Questions and Theories, Grade 12, University Preparation, HZT4U, Public District School Board Writing Team, 2002.

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Appendix B: Sample Topics for Seminars

A. Violence and Bullying

1. Summarize the three key points from the presentation.
2. Read and highlight the four articles in this package:
 - Bullying Fact Sheet
 - Bullying in Canada
 - Success Stories: Focus on Bullying
 - Finding Common Ground

In the margin, write key words that you will be able to use for reference during the discussion.

Summarize into key points the concepts that are relevant to our discussion.

Finding Common Ground is a model that has been proposed to assist groups of people in helping others. Highlight the article in preparation for the discussion and determine its appropriateness for the issue of violence and harassment.

3. Find an article that complements the articles. Either locate one of the references listed after the reading or find one that you feel is appropriate by searching the Internet.

Bring a copy to the seminar. Read and highlight key points that will help you present the significance of the article for the topic and discussion.
4. Conduct a search of newspaper articles from over the past 4 weeks to determine if there have been any preventative measures or initiatives taken that identify violence and harassment in Canada. Bring your findings to class.

Sample Fact Sheet

What is bullying?

- fundamentally a “relationship” problem
- the assertion of interpersonal power through aggression
- negative physical or verbal actions that have hostile intent, cause distress to victims, are repeated over time, and involve a power differential between bullies and their victims

Different Types of Bullying

Physical	Psychological (Verbal)	Psychological (Social)
Hitting	Insults	Gossiping
Kicking	Slurs	Rumours
Punching	(Sexual) Harassment	Ignoring/Excluding
Pushing/Shoving	Racial Comments	
	Threats	
* Can cause physical harm to a child's body	* Destabilizes a child's sense of self	* Destabilizes a child's position in his/her social group

- Physical bullying and psychological bullying are not necessarily mutually exclusive. Psychological bullying can evolve from a physical bullying incident.
- Within psychological bullying, the “social” acts of gossiping, spreading rumours, and exclusion are more prevalent than the “verbal” acts.

Facts about Bullying

- Bullying is both a girl and a boy problem (65% of boys and 75% of girls in high school reported being verbally or socially aggressive).
- It peaks in the early high school years. (The transition to, and the adjustment to high school is a particularly difficult time for many students; a similar number of boys and girls psychologically bully and are bullied.)
- It mainly occurs between same-sex peers.
- Incidences between opposite-sex peers or romantic peers increase across the high school years, as sexual issues/romantic relationships become more important, but they are not as prevalent as incidents of verbal or social aggression that exists between same-sex peers.

Consequences

Bully	Bullies reflect a lack of empathy or understanding of others' feelings, and an inappropriate use of power in social relationships. The problem can continue into adolescence and adulthood, leading to (sexual) harassment, dating aggression, child abuse, and elder abuse.	
Bully and Victim	Externalizing Problems	– aggressive behaviour, delinquency – more prevalent amongst boys
	Internalizing Problems	– anxiety, depression – more prevalent amongst girls

B. Multiple Intelligence Theory

1. Discuss how the demands of our education system make learning difficult for many students.
2. Briefly describe, using the story of Carson from “A Mind at a Time,” how misunderstanding learning styles can affect a student’s opinion of education. Draw comparisons with last week’s discussion.
3. Describe the lesson to be learned from Caleb in Levine’s “A Mind at a Time.”
4. Discuss the relationships between Levine’s ideas and Gardner’s Theory of Multiple Intelligences.
5. What difficulties do you see in trying to accommodate multiple intelligences in mainstream classrooms?
6. Which of the multiple intelligences do you feel best suits our current education system, and why? What implications does this have on individual learning?
7. Theoretically, Gardner’s ideas are widely accepted. Discuss reasons that would make the Theory of Multiple Intelligences difficult to accept.
8. How does Hypocrite’s statement at the beginning of Levine’s book relate to effective learning for a student who’s cognitive “wiring” is different from the “norm”?

C. Multiculturalism

Reading: “Controversy and the Search for Common Ground: Multiculturalism & the English Curriculum” by Cam MacPherson (1997), printed in *Issues in English, 2000*, OISE.

1. Problems and Challenges:
 - a) What does “culturally and linguistically heterogeneous” mean? In a large urban environment? In a smaller community?
 - b) Why does the writer feel the stakes are high if we cannot make multiculturalism work in Ontario schools?

2. Freedom and Decentralization:
 - a) What does he mean by suggesting that English curriculum “ensured the continuance of Canada’s psychic colonialism”?
 - b) What developments occurred in the ‘70s? in the ‘80s?

3. The Present Controversy: Literacy and the Common Culture:
 - a) Why do senior academic English requirements frustrate the post-secondary ambitions of immigrant students?
 - b) What problems are inherent in offering content that reflects minorities?
 - c) MacPherson insists that a common ground may be found in our traditions and values, which are different from America’s. Do you agree? Provide specific examples of these distinctions from your personal thoughts and experiences.
 - d) In light of the arguments put forward in this essay, do you think there is much point in continuing to teach Shakespeare in high schools in Ontario? Justify your response.

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<<http://washingtonpost.com/wp-dyn/articles/A1337-2004Sep6.html>>.

Appendix C: Sample Book Report

Topic: Education and Social Concerns in Canada

Publication: Stein, J.G., *The Cult of Efficiency*. Toronto: House of Anansi Press, 2001.

About the Author:

Janice Gross Stein is a professor in the Department of Political Science and the director of the Munk Centre for International Studies at the University of Toronto. She is often used as a reference for international political affairs for Canadian broadcasters.

The CBC Massey Lectures Series:

This book is the published lecture from the Massey Lectures, which began in 1961 and were created in honour of the Right Honourable Vincent Massey, the former governor general of Canada. They were developed to give an opportunity for distinguished authorities to discuss the results of original studies in areas of contemporary interest. The information in this book was broadcast in November 2001 on CBC and was subsequently published by Anansi Press.

The Thesis of the Book and Lecture:

Janice Gross Stein (2001) states: “a cult is a system of religious worship that engenders almost blind loyalty in its members” (p. 4). The belief in the need for efficiency in Canada and western society has approached cult status in the post-industrial age we are in, according to the author. This book explores how efficiency has a role in the current debates about education and health care, which are two fundamental public services that society needs. Stein suggests that the “state is branded as wasteful, and market mechanisms are heralded as the efficient alternative” (p. 6). Understanding the systems and defining accountability for services in these processes are part of this discussion. Stein is not attempting to define a solution for the problems of health care and education, but she does effectively explore the challenges that the right to choice in our society creates for our public goods and services.

Relevant Quotes:

“I believe that one ought to have only as much market efficiency as one needs, because everything that we value in human life is within the realm of inefficiency – love, family, attachment, community, culture, old habits, comfortable old shoes.”

Edward Luttwak

“The primary function of the Canadian welfare state is not to redistribute wealth – it does almost none of that. Government is involved in the economy because, in many cases, the state is able to deliver goods and services more efficiently than the market.”

Joseph Heath

These two quotes open Janice Gross Stein’s lecture and subsequent book and illustrate the ideas she explores in the *Cult of Efficiency*. There is a seduction about being efficient in Canadian society. The author questions what it is we are being efficient at and whether or not there are some things in human society where efficiency should not be seen as the most crucial element. Stein (2001) describes her motivation for her research when she discusses a time her mother was in hospital (p. 2). Her mother was due to be released after surgery, but the family needed her to stay longer than the period suggested by the hospital. She was considered to be a negative statistic during the extra time spent in hospital because her presence drove down efficiency ratings (Stein, 2001, p. 2). According to Stein, making efficiency as an end misuses language and inevitably has consequences for the way citizens conceive public life. Stein suggests that “when we define efficiency as an end, divorced from its larger purpose, it becomes nothing less than a cult” (p. 4).

The Cult of Efficiency:

According to Stein (2001), “public education and health care are among the most basic public goods of concern to citizens everywhere,” and she stresses her concern for these institutions (p. xii). According to Stein, post-industrial society is still being made and it affects the way that our lives are organized, what we fear, and how we see the state. Therefore, how citizens come together in public space and the language that we use to discuss issues of concern is relevant to how we construct democratic processes in post-industrial society. In addition to thorough research, the author visited public schools and hospitals in Ontario in order to understand how arguments about efficiency affect people’s lives.

The book discusses the term *efficiency* and the prevalent use of it in Western society. Stein (2001) suggests that “efficiency is often a code word for an attack on the sclerotic, unresponsive, and anachronistic state, the detritus of the industrial age that fits poorly with our times” (p. 7). The author also explains how new public markets of education and health care are being developed when the state contracts others to supply important public goods. Looking closely at these public markets, Stein states that they “are not delivering what they promise” (p. 7). The discussion about efficiency inevitably leads to a broader discussion of accountability and a debate about choice as a value and a right.

This book does not propose to solve the problems in the education and health care systems in Ontario. However, the author uses education and health care to discuss how society is involved with the delivery of important public goods and services. This is a necessary discussion about how the perception of the state is changing. This changing public view of the state will have great consequences on how public goods are thought of and how they will be delivered in the future, which in turn will affect those involved in education and health care in Ontario.

Student-led Discussion:

Read the section included on The Value, and Illusion of Choice.

Describe in detail how Canadian and American views on choice differ. How does this affect our public goods?

Do you believe this view in Canada will continue?

Sample Rubric – Book Report: Seminar Discussion

Name:

Book Title:

Subject:

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding: The student has prepared notes from the book for the presentation.	The student has prepared limited notes	The student has prepared some notes	The student has prepared thorough notes	The student has prepared insightful and thorough notes
Thinking: Comments made reflect thoughts about the book	Comments made reflect limited thoughts about the book	Comments made reflect some insightful thoughts about the book	Comments made reflect insightful thoughts about the book	Comments made reflect insightful and expanded thoughts about the book
Communication: Clear and thorough presentation	Communicates information and ideas with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Application: The student applies the material and questions to his/her personal life and expands the context of the discussion.	The student applies the material and questions to his/her personal life with limited effectiveness and does not expand the context of the discussion	The student applies the material and questions to his/her personal life with some effectiveness and expands the context of the discussion	The student applies the material and questions to his/her to personal life with considerable effectiveness and expands the context of the discussion	The student applies the material and questions to his/her personal life with a high degree of effectiveness and expands the context of the discussion with insight

Comments:

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