Teaching and Learning: Strategies for Student Success

A Resource for Classroom Teachers, Grades 1-12

Secondary Resource: Grades 7-12

2005

Source for the areas of learning in this resource:
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Underlying Principles and Purpose

The areas of learning and instructional process presented in *Teaching and Learning: Strategies for Student Success*:

- promote student learning and achievement in all subject areas in school

  - *Teaching and Learning: Strategies for Student Success* is a resource document for use with all students. Research indicates that the areas of learning and instructional practices in the resource will support the achievement of all students, including those with significant risk factors:

    ... achievement in school is made more likely when: teachers teach for mastery; curricula are relevant to students’ present and future needs; authentic assessment practices are used; democratic classrooms are created where students contribute to the rule-making and governance; rational, humane and consistent behaviour management techniques are adopted; teachers are warm, approachable, fair and supportive and a range of ways of being successful are made available to students. (Howard, Dryden & Johnson, 1999, p.316 in Levin, B. 2004.)

- foster the development of strengths, protective factors, that contribute to resilience - the capacity of individuals to overcome risk factors (Garmezy, 1985 in Terrisse, 2000)

  - Bonnie Benard, in *Resiliency: What We Have Learned* (2004) describes 4 categories of strengths that resilient individuals have: social competence, problem-solving abilities, autonomy (i.e., a sense of self, identity and power) and a sense of purpose.

  - Risk is contextual. A set of circumstances, risk factors, cause someone to be at risk – of not learning in grade 1, of dropping out of school in grade 9 or of losing a job at 45. The resilient individual has a better chance of beating the odds.

- provide explicit strategies to help students assume increased responsibility for their actions, interactions and learning - this results in fewer classroom management issues

- contribute to appropriate secondary school course and program selection
Introduction

Teaching and Learning: Strategies for Student Success
A Resource for Classroom Teachers, Grades 1-12
Secondary: Grades 7-12

1. What is this?

Teaching and Learning: Strategies for Student Success is a resource for all classroom teachers, Grades 1-12 for use with all students.

The Content

The learning experiences in the resource are those that we often associate with ‘the hidden curriculum’- what we decide to teach because it helps students learn and thrive in our classrooms. The experiences in this document therefore can be integrated into all subject areas.

Teaching and Learning: Strategies for Student Success focuses on learning experiences, instructional strategies and an instructional process that helps students develop the personal knowledge and skills to:

− interact positively with others
− learn autonomously
− work with others
− connect their interests, strengths and values to their accomplishments, goals and plans
− develop a personal pathway for continued learning and work

The source for the areas of learning in this resource is Choices Into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999. This resource, although extensive does not include all of the aspects of student learning outlined in the Choices Into Action policy.

Teaching and Learning: Strategies for Student Success is organized into four sections.

Section 1. Creating A Positive Learning Environment
Section 2. Motivating And Engaging The Learner
Section 3. Creating A Classroom Learning Community
Section 4. Developing Pathways – Making Career Connections

Brief Learning Experiences That Set Students Up For Success...

The content is presented as a series of brief ‘learning experiences’. These learning experiences are grouped into grade groups - Grades 1-3, Grades 4-6, Grades 7-8 and Grades 9-12 which are further categorized according to common themes.

Generally, the learning experiences are short, 15 to 30 minute experiences that set students up for success in the regular ‘subject’ work that follows (e.g., a planning strategy to use when working on a group task, a thinking strategy to focus reading and writing). A few learning experiences may require more time (e.g., establishing ways of working together, finding out occupations that relate to a subject area).
### The Approach

*Teaching and Learning: Strategies for Student Success* is presented as a series of learning experiences that replicate an approach to teaching that naturally unfolds as we decide how to best meet the learning needs of our current group of students. For example:

<table>
<thead>
<tr>
<th>Resource Sections</th>
<th>What Teachers Do…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating A Positive Learning Environment</td>
<td>First, then ongoing:</td>
</tr>
<tr>
<td></td>
<td>■ help students get to know each other</td>
</tr>
<tr>
<td></td>
<td>■ work with students to establish ways of positively interacting with each other – to ensure emotional and physical safety</td>
</tr>
<tr>
<td></td>
<td>■ help students develop an understanding of their responsibilities in the class – to themselves and others</td>
</tr>
<tr>
<td>2. Motivating And Engaging The Learner</td>
<td>Soon after, then ongoing:</td>
</tr>
<tr>
<td></td>
<td>■ get to know the students – their strengths and needs to figure out ‘what works’</td>
</tr>
<tr>
<td></td>
<td>■ help students learn strategies that help them learn and complete their tasks/assignments</td>
</tr>
<tr>
<td></td>
<td>■ help students make the connection between their strengths and accomplishments (i.e., success is not usually an accident)</td>
</tr>
<tr>
<td>3. Creating A Classroom Learning Community</td>
<td>Later – when students are ready, ongoing</td>
</tr>
<tr>
<td></td>
<td>■ help students learn how to work productively with others – solving or avoiding many of their own problems, taking responsibility for finding ways to understand, getting things done and supporting each other in learning</td>
</tr>
<tr>
<td>4. Developing Pathways – Making Career Connections</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>■ help students connect their interests and strengths to their accomplishments, goals and plans (Grades 1-12)</td>
</tr>
<tr>
<td></td>
<td>■ help students find meaning in what they do by connecting learning in school to where it is used outside of school (Grades 1-12)</td>
</tr>
<tr>
<td></td>
<td>■ help students think about the learning in a particular subject in terms of education and work plans (Grades 7-12)</td>
</tr>
</tbody>
</table>
The Layout

Each learning experience in *Teaching and Learning: Strategies for Student Success* is outlined in the same way using the following format:

A. ‘At A Glance’: a brief overview of the learning experience

B. ‘How To’:

The Learning Design Phases

<table>
<thead>
<tr>
<th>Learning Design Phase</th>
<th>What Teachers Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activate:</strong></td>
<td>– help students connect what you are going to teach with an experience or learning they have had previously</td>
</tr>
<tr>
<td>– Activate Prior Learning or Experience.</td>
<td></td>
</tr>
<tr>
<td>– Set the context.</td>
<td></td>
</tr>
<tr>
<td><strong>Instruct:</strong></td>
<td>– teach the skill or concept in isolation – explicitly</td>
</tr>
<tr>
<td>– Use an instructional strategy to help students learn or to reinforce learning.</td>
<td></td>
</tr>
<tr>
<td>– Practise.</td>
<td>– provide some time for students to practise</td>
</tr>
<tr>
<td><strong>Check:</strong></td>
<td>– when students are practising, check to see if they can do it/understand it</td>
</tr>
<tr>
<td>– Check for understanding and provide feedback.</td>
<td>– provide feedback to consolidate learning.</td>
</tr>
<tr>
<td><strong>Reflect:</strong></td>
<td>– help students make personal connections with the new learning. e.g., How can they use it in other places than the classroom or in other classes and subjects?</td>
</tr>
<tr>
<td>– Provide opportunities for reflection.</td>
<td></td>
</tr>
<tr>
<td>– Provide closure.</td>
<td></td>
</tr>
<tr>
<td><strong>Apply:</strong></td>
<td>– help students transfer their learning to your subject by providing an opportunity for application</td>
</tr>
<tr>
<td>– Use the learning in a subject area.</td>
<td></td>
</tr>
</tbody>
</table>

Support

– describes how this student learning can be extended and supported by others in the school
– lists supports for classroom teachers for this area of learning

Resources

– lists resources used in the learning experience; related resources

Appendices

– contain handouts, charts or references that relate to the learning experience
2. Why do this?

Why should I use the learning experiences in this resource?

The following provides a general rationale for the what is taught and how it is taught. (Note: A brief rationale is also provided in the overview of each section.)

1. Creating A Positive Learning Environment

   **Content:** The student learning that focuses this section is the development of personal and interpersonal skills.

   **Context:** These are taught in the context of creating a positive learning environment. Students develop the interpersonal skills required to interact positively with others in learning experiences that are designed to help them feel welcomed, valued, safe from threat and aware of their own responsibility in contributing to the positive state of the learning environment.

   **Rationale:**

   **Content:** Why teach this?
   - Social competence is an attribute of resilience. Resilience is the capacity to bounce back – to overcome risk factors. (Benard, 2004<sup>iii</sup>, Terrisse, 2000, p.7<sup>iv</sup>)
   - Students learn to take responsibility for the way they interact and work with each other. Classroom management issues decrease.

   **Context:** Why teach this – this way?
   - Learning is inhibited by stress and threat. (Caine, 1991<sup>v</sup>; Wolfe, 2001<sup>vi</sup>; Jensen, 1998<sup>vii</sup>)
   - A safe environment positively impacts student achievement. (Marzano, 2003<sup>viii</sup>)

2. Motivating and Engaging the Learner

   **Content:** The student learning that focuses this section is learning ‘how to learn.’ Students learn strategies to structure their thinking as well as strategies for literacy and working independently. Students also learn to use strategies that align with their preferred ways of learning.

   **Context:** The learning experiences acknowledge the differences in the various ways students learn best, recognize the vast differences in prior experience in a classroom and therefore provide opportunities for students to learn and demonstrate their learning in different ways.

   **Rationale:**

   **Content:** Why teach this?
   - Students who recognize and use their strengths and use strategies to help them learn, read, write and think develop a sense of competence and self-efficacy. These are attributes of resilience. (Sagor<sup.ix</sup>; Benard<sup>i</sup>)
Introduction

Why do this?

- Five of Robert Marzano’s categories of instructional strategies that significantly improve student achievement relate to thinking skills. (See page 15.)
- ‘Thinking’ is a cross-curricular achievement chart category in Ontario’s elementary and secondary curriculum. The learning experiences show how to integrate explicit teaching of thinking skills into all subject areas.

**Context: Why teach this – this way?**

- Humans learn differently. (Pat Wolfe, 2001) Students are more likely to engage in learning when their interests, needs and strengths are considered in the design of instruction.
- Differentiated Instruction facilitates student engagement and curricular achievement (Tomlinson, 2001).

3. **Creating a Classroom Learning Community**

**Content:** The student learning that focuses this section is the development of interpersonal skills that contribute to productive work in cooperative groups.

**Context:** The learning experiences in this section in combination with those in ‘Creating A Positive Learning Environment’ and ‘Motivating and Engaging the Learner’ help students work and learn together in groups, value each others’ differences and solve, prevent or minimize the problems and conflict that arise when working with others.

**Rationale:**

**Content: Why teach this?**

- “Essentially, we are social beings and our brain grows in a social environment.” (Jensen, 1998, p.93) Students who have the skills to explore ideas with others (e.g., question, clarify, summarize) can develop, reinforce and extend their understanding.
- Problem solving and social competence are attributes of resilience (Benard, 2004).
- As students learn to prevent or manage many of the issues that arise in group work, classroom management issues decline – leaving more time for teacher instruction and feedback.

**Context: Why teach this – this way?**

These learning experiences contribute to the development of a sense of support and belonging.

- A student’s “functioning in school is inextricably linked with his or her sense of belonging and connection to the school environment and his or her relationships with peers and teachers within it.” (K.A. Schonert-Reichl for Pan Canadian Education Research Symposium, Children and Youth At Risk, 2000)
- Cooperative Learning is a category of instruction that significantly improves student achievement (Marzano, 2003).
4. **Developing Pathways: Making Career Connections**

**Content:** The student learning that focuses this section is developing an understanding of self and finding out about education and work in areas of interest.

**Context:** The context for learning experiences in primary and junior grades is self-awareness and connecting the current curriculum topic to occupations in the community. In grades 7 through 12, students find out how school subjects relate to occupations of interest so that they can develop an appropriate education and career pathway. They relate what they learn in various subjects to Essential Skills that are used in virtually every occupation.

**Rationale:**

**Content: Why teach this?**
- Students see the connections between school and work. Student attention and intrinsic motivation increase when learning is relevant and engaging. (Jensen, 1998, p.49.)
- When students find career areas of interest and choose their high school courses accordingly, they see their learning as relevant and they develop a sense of purpose.
- Sense of purpose is an attribute of resilience.

**Context: Why teach this – this way?**
- Grades 7-12: Providing opportunities for students to explore occupations of interest related to high school subjects increases the likelihood of students enrolling in the courses they need to prepare for this area of career interest.
- Grades 7-12: Teachers in all subject areas have a means of illustrating for students how their subjects enhance preparation for occupations of interest.
### 3. What is here?

#### Section 1: Creating a Positive Learning Environment

- **Ways of Being Together**

#### CONTENT MAP

**ALL LEARNING EXPERIENCES CAN BE REPLICATED IN ANY SUBJECT AREA.**

Some examples have been provided and are noted in italics.

<table>
<thead>
<tr>
<th>THEME</th>
<th>Learning Experience Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades 1-3</td>
</tr>
<tr>
<td></td>
<td>Elementary Resource</td>
</tr>
<tr>
<td>Relating Positively To Others – Interacting</td>
<td>Welcoming Others *; *Drama/Dance, Language, Music</td>
</tr>
<tr>
<td>Taking Responsibility</td>
<td>Taking Care*; *Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*S Self-management is the ability to make choices about how one behaves and acts rather than relying on impulses.

The learning experience provides instruction that helps students develop:

* Learning Skills
+ Essential Skills
L Literacy Strategies
### Section 2: Motivating and Engaging the Learner

**Using Skills, Strategies & Strengths to Learn and to Show Learning**

<table>
<thead>
<tr>
<th>CONTENT MAP</th>
</tr>
</thead>
</table>

**ALL LEARNING EXPERIENCES CAN BE REPLICATED IN ANY SUBJECT AREA.**

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<table>
<thead>
<tr>
<th>THEME</th>
<th>Learning Experience Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades 1-3</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Self-Assessing*; Language, Visual Arts</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>Developing Learning Preferences*; Science, Social Studies</td>
</tr>
<tr>
<td>Literacy</td>
<td>Reading With a Purpose – A Before Reading Strategy L; Drama, Math., Science, Social Studies</td>
</tr>
<tr>
<td>Independence</td>
<td>Perseverance and Persistence*</td>
</tr>
</tbody>
</table>

The learning experience provides instruction that helps students develop:

- * Learning Skills
- + Essential Skills
- L Literacy Strategies
## Section 3: Creating a Classroom Learning Community

### Learning and Working Together

<table>
<thead>
<tr>
<th>THEME</th>
<th>Grades 1-3</th>
<th>Grades 4-6</th>
<th>Grades 7-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Roles</strong></td>
<td>Everyone Has a Role*; Language</td>
<td>Effective Team Members *L; Language, Social Studies</td>
<td>What’s My Role?*+; Drama/Dance, Language</td>
<td>High Performing Teams*+; Communications Technology</td>
</tr>
<tr>
<td><strong>Discussion Skills</strong></td>
<td></td>
<td>Making My Move *L; Science &amp; Technology</td>
<td>Let’s Talk! *+L; Visual Arts</td>
<td>The Art of Conversation*+L; Career Studies</td>
</tr>
<tr>
<td><strong>Group Problem Solving</strong></td>
<td>Stop Think Go*L; Health and Physical Education, Language</td>
<td>What Would You Do?*; Language</td>
<td>What Gets In The Way?*+; Drama &amp; Dance</td>
<td>Dealing With Group Issues*+</td>
</tr>
<tr>
<td><strong>Managing Conflict</strong></td>
<td>I- Messages *; Drama &amp; Dance, Health and Phys Ed.</td>
<td>Win/Win*; Health &amp; Phys Ed., Language, Social Studies</td>
<td>Finding Solutions *+; History</td>
<td>Let’s Negotiate *+</td>
</tr>
</tbody>
</table>

The learning experience provides instruction that helps students develop:

* Learning Skills
+ Essential Skills
L Literacy Strategies
### Section 4: Developing Pathways: Making Career Connections

**Connecting Self, School and the World of Work**

**CONTENT MAP**

ALL LEARNING EXPERIENCES CAN BE REPLICATED IN ANY SUBJECT AREA.
Some examples have been provided and are noted in italics.

<table>
<thead>
<tr>
<th>THEME</th>
<th>Grades 1-3</th>
<th>Grades 4-6</th>
<th>Grades 7-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness: Career Connections</strong></td>
<td>My Interests*; Drama and Dance, Music, Visual Arts, Science &amp; Technology</td>
<td>Personal Prisms*; Language, Visual Arts</td>
<td>M.I. Occupations*; History</td>
<td>Matchmaker, Matchmaker*+; English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transferable Skills/ Learning Skills*; Geography, Science</td>
<td>Transferable Skills: Essential Skills/Learning Skills*+; Business Studies</td>
</tr>
<tr>
<td><strong>Finding Out: About Education and Work</strong></td>
<td>What I Want To Be*; Health &amp; Phys Ed, Science &amp; Technology</td>
<td>Fat and Skinny Questions*; Social Studies</td>
<td>What's Your Job Like? *++; Geography</td>
<td>School Subjects and Work * +</td>
</tr>
<tr>
<td>- Getting Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Essential Skills</td>
<td></td>
<td></td>
<td>Why are we learning this - Essential Skills!+; Visual Arts</td>
<td>Why are we still learning this- Essential Skills!+;</td>
</tr>
<tr>
<td><strong>Developing Personal Pathways</strong></td>
<td></td>
<td></td>
<td>Post Secondary Myths 1 * Science &amp; Technology</td>
<td>Post Secondary Myths 2 * Integrated Technologies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing a Personal Path*++; Science</td>
<td>Finding the Way*+; Dramatic Arts</td>
</tr>
</tbody>
</table>

The learning experience provides instruction that helps students develop:

* Learning Skills
+ Essential Skills
L Literacy Strategies
## Introduction

**What do I need to know?**

### 4. What do I need to know?

#### How to use this resource

**Sequencing of Sections**

Generally, the learning experiences in *Section 1*, Creating a Positive Learning Environment are designed to help students learn the personal skills that contribute to a positive learning environment and to agree on some mutual expectations for ways of working together. These experiences relate to early stages of group development (i.e., Inclusion or Forming - see chart below). *Select these learning experiences first – early in the year or semester.*

*Section 2*, Motivating and Engaging the Learner, and *Section 4*, Developing Pathways: Making Career Connections are designed to be experienced at any time throughout the term, semester or year. Many of the learning experiences in these sections require small and large group work. Review with students the skills they need to demonstrate to participate successfully.

*Section 3*, Creating a Classroom Learning Community, deals with working in groups. To participate in many of these learning experiences, *students require the skills that are the basis of Section 1 - Creating a Positive Learning Environment.*

Creating a Classroom Learning Community focuses on skills required for the Storming and Norming or Influence Stages of Group Development. These skills are the interpersonal skills required to work with others.

### Chart: Teaching and Learning: Strategies for Student Success and Stages of Group Development

<table>
<thead>
<tr>
<th>Teaching and Learning: Strategies for Student Success</th>
<th>Stages of Group Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION</strong></td>
<td><strong>Peck</strong></td>
</tr>
<tr>
<td>1. Creating a Positive Learning Environment</td>
<td>1. Forming</td>
</tr>
<tr>
<td>2. Motivating and Engaging the Learner</td>
<td>2. Storming</td>
</tr>
<tr>
<td>3. Creating a Classroom learning Community</td>
<td>3. Norming</td>
</tr>
<tr>
<td></td>
<td>5. Transforming</td>
</tr>
<tr>
<td></td>
<td><strong>Gibbs</strong></td>
</tr>
<tr>
<td></td>
<td>1. Inclusion</td>
</tr>
<tr>
<td></td>
<td>2. Influence</td>
</tr>
<tr>
<td></td>
<td>3. Community</td>
</tr>
</tbody>
</table>
Robert Marzano (2003, p.80) outlines nine categories of instructional strategies that positively affect student achievement. The bracketed numbers represent percentile gain in student achievement. The following instructional strategies used in *Teaching and Learning: Strategies for Student Success* are aligned with the Marzano categories.

<table>
<thead>
<tr>
<th>Research Based Categories of Instructional Strategies</th>
<th>Instructional Strategies:</th>
<th>Learning Experience Example</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing similarities and differences, using metaphors and analogies (45%)</td>
<td>Corners - Metaphors</td>
<td>3: <em>What Gets In The Way?</em></td>
<td>3.p.150</td>
</tr>
<tr>
<td>Summarizing and note taking (34%)</td>
<td>Ticket Out</td>
<td>4: <em>Why Are we Still Learning This?</em></td>
<td>4.p.242</td>
</tr>
<tr>
<td></td>
<td>PMI Summary Chart</td>
<td>1: <em>Looking in from the Outside</em></td>
<td>1.p.70</td>
</tr>
<tr>
<td></td>
<td>Reflection Slip</td>
<td>4: M.I. Occupations</td>
<td>4.p.190</td>
</tr>
<tr>
<td></td>
<td>Write/Square/Share</td>
<td>2: <em>My Multiple Intelligences</em></td>
<td>2.p.84</td>
</tr>
<tr>
<td>Reinforcing effort and providing recognition (29%)</td>
<td>Talking Cards</td>
<td>1: <em>Listening for Understanding</em></td>
<td>1.p.48</td>
</tr>
<tr>
<td>Assigning homework and practice (28%)</td>
<td>Two Heads are Better Than One</td>
<td>3: <em>The Art of Conversation</em></td>
<td>3.p.166</td>
</tr>
<tr>
<td></td>
<td>Reflect: Stop Think Explore</td>
<td>1: <em>Look Before You Leap</em></td>
<td>1.p.21</td>
</tr>
<tr>
<td>Using Non-Linguistic Representations (27%)</td>
<td>Attribute Web</td>
<td>1: <em>Giving and Receiving Feedback</em></td>
<td>1.p.54</td>
</tr>
<tr>
<td></td>
<td>Hand Knot Windsor Knot</td>
<td>2: <em>Let Me Reflect On That</em></td>
<td>2.p.106</td>
</tr>
<tr>
<td></td>
<td>Place Mat</td>
<td>3: High Performing Teams</td>
<td>3.p.159</td>
</tr>
<tr>
<td></td>
<td>Role Play</td>
<td>3: Finding Solutions</td>
<td>3.p.154</td>
</tr>
<tr>
<td></td>
<td>Talking Cards</td>
<td>1: <em>Listening for Understanding</em></td>
<td>1.p.48</td>
</tr>
<tr>
<td></td>
<td>Value Line / Fold the Line</td>
<td>3: Let’s Negotiate</td>
<td>3.p.176</td>
</tr>
<tr>
<td>Cooperative Learning (27%)</td>
<td>Business Cards</td>
<td>1: <em>Strengths in Numbers</em></td>
<td>1.p.35</td>
</tr>
<tr>
<td></td>
<td>Gallery Walk</td>
<td>3: <em>The Art of Conversation</em></td>
<td>3.p.166</td>
</tr>
<tr>
<td></td>
<td>Round Table-Round Robin</td>
<td>3: Finding Solutions</td>
<td>3.p.154</td>
</tr>
<tr>
<td></td>
<td>Simple Jigsaw</td>
<td>3: High Performing Teams</td>
<td>3.p.159</td>
</tr>
<tr>
<td></td>
<td>Write/Square/Share</td>
<td>2: <em>My Multiple Intelligences</em></td>
<td>2.p.84</td>
</tr>
<tr>
<td>Setting Objectives and Providing Feedback (23%)</td>
<td>Built into Learning Design Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generating and Testing Hypotheses (23%)*</td>
<td>Case Study</td>
<td>1: <em>Look Before You Leap</em></td>
<td>1.p.21</td>
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<td></td>
<td>Concept Formation</td>
<td>1: Establishing Mutual Expectations</td>
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<td></td>
<td>Fishbowl Strategy</td>
<td>1: Rules of Engagement When the Going Gets Tough!</td>
<td>1.p.44</td>
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<tr>
<td>Questions, Cues, Advance Organizers (22%)</td>
<td>Multiple Lens Thinking</td>
<td>1: <em>Looking in from the Outside</em></td>
<td>1.p.70</td>
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<td></td>
<td>Place Mat</td>
<td>3: High Performing Teams</td>
<td>3.p.159</td>
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## Miscellaneous Activities and Energizers

<table>
<thead>
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<th>Activity</th>
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<tr>
<td>Comics Grouping</td>
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<td>Fist to 5 Consensus</td>
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<tr>
<td>Mad Minute Intro</td>
<td>1: Strengths in Numbers</td>
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<tr>
<td>Parking Lot</td>
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<tr>
<td>Ping Pong Word Association</td>
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<tr>
<td>Thumb Wrestling</td>
<td>1: Rules of Engagement When the Going Gets Tough!</td>
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</tr>
<tr>
<td>Walk-About</td>
<td>2: Concept Maps – Critical Thinking</td>
<td>2.p.115</td>
</tr>
</tbody>
</table>

### Endnotes


Section 1: Creating a Positive Learning Environment

Secondary: Grades 7-12
## Section 1: Creating a Positive Learning Environment

### 1. What is this?

A collection of learning experiences for Grades 7 - 12 that illustrates ways to establish a positive classroom environment that nurtures learning by:

- **Manage Own Behaviour**
  - helping students manage their own behaviour in the classroom

- **Relate Positively to Others**
  - helping students communicate effectively and interact positively with each other

- **Take Responsibility**
  - involving students in creating classroom expectations that help them feel welcomed, valued and supported in the classroom

### 2. Why do this?

- Creating a non-threatening environment in which students are emotionally and physically safe has a significant impact on student learning and achievement. *Marzano, 2003, p. 53-59, 71-77; Jensen, 1998, p.52; Howard, Dryden and Johnson, 1999, p.316*

- A student’s “functioning in school is inextricably linked with his or her sense of belonging and connection to the school environment and his or her relationships with peers and teachers within it.” *(K.A. Schonert-Reichl for Pan Canadian Education Research Symposium, Children and Youth At Risk, 2000)*

- Social competence, problem-solving skills, autonomy – self-efficacy and self-control and a sense of purpose are the attributes that foster resilience. *Benard, 2004.*

- A common language and a shared understanding of expectations for behaviour in the classroom and a sense of ownership of these expectations by the students reduce classroom management issues and positively influences student achievement. *Marzano, 2003 (pp71-77) Howard, Dryden and Johnson, 1999, p.316*

- In any new group, people are pre-occupied about ‘fitting in’. *Students are too!*
### 3. What is here?

**ALL LEARNING EXPERIENCES CAN BE REPLICATED IN ANY SUBJECT AREA.**
Some examples have been provided.

* Learning Skills     + Essential Skills     L  Literacy Strategies

---

#### Grades 7-8

<table>
<thead>
<tr>
<th>Theme</th>
<th>Title</th>
<th>*</th>
<th>+</th>
<th>L</th>
<th>Subject Area</th>
<th>page</th>
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<td>Look Before You Leap</td>
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<td>✓</td>
<td></td>
<td>Mathematics, Science and Technology</td>
<td>21</td>
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<td>Listen Up!</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Mathematics</td>
<td>25</td>
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<td>Participating Positively</td>
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<td>✓</td>
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#### Grades 9-12

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<td>✓</td>
<td></td>
<td></td>
<td>44</td>
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<td></td>
<td>When the Going Gets Tough</td>
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<td>Listening for Understanding</td>
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<td>✓</td>
<td>✓</td>
<td>Canadian and World Issues</td>
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<td>✓</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Taking Responsibility</td>
<td>Looking Out for One Another</td>
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<tr>
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<td>✓</td>
<td>✓</td>
<td></td>
<td>Canadian History</td>
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</tbody>
</table>
4. What do I need to know?

A. Learning experiences like those in ‘Creating A Positive Learning Environment’ are important at the beginning of the year, term, semester and on return from holidays. At these times, students are in an early stage of group development (e.g., forming or inclusion).

The Stages of Group Development apply to every group, team or class.

<table>
<thead>
<tr>
<th>Stages of Group Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peck (^{vi})</td>
</tr>
<tr>
<td>1. Forming</td>
</tr>
<tr>
<td>2. Storming</td>
</tr>
<tr>
<td>3. Norming</td>
</tr>
<tr>
<td>4. Performing</td>
</tr>
<tr>
<td>5. Transforming</td>
</tr>
</tbody>
</table>

The primary concern of students in the beginning stages of coming together as a class or group is a preoccupation of how to fit into the group and whether they fit into the group.

Experiences that address these concerns are those that help students get to know each other and establish and practice agreed-upon ways of working and learning together.

B. The teacher’s role is critical. It is important that they:
- are role models for the expectations that all have set.
- remind students about the ways they are to work together, provide feedback on the ways students work together
- provide on-going opportunities for students to assess the way they work together and when appropriate, determine ways they can improve.

Endnotes

Title: Look Before You Leap
Theme: Self-Management

Synopsis:
Students use puzzles and optical illusions to introduce the idea that ‘things are not always as they seem’. Students learn a Stop, Think, Explore strategy to help them deal appropriately with social situations that may cause them to ‘jump to conclusions’.

Criteria for Assessment—‘Look Fors’
Students are able to:
- identify situations that require further investigation to avoid making false assumptions and reacting inappropriately
- use a Stop, Think, Explore strategy in situations that require further investigation

Overview

Purpose
This experience will help students to:
- understand how easily people can make false assumptions based on little or no information or based on their personal experiences

Pay off
- Students in grades 7 and 8 often come to class thinking about things that have ‘gone wrong’ socially. In many cases, they have made assumptions about social situations and sometimes have responded inappropriately. During these times, the students are more concerned about their social issues than academic ones. This learning experience outlines an approach you can use to help your students deal with interpersonal issues that arise in class in group work or are ‘carryovers’ from a previous situation. The strategy can help minimize the frequency and duration of interruptions and positively impact the learning environment.

Planning
- Gather puzzle pieces, either commercial or prepared. Create simple puzzles by gluing magazine pictures on stiff cardboard then cutting into puzzle shapes.
- Select an optical illusion (see Resources).

Links to Choices Into Action:
Interpersonal Development—Self-Management
- demonstrate the skills and knowledge necessary to manage their own behaviour
- demonstrate appropriate behaviour at school and in the community
### Activate

**A. Small Group**
- Working in groups of four, students are given one or two puzzle pieces that are part of a larger picture. Ask students to describe the larger picture based on their puzzle piece.
- Provide the group with the remainder of the puzzle pieces. Have them assemble the pieces. In their groups, they discuss the accuracy of their predictions for the larger picture.

**B. Numbered Heads**
- In their groups, students number off (1 through 4) and decide on the additional information they received when the larger picture was revealed. Call on a ‘number’ in a few of the groups to respond.
- Share with students that it is not always possible to draw conclusions about a situation if one has only a piece of the information.

**OR**
- Share with students an optical illusion [www.coolopticalillusions.com](http://www.coolopticalillusions.com) Gallery #1 – young lady, old lady
- Ask students to identify the figure they see first. Point out the second less obvious figure.
- Ask: What is the figure? How do you know? What happens when you see the second figure? Which is the correct image? (Both)
- Show a second illusion (e.g., bent lines) Are the lines parallel? How do you know – what proof do you have?
- Draw to their attention that things are not always as they seem and we don’t all see things the same way.

- Indicate to the class that, in life, we are often provided with only one piece of the puzzle. Sometimes we may ‘jump to a conclusion’ or ‘take things the wrong way’. Today they will examine some of these situations and learn to use a strategy to help them think before they act - to check to see if they have the whole picture - so that they can respond appropriately.

### Instruct

**A. Scenarios**
- Students work in pairs to read and discuss Scenario A and share their conclusions with the class.
  - **Scenario A:** Imagine that you are walking home from a friend’s house. Your next-door neighbour, on a bike, comes up behind you, and then crosses in front of you, almost knocking you down. He races up the street to his house. How would you feel? What might you respond?
- Repeat the activity with Scenario B
  - **Scenario B:** The same thing happens but behind him is his best friend. She tells you that he just got called home from school because his dad has to take his mom to the hospital to have a baby. He needs to get home quickly.
  - How would you react in this case?
HOW TO...  

Grades 7-8: Look Before You Leap

A. Whole Class Debrief
   - Ask the following questions:
     1. The same thing happened to you in both cases, how were your feelings and reactions different? Why do you think that is so?
     2. How does seeing the complete picture help you manage your responses?
   - Introduce the term ‘assumption’ as a statement or judgment that is made without proof.
   - Point out that in group work or interactions with friends, making assumptions or jumping to conclusions can negatively affect the way we work or get along.
   - Conclude, indicating that waiting to find out more information is a strategy for managing our response to situations and that some situations warrant this approach.
     1. Stop – Don’t say or do anything inappropriate!
     2. Think – There may be more to this picture than I am seeing now.
     3. Explore – When appropriate, find out additional information to guide your response.

Check

A. Case Studies - Pairs
   - Students work in pairs and select one of the following case studies:
     1. A group of teenagers is in a store at lunch time. The store manager follows them around the store until they leave.
     2. Two long time friends pass by each other in the hallway. Friend A doesn’t speak to Friend B which causes Friend B to become angry.
     3. Twice now your friends have gone off to the video arcade together, leaving you out.
   - Students use Stop, Think, Explore to guide their analysis of the case study:
     Stop/Think:
     1. To avoid an inappropriate response, what assumption(s) is/are being made? Why?
     2. What other pieces may there be to this puzzle?
   - Explore:
     1. What could the characters in the case study do to find out more information? Should they?
   - Pairs share. Discuss any negative or damaging implications of inappropriate reactions in these situations (e.g., loss of a friend). Conclude by encouraging students to use the Stop, Think, Explore strategy whenever they think that they do not have all of the information they may need for appropriate responses.

Reflect

- Ask students to observe, over the next 24 hours, times when they ‘jump to a conclusion’ or when they use the Stop, Think, Explore strategy to avoid ‘jumping to conclusions’ and responding inappropriately.
- When students enter class the next day, provide them with an index card or sticky note on which to record one of these instances. Students indicate on the sticky note or card whether this information can be shared.
- Collect the cards/notes and take a few minutes to share some of the examples.
HOW TO...  

Apply

This experience can be replicated in any subject area.

- **Science & Technology**: In science class – making assumptions forms the basis for the development of a hypothesis. In order to prove the hypothesis, students must experiment, observe and research the facts, ask and answer questions. Relate this ‘Science’ process to social situations.

- **Grade 8 Mathematics - Data Management and Probability**: Students make assumptions and gather information to compare predicted and experimental results. Relate this ‘Math.’ process to social situations.

Support

- Use the ‘Stop, Think, Explore’ strategy as an Intermediate division to ‘set up’ activities in the classroom that may require students to work together for an extended period of time and use it to debrief situations that happen in class, in the halls or in the school yard when situations warrant it. The common language and consistent approach with students have potential for significant, positive impact on student behaviour.

Resources

- Schneidewind, Nancy (1997) *Open Minds to Equality - A Sourcebook of Learning Activities To Promote Race, Sex, Class, and Age Equity*. Prentice Hall. ISBN 0136372643

- Optical Illusions
  - [www.coolopticalillusions.com](http://www.coolopticalillusions.com)
  - [www.eyetricks.com](http://www.eyetricks.com)
### AT A GLANCE

**GRADES 7-8**

**Title:** Listen Up!
**Theme:** Relating Positively To Others

#### LINKS
- **Learning Skills:** class participation: participates in class and group activities
- **Literacy:** oral communication
- **Essential Skills:** oral communication

#### Synopsis:
Students, by observing others, identify the characteristics of active listening. They use role-play to practise specific active listening strategies.

#### Criteria for Assessment—‘Look Fors’
Students are able to:
- identify what active listening looks like
- use active listening strategies:
  - attending/focusing, paraphrasing, asking clarifying questions, mirroring emotions, responding non-verbally, summarizing

### Overview

#### Background
- When students listen attentively to each other, they feel valued. Over time, they develop a sense of belonging. Teacher modelling of active listening is important for student development of this skill. Students who listen to one another are more likely to empathize with each other, less likely to engage in bullying behaviours and more likely to engage in learning.

#### Purpose
This experience will help students to:
- listen attentively to each other and better understand what is being said

#### Pay off
- When students listen attentively to each other and to the teacher, and when the teacher listens attentively to the students, students feel safe, valued and able to express their ideas. This contributes to a positive and supportive learning environment.

#### Planning
- The day before, have students watch at home or on TV to find someone who is listening well and to record what is it that they are doing to demonstrate active listening.
- materials: chart paper

#### Links to Choices Into Action:
*Interpersonal Development – Getting Along With Others*
- demonstrate how skills are used to interact positively with others in diverse settings at school and in the community
Activate

- The day before this class, ask students to observe, at home or on TV (e.g., talk show, music interview) someone who is listening well and to record what they are doing that demonstrates this.
- The next day have students call out the various behaviours that they saw that were characteristics of active listening. List these on the board.
- Students work in groups of four to complete the Active Listening Strategies Chart, Appendix 1a, by adding items on the list (i.e., the behaviours they saw) beside the active listening strategies in the left hand column of the chart.
- Groups share their ‘looks like’ columns.
- Debrief. Explain terms as required.

- Explain that, as a class, they are going to take some time to learn/review and practise how to listen well. Remind students that active listening is a way of letting the speaker know that you are trying to understand what s/he is saying and feeling.

Instruct

A. Role Play in Pairs

- As a class, examine the list of Active Listening Strategies (attending/focusing, paraphrasing, asking clarifying questions, mirroring emotions, using non-verbal responses/gestures, summarizing) and create a list of the actions that show what they look like when they are happening and not happening. For example:

<table>
<thead>
<tr>
<th>Active Listening Strategy</th>
<th>Listening Behaviour (example)</th>
<th>Non-listening Behaviour (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attending/Focusing</td>
<td>paying full attention eye contact posture not interrupting</td>
<td>look away interrupt</td>
</tr>
<tr>
<td>2. Paraphrasing - repeating in your own words the main thoughts or ideas the speaker has expressed</td>
<td>“So what you are telling me is.”</td>
<td>“I think you should….”</td>
</tr>
<tr>
<td>3. Asking clarifying questions–gathering information you need to understand what is being said</td>
<td>“Have you been friends in the past?”</td>
<td>“I just don’t get it.”</td>
</tr>
<tr>
<td>4. Mirroring emotions – paying attention to the speaker’s feelings</td>
<td>“You sound angry.”</td>
<td>“I know how you feel because I felt the same way.”</td>
</tr>
<tr>
<td>5. Using non-verbal responses/gestures - facial expressions</td>
<td>nodding Uh-huh</td>
<td>look bored</td>
</tr>
<tr>
<td>6. Summarizing – pulling together all the information to help the speaker know if any information is missing</td>
<td>“You have spoken about A, B, and C, is there anything else?”</td>
<td>“Are you sure you have given me all the facts?”</td>
</tr>
</tbody>
</table>
HOW TO...

Instructional Approach

Grades 7-8: Listen Up!

- Students form pairs, letter-off as A and B and work through the following scenario.

B. Scenario
- In pairs, ‘A’ attempts to explain how to get to his/her house while ‘B’ exhibits some of the non-listening behaviours (e.g. spacing out, pretend listening, looking elsewhere).
  Repeat the activity with B exhibiting many of the active listening behaviours. Reverse roles and repeat the scenario.
- A and B share with each other how they felt when they were not being listened to.

Check

- Check for understanding as students contribute to the list of behaviours.

Reflect

- Students complete an exit pass (Appendix 1b) that they hand to the teacher when they leave the classroom.

Apply

This learning experience can be replicated in any subject area.

Students can practise Active Listening skills in most classroom group activities. Use the following activity as often as is necessary.

Round Table
- Using a ‘Round Table’ strategy, in groups of 6, students take turns orally explaining their opinions or what they know about a subject. (Consider strips of paper each with a current topic from the subject area. Pull paper strips from an envelope.) Students number off. Assign the following roles:
  - Student 1 - responds non-verbally
  - Student 2 - mirrors emotions
  - Student 3 - paraphrases
  - Student 4 - asks clarifying questions
  - Student 5 - summarizes the content and feelings
  - Student 6 - is the speaker.
  - All students attend/focus
- Students assume these roles as they discuss the first topic. Students rotate roles as they discuss additional topics so that each has an opportunity to experience all roles.

Mathematics: In math class students work together to solve data management and probability questions. Have them:
- reflect on their ability to listen attentively as their group worked through the exercise
- identify the listening skills they used well and those that need work
- assess how well they listened as a group
HOW TO...  
Instructional Approach
Grades 7-8: Listen Up!

Support

- Consider a school wide focus on active listening as a way to start off the term or year. Consistent reinforcement based on a common set of criteria will assist students in developing this skill.

Resources

### Appendix 1a:  
**Active Listening Strategies Chart**

<table>
<thead>
<tr>
<th>Active Listening Strategies</th>
<th>Looks like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending/focusing</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td></td>
</tr>
<tr>
<td>Asking clarifying questions</td>
<td></td>
</tr>
<tr>
<td>Mirroring emotions</td>
<td></td>
</tr>
<tr>
<td>Using non-verbal responses/gestures</td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td></td>
</tr>
</tbody>
</table>

### Appendix 1b.  
**Exit Pass**

One active listening strategy that I use well is: ________________________________  
____________________________________________________________________  

One active listening strategy that I need to work on is: _________________________  
____________________________________________________________________  

I can practise this strategy in each of the following situations:  
1. _________________________________________________________________  
   2. _________________________________________________________________
# AT A GLANCE

**GRADES 7-8**

**Title:** Participating Positively  
**Theme:** Relating Positively To Others

**LINKS**
- **Learning Skills:** class participation - actively participates in discussions and classroom activities, encourages others to participate, listens to others without interrupting
- **Essential Skills:** working with others

## SYNOPSIS:

Students play a game of Guggenheim to initiate a discussion about ways to interact positively with each other. They practise these skills in a group task in the subject area.

## Criteria for Assessment—‘Look Fors’

- Students are able to:
  - monitor their contribution to positive group interaction using a Positive Participation Chart
  - contribute positively in group work using some of the skills outlined in the Positive Participation Chart

## Overview

### Background
- Students who interact positively with each other are contributing significantly to the development of a positive learning environment. When students feel appreciated and valued, they are more likely to engage in learning.

### Purpose
This experience will help students to:
- interact positively with each other

### Pay off
- The teacher helps students find opportunities to relate positively with one another. This reduces negative interaction – without significant focus on the ‘negative’. The overall impact is an environment that is conducive to both teaching and learning.

### Planning
- review the instructions for the Guggenheim game.
- prepare Positive Participation Chart (see Appendix 1).

### Links to Choices Into Action:
- **Interpersonal Development – Self-Management**
  - demonstrate appropriate behaviour at school and in the community
- **Interpersonal Development – Getting Along With Others**
  - demonstrate how skills are used to interact positively with others in diverse settings at school and in the community
HOW TO... 

Instructional Approach 

Grades 7-8: Participating Positively

Activate

A. Game of Guggenheim

- Prepare students to play the Game of Guggenheim (Appendix 1). Revise the titles in the chart to relate to a current topic in your class so that the activity serves as a curriculum review. Have students form groups of six.
- Before beginning the game, explain to students that they will be playing a game that requires a team effort and that the game is timed and scored. Have students suggest things they can do to help the group work effectively and quickly.
- Focus on ‘positive interactions’, like expressing appreciation, offering encouragement, taking turns, helping others, building on the ideas of others.
- Record and post students’ responses, clarifying as necessary.
- Give students a minute or so to get ready. Give a brief explanation of the game before distributing it to each group.
- Groups play the game. At the end of the game applaud the winner appropriately.
- Debrief the activity by asking students to share what they think worked well for their group.
- Indicate that the class is going to review/learn and practise ways to work positively with each other using communication techniques (expressing thanks/appreciation, offering encouraging remarks, giving compliments and praise); expanding ideas (building on the ideas of others); cooperation (encouraging the participation of others, taking turns and helping others).

Instruct

Debrief - Full Class Discussion

- Give each student a copy of the Positive Participation Chart (Appendix 2). Help students fill in examples on the chart by continuing to debrief the introductory activity – the Game of Guggenheim. Ask: What types of supportive comments or actions were made during the game?
- Students think of examples to complete any empty boxes in the Positive Participation Chart.
- As students participate in the next group activity in this subject area or in another Guggenheim game the next day, they place a check mark or add an example in the appropriate box on the chart to demonstrate their contribution to the group.

Check

- Observe how students interact with each other during group work and provide feedback as appropriate.
HOW TO...  Instructional Approach
Grades 7-8: Participating Positively

Reflect

- Students think of a time when they were in a group that did not interact positively. Ask them to decide on the one skill (as listed in the Positive Participation Chart) that may have made a big difference. Students share with a partner. Pairs share one example with the class.

Apply

This learning experience can be replicated in any subject area.

- Grade 8 History:
  - In a Grade 8 History class where students are focusing on the effects of immigration and the experiences of migrants, students complete a group activity that requires reading for information followed by the creation of questions that will become the focus of a future game (e.g., Trivia format). This approach helps students become experts in particular aspects of the information, which will then be shared in a whole class game. Each student is responsible for a part of the assignment. The whole group shares the questions they have created.
  - Tell the students that as they are working through the assignment, to pay particular attention to participating positively. Provide a Positive Participation Chart (e.g., Appendix 2) for groups to use.

Support

- Students learn positive ways of interacting when there are common expectations, a common language and ongoing reinforcement and modelling. Consider a school wide focus.

Resources

- How to Play Guggenheim
  [http://www.knowledgehound.com/khow2s/play_guggenheim.htm](http://www.knowledgehound.com/khow2s/play_guggenheim.htm)


Appendix 1

Grades 7-8: Participating Positively

Sample Game of Guggenheim

<table>
<thead>
<tr>
<th></th>
<th>Movies</th>
<th>Things</th>
<th>People</th>
<th>Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Create a chart as above – with 4 or 5 columns with titles at the top and the number of rows that are in the word at the side. Create using a theme – usually a current topic (e.g., Space) in the subject.

**Instructions for the game**

The objective is, as a group, to complete the chart listing as many items as possible in each category. Each item must begin with the letter in the left column. For example – movies – Superman, Sweet Charity, Snow White; Top Gun, The Bone Collector, and so on.

Before beginning, establish a time limit. The number of common answers determines scoring at the end. Unique answers are worth 10 points. Two groups with the same answer are worth 5 points, three groups 3 points, every group 0.

Adapted from: How to Play Guggenheim

http://www.knowledgehound.com/khhow2s/play_guggenheim.htm
### Positive Participation Chart

<table>
<thead>
<tr>
<th>Communication</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing thanks/appreciation</td>
<td></td>
</tr>
<tr>
<td>Offering encouraging remarks</td>
<td></td>
</tr>
<tr>
<td>Giving Compliments</td>
<td></td>
</tr>
<tr>
<td>Giving Praise</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging the participation of others</td>
<td></td>
</tr>
<tr>
<td>Taking Turns</td>
<td></td>
</tr>
<tr>
<td>Helping Others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expanding on Ideas</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building on the ideas of others</td>
<td></td>
</tr>
</tbody>
</table>

| Other Suggestions |          |
**AT A GLANCE**

**GRADES 7-8**

Creating a Positive Learning Environment  
e.g., *Health and Physical Education*

**Title:** Strengths in Numbers  
**Theme:** Relating Positively To Others

---

**LINKS**

Learning Skills: class participation - works towards the goals of the class and the group; cooperation with others - assists peers with work when needed  
Essential Skills: working with others

---

**Synopsis:**

Students use a Business card format to record information about themselves. As a class they share this information to discover the diversity of strengths, experiences and interests that each brings to the class. They explore the benefits of their contributions in building a learning environment.

---

**Criteria for Assessment—‘Look Fors’**

Students are able to:

- identify the diverse strengths of a group
- describe how valuing diversity contributes to successful group work

---

**Overview**

**Purpose**

This experience will help students to:

- know each other’s unique strengths
- realize that diversity is an asset
- share responsibility for accomplishing group and class goals

**Pay off**

- Students may be more inclusive, value a variety of strengths and be more appreciative of individual differences in the groups in which they work.

**Planning**

- materials: one index card per student

**Links to Choices Into Action:**

*Interpersonal Development – Getting Along With Others*

- demonstrate how skills are used to interact positively with others in diverse settings at school and in the community
### Activate

**A. Mad Minute Intro**
- Students form pairs, A and B, with a student whose shoe size is the same.
- Each partner has one minute to tell the other a few aspects of his/her personal history (something about themselves e.g., 1 of 3 children, play hockey). Make sure to indicate that students share only what they are comfortable having others know.
- Each partner introduces the other to the class by summarizing 4 or 5 points from the other’s personal history. Partners ask each other’s permission to share the key points to ensure confidentiality and model respect.

**B. Business Card**
- Distribute index cards to all students.
- Students write their names in the centre of the card.
- Students write on the card:
  - In the Upper Right Hand Corner – things I do well
  - In the Upper Left Hand Corner – a breathtaking experience I once had
  - In the Lower Left Hand Corner – a strength I bring to a group
  - In the Lower Right Hand Corner – something I value
- Students meet for three minutes in groups of three and share the upper right corner of the card. Each person has one minute; encourage students to monitor their own time (showing respect for the time of others). The teacher indicates when the three minutes are up. Remind students of ‘attentive listening’.
- Students then form a different group of three and share another corner of the card in the same manner. Continue until all corners are shared.
- Students share some of the interesting information they found out – with or without mentioning names depending on the comfort level of the class. Note these on the board to create a class profile – on a ‘business card’ graphic.

- Indicate to students that they are going to investigate how a diversity of strengths, talents, and skills that people bring to a group help the group function successfully.

### Instruct

**A. Group Investigation**
- Ask students to think about a successful team that they are a member of; or a group that they belong to that works well together, or a group project that they worked on that was successfully achieved. (e.g., a sports team, band or choir, a group working on a large class project, a school club – like the Yearbook Club). Students work alone or in groups of two or three.
- Students use the questions in the ‘Group Investigation: Strengths in Numbers’ chart (Appendix 1a) as a guide to examine the qualities of their group/team and to determine why this group/team has accomplished its task so well.
HOW TO...

Instructional Approach

Grades 7-8: Strengths in Numbers

Through class discussion, prompt students to discover the strengths that people brought to the group/team and how they were used to help the group/team accomplish its task.

Conclude that successful teams/groups are interdependent and rely on each other’s strengths and talents and that the diversity of strengths, talents and perspectives that people bring to a group is an asset.

Ask students to examine the class profile list (on the board) of interesting information discovered in the introductory activity and to give suggestions on how these characteristics could be valuable when working together in a group.

Check

Monitor students as they work and provide feedback as required.

Reflect

When students form groups to do a group project or task, ask them to observe the strengths that individual members bring to the group. When the group has completed its task, members recall their observations and note the strengths on chart paper. Groups share their list of strengths.

Apply

This learning experience can be replicated in any subject area.

Before groups are formed and when a small group is first formed, help students get to know each other (strengths, things they prefer to do).

Students describe, as part of the specific subject assignment, the collective strengths of the group and the extent to which these were valuable in completing the assignment (see Appendix 1b).

Grade 7 Health and Physical Education: Students work together to follow the rules of fair play and sports etiquette in games and activities and demonstrate respectful behaviour towards the feelings and ideas of others.

Support

Share this approach to getting to know each other and learning about the importance of diversity in groups with other teachers that teach these students (e.g., a grade team).

Resources

Appendix 1a:

**Group Investigation: Strengths in Numbers**

Name of Group: ______________________________________________________________

Type of Group (the reason for the group): _________________________________________

____________________________________________________________________________

Group Members (just ‘some members’ for large groups)

<table>
<thead>
<tr>
<th>Name</th>
<th>What This Person Brings To the Group (e.g., interests, strengths - skills, talents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

What makes this group effective?

■

Describe a task that the group did that made use of its diverse membership.

■

Appendix 1b:

**Group Reflection**

Group Members:
1. ________________ 2. ________________ 3. ________________ 4. ________________

Assignment Title: ____________________________________________________________

Collective Strengths and Talents
⇒ ⇒
⇒ ⇒

■ How we used them…. (an example)____________________________________________

■ Suggestions for next time ________________________________________________
Synopsis:
Students, by carousel brainstorming, create a set of mutual expectations to help them learn and work together in class.

Criteria for Assessment—‘Look Fors’
Students are able to:
- describe agreed-upon expectations for:
  - ways to support each other,
  - ways to look after their work space in the classroom and
  - ways to be personally responsible

Overview

Background
- When students contribute to establishing expectations/agreements for behaviour in the classroom, they understand them, are more likely to see them as important and therefore are more likely to adhere to them. A democratic approach to establishing expectations positively impacts the learning environment.

Purpose
This experience will help students to:
- develop ownership for ways of behaving in the classroom

Pay off
- The teacher develops a good understanding of what students perceive as important for them to feel a sense of belonging in the classroom.
- Because students are more likely to adhere to agreed upon ways of working together, the teacher has fewer classroom management issues and more time for class, group and individual instruction.

Planning
- The learning experience takes place over 2 days
- Prepare a list of ‘Common Ground’ statements
- materials: sticky notes, chart paper.

Links to Choices Into Action:
Interpersonal Development – Self-Management
- demonstrate the skills and knowledge necessary to manage their own behaviour
- demonstrate appropriate behaviour at school and in the community
Interpersonal Development – Social Responsibility
- demonstrate social responsibility both at school and in the community
Activate

Common Ground - Who We Are

■ Introduce the ‘Common Ground’ activity (Appendix 1a). Choose 15 of the most appropriate questions for your class. Use a mix of humorous or light statements with some of the others; add some of your own based on what you know about the students. Students form a large circle and participate silently. Read a statement. The students to whom the statement applies step forward into the centre of the circle.

■ Students in the centre rejoin the circle before the next statement is read and so on.

■ Following the activity ask students to share some of the things they found out that they have in common with their classmates.

■ Summarize by stating that individuals in the class are different in many ways but are also the same in many ways. Indicate that the purpose of being here together as a class is to learn, to enjoy learning and to feel good about coming to this class every day. The purpose of today’s class is to figure out how to make this happen.

Instruct

Day 1:
A. Carousel Brainstorming

■ Divide the class into 6 groups with approximately 4 or 5 students in each group.

■ Have the groups position themselves by one of 6 pieces of chart paper on the wall – labeled as in the diagram.

■ Pose 3 questions:
  1. What do you need, as an individual, to help you feel comfortable in this class? (Explain comfortable as ‘able to participate comfortably’ e.g., without fear of taunts, ridicule.)
  2. How can we look after each other? (e.g., How can we help each other want to be here? help each other learn?)
  3. How can we look after this classroom space? (e.g., How can we create a space that is enjoyable and productive to work in?)

■ Indicate that each group will move from one piece of chart paper to another until they have dealt with each of the three questions. Groups read what the previous group has put on the chart paper and add any ideas they have missed.

■ When groups rotate back to their original topic, have them examine the chart (which will have the ideas of three groups), remove duplicate points, summarize the big ideas and present what is on the chart. Two groups will present on each topic. To save time, group 2 should simply add any ideas that have not yet been raised.
Sample Ideas:

<table>
<thead>
<tr>
<th>What do I need to feel comfortable in this class?</th>
<th>How can we look after each other?</th>
<th>How can we look after this classroom space?</th>
</tr>
</thead>
<tbody>
<tr>
<td>− positive comments</td>
<td>− positive comments</td>
<td>− bring in stuff to decorate</td>
</tr>
<tr>
<td>− time to answer or get things done</td>
<td>− help each other by…</td>
<td>− put litter in the wastebasket</td>
</tr>
<tr>
<td>− able to ask for help without feeling stupid</td>
<td>− listen to each other</td>
<td>− put equipment away</td>
</tr>
<tr>
<td></td>
<td>− follow through on responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

- Indicate to students that you and/or a group of 3 or 4 volunteers will take the charts and summarize the key points on each so the class can work with them the next day.

**Day 2:**
- Provide time for students to examine the summaries of each chart and to provide feedback.
- Examine the ‘What do I Need?’ chart to see if any of this is taken care of in the ‘How can we look after each other?’ chart? If so, delete it. What remains should be things for which students take personal responsibility (e.g., ‘passing on answering a question until I feel comfortable’, ‘asking for help when I need it’).
- If some of the words in the categories are broad, like ‘respect each other’ or ‘listen to each other’, divide these up and have groups of 3 create a list of specific actions (‘looks like’ and/or ‘sounds like’ statements) that clarify the term. Groups share; note the clarification on the chart paper.
- Post the refined 3 charts in the room as ‘mutual expectations’ for looking after themselves (personal responsibility), looking after each other (responsibility for others) and looking after the space they occupy (responsibility for their environment).

**Check**

- Monitor student discussion and provide feedback as required.

**Reflect**

- At the earliest opportunity when students are to start a task, select one mutual expectation from each of the three charts/categories for students to attend to. At the end of the task, take the time to have students summarize what new knowledge they have gained and how well they demonstrated the expectation (see Appendix 1b). Students note on a sticky note and hand in to the teacher.
HOW TO...

Instructional Approach

Grades 7-8: Setting Mutual Expectations

Apply

- This learning experience can be replicated in any subject area and expectations can be reviewed at the beginning of each new semester or term.

Support

- Being responsible citizens within the school community involves adhering to norms, including being respectful, helpful, and responsible. As a school, provide students with opportunities to practise these skills (e.g., as peer helpers, student council representatives, reading buddies).

Resources

Appendix 1

Grades 7-8: Setting Mutual Expectations

Appendix 1a:

**Common Ground**

Select 10 to 15 statements. Include some light/humourous ones. Create new ones based on what you know about your class. The intent is to have everyone find out some of the things they have in common and some ways that they are different so that they get to know each other.

- I like going to the beach on a hot summer day.
- I enjoy winter sports.
- I like to watch or play sports.
- I like music.
- I participate in activities outside of school (sport, clubs, heritage language).
- I have a pet.
- I have a pet tiger.
- I like mathematics or working on puzzles.
- I watched every episode of (a TV show) (e.g., Canadian Idol).
- I didn’t watch any episode of (a TV show) (e.g., Canadian Idol).
- I like to read.
- I like to draw, paint or doodle.
- I sing in the shower.
- I speak another language.
- I like to take quiet time to sit and think.
- I like to spend time in nature, taking hikes or looking at birds or bugs.
- I am competitive. I like to win.
- I am collaborative. I like to work with others.
- It’s important to me to spend time with friends.
- I think it’s important that everyone has an opportunity to participate.
- I am more effective when I work with a group.
- I like to know that people listen to me when I speak.
- I enjoy speaking in front of a group.
- I don’t like it when people take my things without asking.
- In class I need opportunities to move around.
- ‘Put downs’ make me angry.
- In class, I need to know it’s okay not to answer sometimes.
- I like class visitors and field trips.
- I am on a team.
- I like to play video games.

Appendix 1b

**In Summary:**

(Academic) Two things I learned:

- 
- 

**Group Feedback**

- A Mutual Expectation that our group demonstrated well:

- A Mutual Expectation that our group needs to work on:

**Individual Feedback**

- A Mutual Expectation that I demonstrated well:

- A Mutual Expectation that I need to work on:
AT A GLANCE

GRADES 9-12

Creating a Positive Learning Environment

Title: Rules of Engagement - When the Going Gets Tough!
Theme: Self-Management

Synopsis:
Students compare the way participants manage their responses in sport and game situations to conflict or disagreement that occurs in class. They develop two or three ‘rules of engagement’ for these situations.

Criteria for Assessment—‘Look Fors’
Students are able to:
- establish boundaries for managing their responses when they encounter differences of opinion in group work

Overview

Background
- Student behaviour has a significant impact on the learning environment in a classroom. When students develop the self-control to choose appropriate behaviours, rather than relying on impulse, the learning environment is positively affected.

Purpose
This experience will help students to:
- establish limits for behaviours they demonstrate when they are in difficult positions in class (e.g., in an argument, disagreeing, frustrated during group work)

Pay off
- The sports analogy provides an easy way for the teacher to have students discuss and agree on some boundaries for their behaviour in difficult situations in class.

Planning
- materials: chart paper

Links to Choices Into Action:
Interpersonal Development – Self-Management
- use personal skills appropriately to encourage responsible behaviour in others in a wide range of situations
- demonstrate appropriate behaviour at school, in the community, and with employers
### Activate

**Thumb Wrestling**
- Ask students to visualize a game or sport that they enjoy playing or watching (e.g., basketball, golf, Crazy Eights!) or ask students to turn to a partner and ‘thumb wrestle’.
- Allow students one minute, and then ask them to stop.
- Ask: How many started to feel competitive? How many thought about ways they could win – that were not within the written or unwritten rules of the game?
- Students work with a partner to quickly brainstorm a list of the unwritten rules of sportsmanship involved in doing this and in other sports. Pairs share a rule when called upon.
- Create a list of their suggestions on the board (e.g., do not cheat, no false starts, don’t let anger get in the way, shake hands at the end of the game, don’t play ‘cheap’ – by hitting from behind, the only way to play well is to keep a clear head, respect the referee).
- Initiate a brief discussion on why sports and games have rules (e.g., for player safety, to ensure fairness and agreed upon ways of playing the game).
- Explain that these rules are helpful in everyday situations as well – for many of the same reasons. Rules are important in helping to establish healthy boundaries that enable us to work together for the benefit of all and not at the cost of a few. Some of these rules are clearly defined; others are not. Quite often these ‘unspoken/unwritten rules’ are the rules that make it possible to live, work and play together. Indicate that they will be involved in a short experience that will help them think about these ‘rules of engagement’ – particularly when the going gets tough.

### Instruct

**Group Work**
- Ask students to think of a difference of opinion that they had recently with an individual or group of individuals – noting the details, like what was said and when things were said and done.
- Make the following comparison for students: Suggest that one can look at conflict or disagreement (which happens daily) in the same way we look at sports or games. Instead of opposing teams, we are often in a position with others where we have opposing ideas, opinions or beliefs. We need to control our responses in both types of situations.
- Students work in groups of 4, examine the written and unwritten sports/games rules as posted above and create two or three similar rules of engagement for interacting when we find ourselves in a heated disagreement - when the going gets tough! (see examples Appendix 1a).
- Groups post their charts and select a spokesperson to share one of the rules they created. Hear from each group until all ideas have been raised. Settle on the 2 or 3 ‘rules of engagement’ that seem the most common sense and post them for use as needed.
- Make the link for students to some of the sample behaviours for the Ontario Provincial Report Card Learning Skill: ‘Teamwork’ (Appendix 1b).
**HOW TO...**

**Instructional Approach**

**Grades 9-12: Rules of Engagement- When the Going Gets Tough!**

**Check**

- Remind students of the ‘rules of engagement’ before any group work. Monitor students as they work; reinforce by providing feedback as appropriate.

**Reflect**

- Encourage students to think of one ‘rule of engagement’ that they would automatically remember to use in a game or sport but need to remind themselves to use when interacting with people in class and when ‘the going gets tough’.

**Apply**

This learning experience can be replicated in any subject area.

*Fishbowl or Stadium Strategy*

Occasionally, when students are in the heat of the moment and the rules of engagement have been discarded, use a fishbowl or stadium strategy. Ask students to stop what they are doing and to describe what is happening as if they are ‘spectators in the stands’ at a sports event. Encourage students to examine the ‘rules of engagement’ to see which ones apply and how they can be applied.

Return to the group work and monitor students as they work through the opposing ideas, opinions or beliefs.

**Support**

- Share the ‘Rules of Engagement’ experience with teachers of other subjects who teach these same students. Consistent expectations will have a positive impact on the ways that students deal with difficult situations in class.

**Resources**

Appendix 1

Grades 9-12: Rules of Engagement- When the Going Gets Tough!

Appendix 1a

Sportsmanship – Written/Unwritten Rules for Sports/Games

- don’t cheat
- no false starts
- don’t let anger get in the way
- shake hands at the end of the game
- don’t play ‘cheap’ – by hitting from behind
- the only way to play well is to keep a clear head
- respect the referee

• Stay calm
• Focus on the issue not the person – don’t get personal!
• Think about ways to move the discussion forward positively
• It’s over when the teacher or group leader says it’s over!
• Leave the argument behind in this class.

Appendix 1b

Teamwork: Report Card Learning Skill

Sample behaviours relating to ‘Rules of Engagement’:
- works willingly and cooperatively with others
- responds and is sensitive to the needs and welfare of others
- solves problems collaboratively
- works to help achieve the goals of the group or the class
- contributes information and ideas to solve problems and make decisions
- questions the ideas of the group to seek clarification, test thinking, or reach agreement
- shows respect for the ideas and opinions of others in the group or class
- listens attentively, without interrupting

Title: Listening for Understanding
Theme: Relating Positively To Others

Synopsis:
Students participate in a Speaker’s Box where they take turns listening, observing and speaking. They use ‘Talking Cards’ as they engage in a discussion as part of their regular course work.

Criteria for Assessment—‘Look Fors’
Students are able to:
- listen attentively to a speaker
- use questions and statements to help them understand the topic and to help the speaker clearly present his/her material

Overview

Background
- When students listen attentively to each other, they feel valued. Over time, they develop a sense of belonging. Teacher modelling of active listening is important for student development of this skill. Students who listen to one another are more likely to empathize with each other, less likely to engage in bullying behaviours and more likely to engage in learning.

Purpose
This experience will help students to:
- listen attentively to a speaker to understand the topic and to encourage the speaker to elaborate and clarify as required

Pay off
- Students learn appropriate ways to ask for information and to consolidate information while listening to a speaker. This can increase the level and quality of their participation in class as well as their engagement in the learning. As students become more engaged in learning, fewer classroom management issues arise.

Planning
- Copy Checklist and Strategies Chart and sets of ‘Talking Cards’ (Appendix 3) for each group.

Links to Choices Into Action:
Interpersonal Development – Getting along with others
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace
HOW TO...

Instructional Approach

Grades 9-12: Listening For Understanding

Activate

A. Speaker's Box

- Students form triads. Explain that each person will have an opportunity to speak for 45-60 seconds about any topic. Provide some examples like: 'ways to improve their favourite NHL hockey team, something they dislike doing on Saturday'. While he or she is speaking, another group member practises active listening. The third member of the group acts as the observer and completes an observation checklist for the listener.
- Provide each student with an ‘Active Listening’ checklist (Appendix 1).
- Review the list of Active Listening Strategies on the checklist (Note: These are strategies that students may have learned in grades 7 & 8).
  - Attending/focusing – e.g., paying full attention, eye contact, posture, not interrupting
  - Paraphrasing – e.g., repeating in your own words the main thoughts or ideas the speaker has expressed
  - Asking clarifying questions – gathering information you need to understand what is being expressed
  - Mirroring emotions – paying attention to the speaker’s feelings
  - Using non-verbal responses/gestures – facial expressions, nodding
  - Summarizing – pulling together all the information to help the speaker know if any information is missing
- Students switch roles every minute for three ‘rounds’.
- Encourage students to look carefully at the assessment completed by the observer and ask for additional feedback from the observer or speaker.
- Determine from observation and feedback if there are certain strategies that need more practice as a class. This informs the ‘Talking Cards’ later on in this learning experience.

- Set the context by explaining that active listening is a collection of strategies that:
  - helps the listener understand what the speaker is saying
  - helps the listener clarify and consolidate what s/he thinks the speaker is saying
  - helps the speaker know that the listener is trying to understand what s/he is saying
- Explain to students that they will practise and refine some of these strategies.

Instruct

A. Listening to Understand

- Distribute the ‘Listening to Understand Strategies Chart’ (Appendix 2).
- Explain that students will learn to use or refine their use of several of these strategies over the next few days and that they will ‘play cards’ to assist them.
- Review and explain the strategies on the chart that you feel, based on the introductory activity, students should focus on first (one or two at a time, e.g., clarifying and paraphrasing). Students form pairs and give one example of each of the strategies.
B. Talking Cards

- During the remainder of the period, students work in pairs or small groups on part of the regular course work in an activity in which they have opportunities for discussion (e.g., reviewing a topic, working on a project, solving problems, analysing a poem or short story).
- Help students practise the selected ‘Listening to Understand’ strategies by providing each student with ‘Talking Cards’ (Appendix 3). Distribute one or two cards related to each of the strategies being practised (e.g. 2 clarifying cards and 2 paraphrasing cards). As students use the strategies, they place the appropriate card on their desk or table. By the end of the activity, all students are to have used their cards.

**Check**

- Monitor students as they complete The ‘Talking Cards’ activity. Provide feedback as required.

**Reflect**

- The Talking Card groups complete the following sentence starters and share with the class:
  - One benefit of using ________ (a specific ‘listening for understanding’ strategy) is:
    - ________________
  - One strategy most or all of our group used well_____________.
  - One area that many of us had difficulty with ________________.

**Apply**

This learning experience can be replicated in any subject area.

Active Listening strategies are applicable to all subject areas particularly during class discussion and group work.

**Canadian and World Issues:**

- Students use active listening strategies with/without Talking Cards in a role-play debate.
- In a role-play debate; students examine different points of view or perspectives related to an issue. Students assume the role of stakeholders in the issues. e.g., Should large SUVs be available to North American consumers?
- Characters can include a student, an asthmatic young mother, an auto manufacturer, a mayor, an unemployed auto assembler, an environmentalist, or any other stakeholder.

**Support**

- Students become more proficient active listeners if the skill is encouraged in all of their classes. Share the strategy and criteria with other teachers of the students in your classes.

**Resources**

### Speaker’s Box - Active Listening Checklist

(to be completed by the observer during the listening activity)

<table>
<thead>
<tr>
<th>Did the Listener</th>
<th>Always (at appropriate times)</th>
<th>Never</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the speaker?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrase (repeat important points)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions to clarify information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay attention to the speaker’s feelings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using non-verbal responses/gestures to show interest?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait for the speaker to pause before speaking?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
‘Listening to Understand’ Strategies Chart

Statements that help you understand and help the other person talk!

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
<th>Behaviour – Do…</th>
<th>Behaviour-DO NOT….</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging</td>
<td>to encourage the other person to continue talking</td>
<td>use an</td>
<td>agree or disagree with the speaker</td>
<td>Please tell me more about….</td>
</tr>
<tr>
<td></td>
<td></td>
<td>encouraging</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tone of voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifying</td>
<td>to gather more information to avoid making false</td>
<td>ask for further</td>
<td>make judgements about what the</td>
<td>Did you say you visited her in August of this</td>
</tr>
<tr>
<td></td>
<td>assumptions</td>
<td>explanation</td>
<td>speaker said</td>
<td>year?</td>
</tr>
<tr>
<td>Restating</td>
<td>to check your understanding and interpretation</td>
<td>restate the</td>
<td>adding your own ideas or mix your own ideas in with what the speaker said</td>
<td>“So, you would like your friend to call you, right?”</td>
</tr>
<tr>
<td>(Paraphrasing)</td>
<td></td>
<td>speaker’s ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or put what the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>speaker said into</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>your own words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting</td>
<td>to check that you understand the speaker’s feelings</td>
<td>look for</td>
<td>make up a feeling or personalize the feeling</td>
<td>“You seem frustrated.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“feeling”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>statements that</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>makes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>to pull together all basic information and ideas</td>
<td>restate all the</td>
<td>add your own ideas or interpretation</td>
<td>“The main points of what you said are…”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>main ideas and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation</td>
<td>to show that you value what the person had to say</td>
<td>show appreciation for what the person is feeling or doing</td>
<td>trivialize</td>
<td>“Thank you so much for sharing that information with me.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Talking Cards**

- Encouraging
- Restating/Paraphrasing
- Reflecting
- Summarizing
- Clarifying
- Appreciation
Synopsis:
Students analyse a role-play scenario to determine ways to give feedback and receive feedback. They develop an attribute web of the components of each. Students practise receiving feedback and giving feedback by peer assessing a current assignment.

Criteria for Assessment—‘Look Fors’
Students are able to:
- apply the skills for giving sensitive feedback
- apply the skills for receiving feedback openly

Overview

Background
- Sincere statements of appreciation and encouragement by peers and teachers help students feel valued in a classroom. This has a positive impact on motivation and readiness to learn.

Purpose
This experience will help students to:
- develop the skills for receiving and giving feedback to participate effectively in peer assessment and peer helping situations in class

Pay off
- The teacher focuses on helping students find opportunities to relate positively to one another. This reduces negative interaction – without significant focus on the ‘negative’. The overall impact is an environment that is conducive to both teaching and learning.

Planning
- Prepare scenario for role-play.

Links to Choices Into Action:
Interpersonal Development – Getting Along With Others
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace
A. Role Play – Feedback with Flare!

- Explain that in the following scenario student A is giving feedback to student B about his assignment.
- Read the following scenario or have 2 students role-play. Ask students to listen to what is happening and to decide:
  - What is appropriate/helpful from the point of view of A, and of B? Why?
  - What isn’t appropriate/ helpful from the point of view of A, and of B? Why?

Setting: Grade 11 English Class - early in first term somewhere in Ontario
Characters: 2 acquaintances, just know each other’s names; males
The students have been given some time to provide feedback to each other on a short written assignment.

A: So, want help with that? I can read it over and give you a few hints.
B: Yeah – I hear you’re pretty good at that stuff. Sure – whatever. My teacher read it over – said it was getting there. Wouldn’t mind some additional feedback.
A: Reads a paragraph or two of B’s assignment.
A: This is bad. This is really bad. The title is bad. The ideas are weird. Like – it’s just not good.
B: You’re right – the title is not very catchy…. but it does describe what the essay is about. What’s so bad about the ideas? Can you be more specific?
A: Nah – not really – it’s just off. Needs some sizzle. Looks like you’re just not a good writer.
B: Thanks for the comments. Talk later – gotta go.

- Groups of 2 or 3 take a few minutes to analyse this interaction. Indicate that A was providing feedback and B was receiving feedback.
  - What was done well? [The person who received the feedback asked for specifics and acknowledged what was said about the title, expressed a statement of appreciation.]
  - What was done poorly? [The person giving the feedback was very general and also made a comment about the person not the essay.]

- Point out to students that often, in everyday life in-school and out-of-school we ask others for their opinion/advice or feedback on things that we might be involved in e.g., learning a new skill such as driving a car, learning to snowboard, clothes we are wearing, a school assignment, or a piece of artwork.
- Ask students: What makes us value the other person’s advice? Students call out some examples, e.g., person’s tone of voice and manner, person seems sincere, person does not criticize you personally.

- Set the context by explaining to students that they will examine and practise the skill of giving and receiving feedback so that they can use it in each of their subjects when called upon to critique or assess the work of peers.
Instruct

Creating Giving and Receiving Feedback Attribute Webs

- Create an Attribute Web (Appendix 1) on the board/chart paper as students summarize ways to give feedback sensitively and to receive feedback openly. Encourage students to refine and/or expand their responses so that most of the attributes of giving and receiving feedback, as outlined in Appendix 1, are included.
- Conclude that ‘giving feedback sensitively’, and ‘receiving feedback openly’ are important not only for learning but for building relationships.

Check

Peer Assessment – Current Assignment

- Students work in pairs and provide feedback to each other on a recent assignment that they have done in class.
- Students use the Giving and Receiving Feedback Attribute Webs on the board/chart paper to guide them.
- Observe students as they do this and model giving feedback individually and to the whole class as required.

Reflect

Think/Pair/Share

- Students individually identify the components of each strategy – giving and receiving feedback, that they usually remember to do and those that they will have to make a point of remembering.
- Individuals share with their partners. Pairs share with the class when called upon.

Apply

This learning experience can be replicated in any subject area.

Grade 10 Music:

- Students work in groups of 4-6 to rehearse a small ensemble.
- Review the Giving and Receiving Feedback attributes.
- Allow 20 minutes for the group to rehearse. Monitor, model providing sensitive feedback as required – on group interaction and on performance.
- Hear a short section performed by each group.
- After performing, groups share 2 ways that feedback was given sensitively and how it was received.
Support

- Students learn skills/strategies when they have the opportunity to practise in a variety of circumstances and receive consistent feedback. To help students master giving feedback sensitively and receiving feedback openly so that formal and informal peer assessments are effective, share the approach with other teachers, in the department as well as other subject disciplines. Modelling by teachers is an important aspect of teaching this skill.

Resources

Grades 9-12: Giving and Receiving Feedback

Giving and Receiving Feedback Attribute Webs

Giving Feedback

Giving feedback effectively:
- describes the work, issue or behaviour - not the person
- is timely
- is specific
- is what is observed first-hand

Receiving Feedback

Receive feedback openly by:
- acknowledging valid points
- asking for feedback
- listening
- asking for clarity
- paraphrasing what is heard
- accepting compliments and appreciation statements
**AT A GLANCE**

**GRADES 9-12**

Creating a Positive Learning Environment

**Title:** Looking Out for One Another  
**Theme:** Relating Positively To Others

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**LINKS**

Learning Skills: teamwork - works willingly and cooperatively, is sensitive to the needs and welfare of others, motivates others, shows respect for the ideas and opinions of others, recognizes the contribution of group members

Essential Skills: working with others

---

**Synopsis:**

Students develop an awareness of 5 behaviours related to the Learning Skill ‘Teamwork’ in a carousel brainstorming activity. They practise demonstrating these behaviours as they complete assignments and tasks in the subject area.

---

**Criteria for Assessment—‘Look Fors’**

Students are able to:

- use a variety of strategies to interact positively with their classmates

---

**Overview**

**Background**

- The introductory ‘Corners’ activity helps students get to know each other and find out things that they have in common. This, as well as the ability to interact positively with each other, is an important aspect of establishing an environment that supports learning.

**Purpose**

This experience will help students to:

- learn ways to interact positively with their classmates and support each other as they learn

**Pay off**

- Students and teachers have a common language to describe appropriate ways of interacting with others.
- Teachers have agreed upon criteria for assessing and evaluating report card Learning Skills.
- Students who feel safe and valued in the classroom are more engaged in learning. Classroom management issues are minimized.

**Planning**

- materials: sticky notes or scrap paper, chart paper, markers, ‘interests’ signs

**Links to Choices Into Action:**

*Interpersonal Development - Getting Along With Others*

- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace
Activate

A. Four Corners

- Indicate to students that the following experience will help them identify interests or things they have in common.
- Post some signs that indicate various areas of interest, activities, or clothing items in 6 or 7 places throughout the room:
  - Like to watch reality TV
  - Like vegetables
  - Used MSN or equivalent within the last 12 hours
  - Have on new socks
  - Have on old socks
  - Like cold pizza
  - Would consider auditioning for Canadian Idol
  - Other
- Explain that they will have 3 chances to go to the sign of their choice. They cannot choose the same one twice. If none fit, they may choose the sign that says ‘Other’ (once only).
- Ask students to go to the sign that best represents them.
- When students are at the sign, have them talk to each other about why they went there, adding details and specifics (e.g., like cabbage, dislike tomatoes).
- Indicate that they will have two minutes to talk as a group, then you will call on one person at each sign to summarize some of the conversation.
- Repeat this two more times.
- Ask: How did this activity help you to get to know each other? (e.g., provides some information to help begin a conversation at some other time).

Set the context by explaining that the individuals in the class have very different strengths, interests, and perspectives on issues. The one thing we all have in common is that we are here, together, in this class to learn about (whatever the subject is) for the next 5 to 10 months. Indicate that today they will be taking some time to figure out specific ways to work positively with each other so that everyone feels supported in the learning that they do here.

Instruct

A. Graffiti Board

- Tell students that you have selected 5 sample behaviour statements from ‘Teamwork’, one of the Learning Skills on the Report Card (Appendix 1). These behaviours are ones that will help them interact positively so that they feel supported in what they do in the class.
- Post 5 pieces of chart paper around the room each with one of the selected Teamwork Learning Skill behaviours. Students work in groups of 4 or 5 at one of the posted charts and brainstorm examples for that particular behaviour (e.g., What does it look like or sound like?).
1. *Work willingly and cooperatively with others.*  
   e.g., encouraging someone to join your small group if s/he is the person left out after the groups have been formed
2. *Respond and be sensitive to the needs and welfare of others.*  
   e.g., “I can help you understand the instructions for the assignment.”
3. *Motivate others, encouraging them to participate*  
   e.g., acknowledging the strengths of the visual learner in the group and including him/her in the class presentation in that way
4. *Show respect for the ideas and opinions of others.*  
   e.g., asking for clarification, if necessary.
5. *Recognize the contribution of group members by means of offering encouragement, support, or praise.*  
   e.g., acknowledging each other’s contributions, appropriately.

- Groups take 5 minutes at their assigned chart. Each group selects one person as spokesperson to share at least two of the group’s examples.
- Indicate the importance of demonstrating these 5 Teamwork behaviours genuinely so that they can feel supported in their work together.
- Leave the charts up in the room for a number of days so that these strategies can be reinforced.
- As students work on tasks related to the subject area, provide them with a checklist to guide their interactions. Encourage self and group assessment.

**Check**

- As students work on their subject tasks/assignments, circulate and note instances where students are/are not demonstrating the Teamwork behaviours. Provide appropriate feedback.

**Reflect**

- Ask which of the classroom expectations/agreements these behaviours relate to (e.g., respect, appreciating others) and if there should be any revisions or refinements.

**Apply**

This learning experience can be replicated in any subject area.
Demonstration of these teamwork behaviours fosters student learning in all subject areas. Students in subjects with frequent small and large group work benefit significantly.
Support

- Share this approach to understanding the Learning Skills, these aspects of Teamwork in particular, with other staff who teach students in this grade. A common emphasis combined with modelling of the specific Teamwork behaviours by all staff will have a significant positive impact on the learning environment in each class.

Resources

## Secondary Learning Skill Categories and Checklists of Sample Behaviours

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Works Independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>• seeks out new opportunities for learning</td>
<td>• accomplishes tasks independently</td>
</tr>
<tr>
<td>• responds to challenges and takes risks</td>
<td>• accepts responsibility for completing tasks</td>
</tr>
<tr>
<td>• demonstrates interest and curiosity about concepts, objects, events, and resources</td>
<td>• follows instructions</td>
</tr>
<tr>
<td>• seeks necessary and additional information in print, electronic, and media resources</td>
<td>• regularly completes assignments on time and with care</td>
</tr>
<tr>
<td>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</td>
<td>• demonstrates self-direction in learning</td>
</tr>
<tr>
<td>• requires little prompting to complete a task, displaying self-motivation and self-direction</td>
<td>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</td>
</tr>
<tr>
<td>• approaches new learning situations with confidence and a positive attitude</td>
<td>• demonstrates persistence in bringing tasks to completion</td>
</tr>
<tr>
<td>• develops original ideas and devises innovative procedures</td>
<td>• uses time effectively</td>
</tr>
<tr>
<td>• attempts a variety of learning activities</td>
<td>• uses prior knowledge and experience to solve problems and make decisions</td>
</tr>
<tr>
<td>• seeks assistance when needed</td>
<td>• reflects on learning experiences</td>
</tr>
<tr>
<td>• uses information technologies in creative ways to improve learning for self or others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Work Habits/Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• works willingly and cooperatively with others</td>
<td>• completes homework on time and with care</td>
</tr>
<tr>
<td>• shares resources, materials, and equipment with others</td>
<td>• puts forth consistent effort</td>
</tr>
<tr>
<td>• responds and is sensitive to the needs and welfare of others</td>
<td>• follows directions</td>
</tr>
<tr>
<td>• solves problems collaboratively</td>
<td>• shows attention to detail</td>
</tr>
<tr>
<td>• accepts various roles, including leadership roles</td>
<td>• uses materials and equipment effectively</td>
</tr>
<tr>
<td>• takes responsibility for his or her own share of the work to be done</td>
<td>• begins work promptly and uses time effectively</td>
</tr>
<tr>
<td></td>
<td>• perseveres with complex projects that require sustained effort</td>
</tr>
<tr>
<td></td>
<td>• applies effective study practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• organizes work when faced with a number of tasks</td>
<td>• organizes work when faced with a number of tasks</td>
</tr>
<tr>
<td>• devises and follows a coherent plan to complete a task</td>
<td>• devises and follows a coherent plan to complete a task</td>
</tr>
<tr>
<td>• follows specific steps to reach goals or to make improvements</td>
<td>• follows specific steps to reach goals or to make improvements</td>
</tr>
<tr>
<td>• revises steps and strategies when necessary to achieve a goal</td>
<td>• revises steps and strategies when necessary to achieve a goal</td>
</tr>
<tr>
<td>• manages and uses time effectively and creatively</td>
<td>• manages and uses time effectively and creatively</td>
</tr>
<tr>
<td>• demonstrates ability to organize and manage information</td>
<td>• demonstrates ability to organize and manage information</td>
</tr>
<tr>
<td>• follows an effective process for inquiry and research</td>
<td>• follows an effective process for inquiry and research</td>
</tr>
<tr>
<td>• uses appropriate information technologies to organize information and tasks</td>
<td>• uses appropriate information technologies to organize information and tasks</td>
</tr>
</tbody>
</table>

AT A GLANCE

GRADES 9-12

Creating a Positive Learning Environment

Title: Establishing Mutual Expectations
Theme: Taking Responsibility

Synopsis:
Over a 2-day period, students work through a process including concept formation and consensus to decide on mutual expectations that will help them work together.

Criteria for Assessment—‘Look Fors’
Students are able to:
- establish a set of mutual expectations for positive ways of behaving in the classroom
- articulate what these expectations look like
- assess their own and others’ behaviour in terms of established expectations

Overview

Background
- Use any of the following terms – norms, agreements, expectations, protocols.
- Model the expectations consistently.
- When students contribute to establishing expectations/agreements for behaviour in the classroom, they understand them, are more likely to see them as important and therefore are more likely to adhere to them. A democratic approach to establishing expectations positively impacts the learning environment.

Purpose
This experience will help students to:
- develop ownership for ways of behaving in the classroom

Pay off
- Students have a common understanding of acceptable and respectful behaviour.
- Teachers have criteria for assessing and evaluating the report card Learning Skills.
- Because students are more likely to adhere to agreed upon ways of working together, the teacher has fewer classroom management issues and more time for class, group and individual instruction.

Planning
- materials: chart paper, markers, sticky notes, masking tape

Links to Choices Into Action:
Interpersonal Development – Self-Management
- use personal skills appropriately to encourage responsible behaviour in others in a wide range of situations
- demonstrate appropriate behaviour at school, in the community, and with employers
Interpersonal Development – Social Responsibility
- demonstrate social responsibility in the community
HOW TO...

Instructional Approach

Grades 9-12: Establishing Mutual Expectations

Activate

Write/Pair/Share

- Ask students to ‘think back’ to previous grades – elementary school or high school and focus on the classroom environment that they liked the most (how they interacted with each other, things that were special for them, how being there made them feel). Ask: What made the classroom fun?
- Students note on a piece of paper the reasons why the environment was so positive – e.g., they had a lot of good friends in that class, it was OK to make mistakes, they took their time, they felt like they were important.
- Students join with a near-by partner, share their lists and cross off items that are the same.
- As students share their common items, create a ‘Classroom Environment’ list on the board/chart paper.
- Indicate that over the next two class periods, starting today the class is going to look at ways they can get along together and create a place where they can feel comfortable and learn.

Instruct

A. Concept Formation

- Student pairs join with another pair to make a group of four. They organize their desks in a circle format or work at a table.
- Each student has some sticky notes. Each group of four has one piece of chart paper.
- Guide students as they work through the following process:
  - Each student in the group takes a few minutes to think about what he/she can do for themselves and what they can do for others so that everyone feels safe (e.g., free from ridicule), comfortable (e.g., can make mistakes, take risks) and welcomed (e.g., enjoy coming to class) in this class on a daily basis (one idea per sticky note). Students may refer to the ‘Classroom Environment’ list that is posted.
  - Each student in the group places his/her sticky notes on the chart paper and explains his/her ideas, if necessary. They continue to add ideas as they think of them.
  - Students reorganize their sticky notes into clusters of similar types of ideas on the chart paper in a way that makes sense for the group.
  - Students think of categories (titles) for the clusters, write them on sticky notes and place them on top of the clusters. (e.g., beliefs, behaviour, no insults, respect, fair play, responsibilities).

B. Gallery Walk

- Groups display their chart papers on their desktops. Each group selects a speaker who will stay with the chart paper to explain it; the other three students check out each of the other pieces of chart paper.
- Students add ideas that they glean from other groups and make refinements to their categories.
C. Fist to Five Consensus

- Summarize the categories on the board/chart paper.
- As a whole class, reduce the number of categories to 4 or 5 at the most (e.g., discard duplicates, combine and rename). Use a Fist to 5 Consensus strategy to help with decision-making (see inset).
- Students post their charts for use on Day 2. Post the new list of categories as well.

Day 2 - 40 minutes

- Students work in groups of 3 to 4. Each group is assigned one of the categories. They examine some of the actions (e.g., Category: Respect; Action: listen when others are speaking, return borrowed materials) listed for this category or similar categories by examining the charts for Day 1. Students create a list of 4 or 5 action statements for their category.
- Refer to each category as a Mutual Expectation. The action statements are what the Mutual Expectation looks like when students demonstrate them.

D. Group Presentations/Descriptions

- Each group presents (role-play, draw or write about) what its Mutual Expectation would look like if someone were not following it i.e., what the opposite of it would look like (e.g., If the Mutual Expectation is ‘listening to each other’, then the group would create a short 30-second scenario showing what it would look like if group members were not listening to each other.).
- Each group presents its ‘no’ example. Others, as a memory aid, dot jot the negative actions, as the group is presenting/describing. After the presentation/description, the audience (students) names the actions that are important for that Mutual Expectation.
- Refine the Mutual Expectations as needed; post in a visible location in the classroom.

Check

- As a teacher, model the Mutual Expectations consistently for students. Discretely acknowledge students when they demonstrate any of the expectations.

Reflect

- Ask students to select one of the Mutual Expectations and to self-assess how well they demonstrated it as they worked with the group today. Ask also what they might do differently, if anything, next time. Students can use a template (see Appendix 1) or simply use a sticky note. Students hand in the sticky note on the way out of class. Students may also assess how well the group demonstrated the Mutual Expectations.
Apply

This learning experience can be replicated in any subject area.

In all subjects, it is important to spend time building class expectations and to have students use them as a reference in small and large group activities.

The essence of the Mutual Expectations is ‘looking out for each other.’ Extend this into the community by having students participate in activities such as charity fundraisers and assisting seniors.

Take opportunities to discuss the Community Involvement diploma requirements with students as another way to extend Mutual Expectations outside the classroom.

Support

- Development and clarification of Mutual Expectations across a grade in all subject areas enhance the impact and helps a school develop ways of learning and working together that are understood and valued by everyone.

Resources

Final Thoughts: Self-Assessment

Name: ______________________________________________________________

The Mutual Expectation that I demonstrated particularly well today was __________ because I:

1. _______________________________________________________________ and
2. __________________________________________________________________

[if appropriate] Something I will do differently to improve next time is:
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</tr>
<tr>
<td>• attempts a variety of learning activities</td>
<td>• reflects on learning experiences</td>
</tr>
<tr>
<td>• seeks assistance when needed</td>
<td></td>
</tr>
<tr>
<td>• uses information technologies in creative ways to improve learning for self or others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Work Habits/Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• works willingly and cooperatively with others</td>
<td>• completes homework on time and with care</td>
</tr>
<tr>
<td>• shares resources, materials, and equipment with others</td>
<td>• puts forth consistent effort</td>
</tr>
<tr>
<td>• responds and is sensitive to the needs and welfare of others</td>
<td>• follows directions</td>
</tr>
<tr>
<td>• solves problems collaboratively</td>
<td>• shows attention to detail</td>
</tr>
<tr>
<td>• accepts various roles, including leadership roles</td>
<td>• uses materials and equipment effectively</td>
</tr>
<tr>
<td>• takes responsibility for his or her own share of the work to be done</td>
<td>• begins work promptly and uses time effectively</td>
</tr>
<tr>
<td>• works to help achieve the goals of the group or the class</td>
<td>• perseveres with complex projects that require sustained effort</td>
</tr>
<tr>
<td>• helps to motivate others, encouraging them to participate</td>
<td>• applies effective study practices</td>
</tr>
<tr>
<td>• contributes information and ideas to solve problems and make decisions</td>
<td></td>
</tr>
<tr>
<td>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</td>
<td></td>
</tr>
<tr>
<td>• shows respect for the ideas and opinions of others in the group or class</td>
<td></td>
</tr>
<tr>
<td>• listens attentively, without interrupting</td>
<td></td>
</tr>
<tr>
<td>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</td>
<td></td>
</tr>
<tr>
<td>• recognizes the contribution of group members by means of encouragement, support, or praise</td>
<td></td>
</tr>
<tr>
<td>• seeks consensus and negotiates agreement before making decisions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• organizes work when faced with a number of tasks</td>
<td></td>
</tr>
<tr>
<td>• devises and follows a coherent plan to complete a task</td>
<td></td>
</tr>
<tr>
<td>• follows specific steps to reach goals or to make improvements</td>
<td></td>
</tr>
<tr>
<td>• revises steps and strategies when necessary to achieve a goal</td>
<td></td>
</tr>
<tr>
<td>• manages and uses time effectively and creatively</td>
<td></td>
</tr>
<tr>
<td>• demonstrates ability to organize and manage information</td>
<td></td>
</tr>
<tr>
<td>• follows an effective process for inquiry and research</td>
<td></td>
</tr>
<tr>
<td>• uses appropriate information technologies to organize information and tasks</td>
<td></td>
</tr>
</tbody>
</table>
### Overview

**Background**
- Looking at situations and issues from a variety of viewpoints helps students achieve a broad understanding of issues.

**Purpose**
This experience will help students:
- examine their current classroom learning environment to understand it from a variety of viewpoints prior to refining classroom expectations/agreements

**Pay off**
- The thinking lenses provide a structured way to explore controversial issues. Using the thinking lenses as a way to examine classroom expectations/agreements provides a non-confrontational way to take a critical look at what is happening in the classroom.

**Planning**
- Post classroom expectations/agreements.
- Copy sample statements in Appendix 2.

**Links to Choices Into Action:**
*Interpersonal Development – Getting Along With Others*
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace

*Interpersonal Development – Self-Management*
- use personal skills appropriately to encourage responsible behaviours in others in a wide range of situations
HOW TO...

Instructional Approach

Grades 9-12: Looking In from the Outside

Activate

■ Locate some optical illusions in the library or on the Internet (e.g., [http://www.michaelbach.de/ot/](http://www.michaelbach.de/ot/)).

■ Provide students with a few examples pointing out that sometimes we see things differently depending on the way we look at it.

■ Explain to students that they will use six different ways of thinking to examine their current classroom environment. Afterwards, if warranted, they may wish to refine the classroom expectations/agreements that they determined earlier in the year.

■ Point out to students that each of us brings to situations a mindset that shapes what we see and hear. This mindset is formed from our values, our previous experiences, our culture, and our expectations. To work well together we need to be willing to look at the situation from the other person’s point of view and to accept that point of view as valid.

Instruct

A. Multiple Lens Thinking

■ Review the 6 different ways of thinking outlined in Appendix 1, Multiple Lens Thinking (adapted from ‘De Bono’s 6 Thinking Hats’). Give students a scenario e.g., ‘being lost in the forest’ and have them call out the questions they would ask based on each of the lenses:
  – Yellow Lens: It is only noon – how can I make the best of 9 hours of daylight?
  – Blue Lens: What questions should I be asking?
  – Red Lens: How can I stay calm?
  – White Lens: What are the facts? Is there a tree I can climb? Do I hear a highway?
  – Green Lens: Am I missing a creative way to solve this?
  – Black Lens: What should I be afraid of?

■ Students form 6 groups, one for each lens colour. In their groups, they describe aspects of the current classroom learning environment using the types of statements that characterize their thinking lens. Students refer to the sample statements for each lens in Appendix 2.

■ Each group summarizes its points on chart paper and presents them to the class.

B. PMI Summary Chart

■ As a class, create a PMI (positive, negative, interesting) Chart to categorize feedback from the ‘Thinking Lens’ groups and to determine what is working well/not well.

■ Examine the points in the Negative column. Brainstorm solutions for the issues that can be addressed by the class. Refine the class expectations/agreements as required.

Check

■ Monitor students as they work in their ‘Thinking Lens’ groups to observe whether their statements align with their Thinking Lens.
Reflect

- Ask students how they could use Multiple Lens Thinking to examine interpersonal or group issues.
- Ask students to reflect on the thinking lens they think they use most often and to note occasions when it would be helpful if they used a different thinking lens. Students share this with a partner. Partners share one of the examples.

Apply

This learning experience can be replicated in any subject area.

Multiple Lens Thinking can be used in any subject, by individuals or groups, to examine issues from different perspectives (e.g., social, environmental and political issues).

- **Canadian History**: Student use Multiple Lens Thinking to examine the impact of American culture and lifestyle on Canada and Canadians in the last decade.

Support

- Share the Multiple Lens Thinking strategy with other teachers who teach the same grade.

Resources

## Multiple Lens Thinking

<table>
<thead>
<tr>
<th>Thinking Lens</th>
<th>Way of Thinking</th>
</tr>
</thead>
</table>
| **YELLOW LENS** | - The positive sides, the benefits  
  - What are the positive aspects of this situation? |
| **BLUE LENS** | - Thinking about thinking  
  - What thinking is needed here?  
  - What have we done so far? What can we do next? |
| **RED LENS** | - Feelings, Emotions, Intuition  
  - How do I feel about this right now? |
| **WHITE LENS** | - Facts and information  
  - What are the facts? What information do we have? What information do we need to get? |
| **GREEN LENS** | - Creativity, different and new ideas  
  - What are some new ways to look at this situation? |
| **BLACK LENS** | - The negative side; judgement, caution  
  - What is wrong with this? What are the bad points?  
  - Will this work?  
  - How can we examine this more carefully? |

Adapted from De Bono’s *Six Thinking Hats*, MICA Management Resources, 1985, 1999.  
ISBN 0-316-17831-4 (pb)
Appendix 2

Grades 9-12: Looking In From The Outside

Multiple Lens Thinking

White Lens:
Describes by stating the facts
- We do activities that are enjoyable and interesting.
- Students are sometimes late.
- Some days we have homework that is difficult since we have not covered it in class and there is too much of it.
- Sometimes, the noise distracts
  Etc.

Red Lens:
Describes by stating the Emotions
- On most days students enjoy attending this class.
- Some days, many students feel frustrated
- Sometimes, we feel panicked by the amount of homework.
  Etc.

Black Lens
Describes by stating the Negatives
- Too much homework that is too difficult makes us not like this subject.
- The class is sometimes chaotic
  Etc.

Yellow Lens
Describes by stating the Positives
- The class is enjoyable most of the time.
- Sometimes we learn by doing all of the homework.
  Etc.

Green Lens
Provides Creative Ideas
- The teacher needs to deal with students who disrupt and those who are consistently late.
- We need to tell the teacher when we do not understand the material enough to do the homework and when there is too much homework.
- Students should think about their actions.
  Etc.

Blue Lens
Creates Questions to Think about
- How can we help others not to get carried away so that they are disruptive?
- How can we deal with the homework issues?
  Etc.

Adapted from:
Section 2: Motivating and Engaging the Learner

Secondary: Grades 7-12
Section 2: Motivating and Engaging the Learner

1. What is this?

This section is a collection of learning experiences for Grades 7 - 12 to help students develop and use personal skills and strategies for learning.

The learning experiences are organized according to common themes. Specifically, they illustrate ways to:

- **Self-Assessment**: help students become reflective learners
- **Learning Preferences**: help students understand how they learn best and to select and use learning strategies based on this
- **Thinking**: help students use critical and creative thinking skills, thinking processes and related graphic organizers
- **Literacy**: help students learn by reading, writing, speaking and listening
- **Independence**: help students work independently and productively

2. Why do this?

- Reflective learning is the way we learn from experience and ‘is one of the most powerful techniques for the development and strengthening of an internal locus of control…’ Sagor, p.168; Perkins, 1995

- When students know the ways they learn best and when teachers provide opportunities for students to choose ways to learn or demonstrate what they have learned - and … when teachers provide learning opportunities that align with learner interests and strengths, students are more likely to be engaged, motivated and successful. Jensen, p. 48; Sagor, p.77

- Learners who are at risk need skills for learning how to learn. Think Literacy Success, 2003.

- Gender differences in school require a multifaceted approach to teaching. (Rowe and Rowe, 2002)

- Five of Robert Marzano’s Nine Categories of Instructional Strategies are thinking strategies: recognizing similarities and differences (45%), summarizing (37%), non-linguistic representations (27%) (e.g., graphic organizers, mental imagery), generating and testing hypotheses (23%), and advance cues and organizers (22%). The number in parentheses is the percentile gain in student achievement. Marzano, 2003, p. 53-59
### 3. What is here?

**ALL LEARNING EXPERIENCES CAN BE REPLICATED IN ANY SUBJECT AREA.**
Some examples have been provided.

* Learning Skills  + Essential Skills  L  Literacy Strategies

---

#### Grades 7-8

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Experience</th>
<th>*</th>
<th>+</th>
<th>L</th>
<th>Subject Area</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Goal Setting to Improve Work</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Language</td>
<td>79</td>
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<tr>
<td>Learning Preferences</td>
<td>My Multiple Intelligences</td>
<td>✓</td>
<td></td>
<td></td>
<td>Language</td>
<td>84</td>
</tr>
<tr>
<td>Thinking</td>
<td>The 5Ws – Critical Thinking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Health and Physical Education, History, Mathematics, Science</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Spectacular Thinking – Creative Thinking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading to Learn – Coding the Text</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Language</td>
<td>98</td>
</tr>
<tr>
<td>Independence</td>
<td>Prioritizing and Scheduling</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>101</td>
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#### Grades 9-12

<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning Experience</th>
<th>*</th>
<th>+</th>
<th>L</th>
<th>Subject Area</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Let Me Reflect on That</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Canadian and World Issues, Civics</td>
<td>106</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>Learning Style Preferences</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>Thinking</td>
<td>Concept Maps – Critical Thinking</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Geography</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Right Angle Thinking – Creative Thinking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Communications Technology, English, Visual Arts</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Cell Phones Anyone? – An Inquiry Process</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>Music</td>
<td>123</td>
</tr>
<tr>
<td>Literacy</td>
<td>Triangle Organizers</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>Business, Transportation Technology</td>
<td>128</td>
</tr>
<tr>
<td>Independence</td>
<td>Developing a Critical Path</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>132</td>
</tr>
</tbody>
</table>
4. What do I need to know?

A. **Thinking:**
   
   *Creative Thinking* (e.g., brainstorming, right-angled thinking) involves visualizing, forecasting and generating ideas. Creative Thinking is divergent.
   
   *Critical Thinking* (e.g., sequencing) involves analyzing, comparing and choosing. Critical Thinking is analytical and evaluative.¹
   
   *Thinking Processes* (e.g., inquiry, decision-making) are combinations of thinking skills - (e.g., Inquiry: generating, focusing, summarizing, hypothesizing).

B. **Your students – to help you differentiate instruction:**
   
   Knowing your students’ interests, learning preferences and overall learning profile (e.g., culture, gender, academic strengths and needs, work habits strengths and needs) will help you differentiate what you teach, how you instruct and how you assess – based on what the students are ready to learn, how they learn and how they can best show what they have learned.

C. **The Reflective Learning Process:**
   
   *Reflective Learning* is… remembering what you did, self-assessing and setting goals for next time…
   
   1. Describe the experience or task that you want to assess.
   2. Clarify what it looks like when it is done well.
   3. Assess how well you did it – compared to what it looks like when it is done well.
   4. Decide what you need to do to improve.

D. **Instructional Strategies**
   
   A broad repertoire of instructional and assessment strategies will help you meet the learning needs of students in your class.

---

**Endnotes**

⁶ Rowe, K.J., and Rowe, K.S. (2002). *What matters most: Evidence-based findings of key factors affecting the educational experiences and outcomes for girls and boys throughout their primary and secondary schooling*. Supplementary submission to the House of Representatives Standing Committee on Education and Training: *Inquiry into the Education of Boys*. Adelaide: Commonwealth of Australia
Motivating and Engaging the Learner

**AT A GLANCE**

**GRADES 7-8**

**Title:** Goal Setting to Improve Work  
**Theme:** Self-Assessment

**Synopsis:**
Students practise the skill of goal setting to improve work using the SMART goal-setting model.

**Criteria for Assessment—‘Look Fors’**
Students are able to:  
- write goals using the SMART goal-setting model

**Overview**

**Background**
- Assessment is comparing one’s work to a best example - based on predetermined criteria.  
- Students must know these criteria up-front before they begin the task.  
- Self-assessment is usually combined with goal setting in a 4-step process as follows:  
  1. Identify/Describe the task, experience, piece of work (e.g., writing a short paragraph).  
  2. Self-Assess:  
     a. Describe the criteria of a ‘best example’ (e.g., organized with an introductory and closing sentence with a short description of a main idea in the middle).  
     b. Describe own work based on this same criteria (e.g., same but without a closing sentence).  
  3. Set Goal: Determine Next Steps by deciding what can be improved.  
  4. Plan Action: Decide how it can be improved (e.g., Next time, I will….).  
- *n.b. This Grades 7-8 learning experience focuses on steps 3 and 4 – Set Goal, Plan Action*

**Purpose**
This experience will help students to:  
- learn how to self-assess their school work and set goals for improvement

**Pay off**
- The teacher can use this strategy with all student learning (e.g., learning in subjects, report card learning skills) to help students take responsibility for their learning and improvement.

**Planning**
- materials; list of sample behaviours for the report card learning skills (Appendix 1)

**Links to Choices Into Action:**
*Student Development: Setting Goals and Monitoring Progress*
- use goal-setting skills appropriately to revise their goals in response to changing circumstances
The Goal Is To Count To 9!
- Students form groups of 6. Indicate that the goal of each group is simply to count quickly to 9. One ‘rule’ is that one student only can speak at a time. If two or more students call out a number, they must start over.
- After 4 or 5 minutes, ask groups about the strategies they used to meet their goal.
- Explain to students that they will learn a strategy for setting goals to improve their schoolwork.

Instruct

- Students form pairs and discuss a time when they planned to do or achieve something specific and followed through on it. Students use the following three questions as a guide for discussion:
  1. What did you want to achieve?
  2. How did you know that you achieved it?
  3. How long did it take you to achieve it?
- Pairs share one of their scenarios with the class.
- Introduce or review the SMART goal-setting model and use scenarios from the previous discussion to demonstrate how it is used.
  - Specific (not too general)
  - Measurable (can you measure the change)
  - Attainable (is it doable)
  - Results-based (is there a desirable end point)
  - Timely (not too far in the future to see results)
- Ask students to share any other guidelines or models that they have used for setting and achieving their goals.
- Students work individually to determine an area they wish to improve, write a SMART goal for this area then share with a partner. Partners refine each other’s SMART goals. Volunteers share one SMART goal with the class to analyse and refine using the SMART goal criteria.

Check

- Monitor students as they work and provide feedback as required.

Reflect

- Students think about times they have set SMART goals in their personal lives without even thinking about it (e.g., goals for improving in a sport or for getting more involved in a hobby). Students share in groups of three or four; groups share one example with the class.
This learning experience can be replicated in any subject area.

Grades 7 and 8: Report Card Learning Skills Example

- Select a report card learning skill e.g., “Class Participation” and provide students with a list of the behaviours that you observe when you assess that skill (see Appendix 1) (e.g.,
  - actively participates in class discussions
  - contributes information and ideas
  - contributes to group discussions
  - encourages others to participate
  - listens to others without interrupting).

- Students use the above behaviours as the self-assessment criteria and use a 4-Step Self-Assessment Process to assess themselves on the learning skill (see Grades 4-6 Self-Assessing for Improvement) i.e.,:
  1. The learning skill is “Class Participation”
  2. This skill is used well when …(insert the behaviours here)
  3. I know how I am doing because ….(rate how well you do on each of the behaviours)
  4. In order to do better I can…….(state something specific to do)

- Explain to students that they will be developing this process a step further by expanding their answers in #4 to create SMART goals.

- Have each student work independently to create a SMART goal that they think they can achieve by the end of the term. For example:
  S... I will volunteer my ideas in class discussions at least once per day
  M... I will keep a record of my contribution in my journal
  A... I will be able to do this whenever there is a class discussion
  R... I will measure my success at the end of the term
  T... I can monitor my progress weekly for the next two months.

- Students take responsibility for monitoring their progress.
- Students may use the above model to set goals for improvement in any curriculum area.

Grade 7 or 8: Language

- Students set a SMART goal for one of the Learning Skills.
- With a behaviour related to this skill in mind, students create an Acrostic Poem depicting their goal (i.e., the behaviour) and action plan (how to learn it) using the SMART principles.
- Post the Acrostic Poems in the classroom.

  Sample Acrostic Poem (based on a behaviour from the report card Learning Skills: ‘Independent Work’, Appendix 1)

  To work well without Supervision
  How Many times the teacher needs to redirect me
  Almost never
  Rarely
  For the next monTh
HOW TO...  

Instructional Approach  
Grades 4-6: Goal Setting to Improve Work

### Support

As a grade or intermediate division team:
- Work together to help students self-assess, set goals and plan for improvement in all aspects of their school work on a daily basis. Using a common process and language will help students develop skill for continuous learning.
- Isolate the sample learning skill behaviours that apply for Goal Setting to Improve Work so that all grades 7-8 teachers use these criteria consistently to assess this learning skill. See ‘Goal Setting’ in chart, Appendix 1.

### Resources

# Appendix 1

## Grades 7-8: Goal Setting to Improve Work

### Observable Learning Skills: “Look Fors”

<table>
<thead>
<tr>
<th>Independent Work</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates responsibility in attendance, punctuality and task completion.</td>
<td>• Demonstrates self-direction in learning.</td>
</tr>
<tr>
<td>• Works well without supervision.</td>
<td>• Seeks new opportunities for learning.</td>
</tr>
<tr>
<td>• Accepts responsibility for completing tasks on time and with care.</td>
<td>• Responds positively to challenges.</td>
</tr>
<tr>
<td>• Accepts responsibility for own behaviour.</td>
<td>• Explores and uses a variety of learning strategies.</td>
</tr>
<tr>
<td>• Follows routines and instructions independently.</td>
<td>• Observes, questions, explores, investigates</td>
</tr>
<tr>
<td>• Selects learning materials, resources, activities independently.</td>
<td>• Seeks additional and new information from a variety of sources.</td>
</tr>
<tr>
<td>• Uses time/schedules/ agenda effectively.</td>
<td>• Demonstrates a positive attitude toward learning.</td>
</tr>
<tr>
<td>• Demonstrates responsibility in attendance, punctuality and task completion.</td>
<td>• Generates questions from inquiry activities.</td>
</tr>
<tr>
<td>• Works well without supervision.</td>
<td>• Participates in non-academic activities.</td>
</tr>
<tr>
<td>• Accepts responsibility for completing tasks on time and with care.</td>
<td></td>
</tr>
<tr>
<td>• Accepts responsibility for own behaviour.</td>
<td></td>
</tr>
<tr>
<td>• Follows routines and instructions independently.</td>
<td></td>
</tr>
<tr>
<td>• Selects learning materials, resources, activities independently.</td>
<td></td>
</tr>
<tr>
<td>• Uses time/schedules/ agenda effectively.</td>
<td></td>
</tr>
</tbody>
</table>

### Problem Solving

<table>
<thead>
<tr>
<th>Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solves problems without help.</td>
</tr>
<tr>
<td>• Thinks of alternate solutions and makes plans to solve a problem.</td>
</tr>
<tr>
<td>• Makes connections between different problems and solutions.</td>
</tr>
<tr>
<td>• Applies successful strategies to new problem situations.</td>
</tr>
<tr>
<td>• Develops original ideas and creative solutions to solve problems.</td>
</tr>
<tr>
<td>• Demonstrates self-direction in learning.</td>
</tr>
<tr>
<td>• Seeks new opportunities for learning.</td>
</tr>
</tbody>
</table>

### Class Participation

<table>
<thead>
<tr>
<th>Cooperation with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively participates in discussions and classroom activities.</td>
</tr>
<tr>
<td>• Shares information and ideas.</td>
</tr>
<tr>
<td>• Accepts a variety of roles during group work.</td>
</tr>
<tr>
<td>• Assumes responsibility of fair share of work during group work.</td>
</tr>
<tr>
<td>• Encourages others to participate.</td>
</tr>
<tr>
<td>• Works towards the goals of the class and the group.</td>
</tr>
<tr>
<td>• Listens to others without interrupting.</td>
</tr>
<tr>
<td>• Shows respect for the ideas of others.</td>
</tr>
</tbody>
</table>

### Homework Completion

<table>
<thead>
<tr>
<th>Conflict Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comes to class prepared for learning.</td>
</tr>
<tr>
<td>• Puts forth consistent effort.</td>
</tr>
<tr>
<td>• Completes homework on time.</td>
</tr>
<tr>
<td>• Shows attention to detail.</td>
</tr>
<tr>
<td>• Demonstrates interest in homework assignments.</td>
</tr>
<tr>
<td>• Organizes materials and equipment effectively.</td>
</tr>
<tr>
<td>• Begins work promptly.</td>
</tr>
<tr>
<td>• Attends to task at hand.</td>
</tr>
<tr>
<td>• Demonstrates interest in homework assignments.</td>
</tr>
<tr>
<td>• Organizes materials and equipment effectively.</td>
</tr>
<tr>
<td>• Begins work promptly.</td>
</tr>
<tr>
<td>• Attends to task at hand.</td>
</tr>
</tbody>
</table>

### Use of Information

- Identifies a variety of sources and resources to collect information.
- Demonstrates a variety of skills to organize and manage information.
- Accurately analyzes and assesses the value of information.
- Demonstrates creativity in assessing information and ideas in drawing relevant conclusions.
- Asks questions to clarify meaning and ensure understanding.
- Integrates learning from subjects and areas.

AT A GLANCE

Motivating and Engaging the Learner

e.g., Language

Title: My Multiple Intelligences

Theme: Learning Preferences

Synopsis:
Students identify their most dominant Multiple Intelligences and create a Human Graph to show the varied Multiple Intelligences in the class. Students relate their strengths to their current school work.

Criteria for Assessment—‘Look Fors’
Students are able to:
- identify their current dominant Multiple Intelligences
- identify the Multiple Intelligences that are helpful in completing current assignments
- identify an approach to use for a challenging task

Overview

Background
- We all have unique ways of learning that change and develop over time as we build skills and have new experiences. Some learners are equally ‘at ease’ learning from a visual source, an auditory source or a written source. Some learners prefer one over the other. Some prefer to move around, listen to music, discuss with others, ‘do’ something first then talk or read about it or vice-versa. Learners may also have preferences for the ways they choose to demonstrate their learning. Each classroom of learners has a unique profile.
- Teachers can uncover the learning needs of their students by asking students what their preferences are, by using various learning styles analyses tools (e.g., Learning Styles, Multiple Intelligences) and by observing. Teachers can differentiate instruction and assessment based on this information by providing choice or student groups.

Purpose
This experience will help students to:
- understand their strengths and how to apply them to learning

Pay off
- The teacher learns the various strengths and needs of students in order to differentiate instruction and assessment.

Planning
- Label Multiple Intelligences line for ‘human graph’.
- Copy People Search, Current Tasks and Assignments; Multiple Intelligences Inventory

Links to Choices Into Action:
Student Development: Learning Skills, Preferences and Strategies
- demonstrate their understanding of and apply learning skills and strategies to their own learning
HOW TO...

**Instructional Approach**

**Grades 7-8: My Multiple Intelligences**

### Activate

**People Search**
- Students participate in the Multiple Intelligences People Search (Appendix 1a) by walking about and finding other students who match the criteria in the boxes. When they have at least one other student’s name per box, students return to their seats.

- Indicate to students that they will learn about their dominant Multiple Intelligences and find ways to apply these areas of strength to create the best learning opportunities for themselves.
- They will also learn about the strengths of others in the class so that they can form groups with varied strengths when assigned classroom tasks.

### Instruct

- Have students complete the Multiple Intelligences Inventory provided in Appendix 2. Students note the 4 ‘Multiple Intelligences’ that seem to be current areas of strength for them.

**Human Graph**
- Students place themselves on a line in the classroom. Label the line with the names of each of the Multiple Intelligences. Students place themselves on the location that identifies one of their dominant Multiple Intelligences. They note the placement of other students who have similar strengths and who have different strengths.

- Students place themselves on the location that identifies another one of their dominant Multiple Intelligences and note where other students are. While at this point on the line, students brainstorm things that they like to do that relate to this ‘intelligence’. Each group of students on the line shares a couple of these ‘likes’ with the class.

- Repeat one or two more times to show the diversity of the strengths of students in the classroom. Point out the potential of so many different strengths.

### Write/Square/Share

- Students work individually to list two or three of the tasks/assignments that they are currently/or will be doing in some of their school subjects. They note beside the task/assignment (giving their best guess!) the Multiple Intelligences that the tasks draw upon (see Chart, Appendix 1b).

- Students join with others to create groups of 4. They share their task lists and best guesses on ‘Multiple Intelligences’ related to the assignments. Students note tasks that require them to use areas of strength and tasks that may be more difficult or tedious because they are not using their strengths. Students brainstorm approaches for this ranging from ‘working slowly and carefully’ to advocating for an opportunity to complete some pieces of the task using an area of strength.

- Students share some of their observations with the class.
**Instructional Approach**

**Grades 7-8: My Multiple Intelligences**

<table>
<thead>
<tr>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide feedback and assistance to students as they examine tasks and assignments in terms of strengths required to complete them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>In pairs, students discuss whether there are ways that this information can be useful to them. They share their thoughts on this with the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>This learning experience can be replicated in any subject area.</td>
</tr>
</tbody>
</table>

**Grade 7 Language - Reading (Reasoning and Critical Thinking):**

Students read a short story and illustrate their understanding of the plot and characters by choosing 2 tasks from a *Choice Board/Matrix*:

<table>
<thead>
<tr>
<th>Summarize the plot in a role play. (Bodily-Kinesthetic)</th>
<th>Create a journal entry as the main character. (Intrapersonal)</th>
<th>Use a flow chart to describe the sequence of events. (Logical-Mathematical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss one of the conflicts in the story as a group, then summarize in a paragraph. (Interpersonal)</td>
<td><strong>Own Choice</strong> <em>(Students use a way of their choice to show understanding of plot or characters.)</em></td>
<td>List the key points and retell the story in own words. (Verbal-Linguistic)</td>
</tr>
<tr>
<td>Create a rhyme or a poem. (Musical/Rhythmic)</td>
<td>Connect the ideas in the story to an aspect of nature. (Naturalist)</td>
<td>Create a comic strip to illustrate a conflict in the story. (Visual-Spatial)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers create class profiles of students that include a variety of indicators – e.g., learning styles and preferences, areas of interest, academic achievement. Share as a grade team to understand student needs and strengths and to help design instruction and assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Life/Work Centre, <em>Smart Options</em> Memramcook Institute Memramcook N.B. <a href="http://www.lifework.ca">www.lifework.ca</a></td>
</tr>
<tr>
<td>Surfaquarium Inventory: <a href="http://surfaquarium.com/MI/inventory.htm">http://surfaquarium.com/MI/inventory.htm</a></td>
</tr>
</tbody>
</table>
### Appendix 1

**Grades 7-8: My Multiple Intelligences**

### Appendix 1a:

**Multiple Intelligences People Search**

Find someone who:

<table>
<thead>
<tr>
<th></th>
<th>Musical/Rhythmic</th>
<th>Visual/Spatial</th>
<th>Verbal/Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>… likes to listen to music and study at the same time</td>
<td>… reads maps well and never gets lost!</td>
<td>… is good at speeches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Musical/Rhythmic</td>
<td>Visual/Spatial</td>
<td>Verbal/Linguistic</td>
</tr>
<tr>
<td>… needs to see it in writing to understand it</td>
<td>… likes to do things in a logical, organized way</td>
<td>… likes to relax sometime by spending time alone thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verbal/Linguistic</td>
<td>Logical/Mathematical</td>
<td>Intrapersonal</td>
</tr>
<tr>
<td>… learns by discussing ideas with others</td>
<td>… I need to use my hands when I talk</td>
<td>… is fascinated with the seasons – spring, summer, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>Bodily/Kinesthetic</td>
<td>Naturalist</td>
</tr>
</tbody>
</table>

### Appendix 1b:

**Current Tasks and Assignments**

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Current Tasks in various subject areas</th>
<th>Multiple Intelligences that are important for successful completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Visual/Spatial</td>
<td>■ e.g., Geography - mapping</td>
<td>■ Visual/Spatial</td>
</tr>
<tr>
<td>■ Musical/Rhythmic</td>
<td>■ e.g. Music - theory</td>
<td>■ Logical/Mathematic</td>
</tr>
<tr>
<td>■ Interpersonal</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>■ Intrapersonal</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>■ Bodily/Kinesthetic</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>■ Naturalist</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>■ Verbal/Linguistic</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>■ Logical/Mathematical</td>
<td>■</td>
<td>■</td>
</tr>
</tbody>
</table>
## Multiple Intelligences Inventory

### Intelligence 1
- Ecological issues are important to me
- Hiking and camping are enjoyable activities
- I believe preserving our provincial parks is important
- I think that recycling is important.
- I enjoy studying about plants, animals and nature

___ TOTAL (Naturalistic)

### Intelligence 2
- I focus in on noise and sounds
- Keeping a beat or repeating a rhythm is easy for me
- I remember things by putting them in a rhyme
- Concentration is difficult while listening to a radio or television
- I like lots of different kinds of kinds of music

___ TOTAL (Musical/Rhythmic)

### Intelligence 3
- I keep my things neat and orderly
- Step-by-step directions are a big help
- Solving problems comes easily to me
- I get easily frustrated with disorganized people
- Puzzles requiring reasoning are fun

___ TOTAL (Logical/Mathematical)

### Intelligence 4
- I learn best interacting with others
- I’d rather be with a large crowd than just 1 or 2 people.
- I am a “team player”
- I dislike working alone
- I like group projects.

___ TOTAL (Interpersonal)

### Intelligence 5
- I enjoy making things with my hands
- Sitting still for long periods of time is difficult for me
- I enjoy games and sports
- I live an active lifestyle
- I learn by doing

___ TOTAL (Bodily/Kinesthetic)

### Intelligence 6
- I enjoy reading all kinds of materials
- Taking notes helps me remember and understand
- It is easy for me to explain my ideas to others
- Word puzzles like crosswords and jumbles are fun
- I like to writing.

___ TOTAL (Verbal/Linguistic)

### Intelligence 7
- I think about how I have done things to help me next time.
- When I really need to think, I need to be by myself.
- Working alone can be just as productive as working in a group
- I need to know why I should do something before I agree to do it
- When I believe in something I give 100% effort to it

___ TOTAL (Intrapersonal)

### Intelligence 8
- I enjoy creating art using varied media
- I like to use charts, graphs and tables
- 3D puzzles are fun
- I can recall things in mental pictures
- I am good at reading maps and blueprints

___ TOTAL (Visual/Spatial)

Please note the 4 Multiple Intelligences that are your dominant strengths at this time.
1. 
2. 
3. 
4.

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http://surfaquarium.com/MI/inventory.ht
AT A GLANCE

GRADES 7-8

Motivating and Engaging the Learner
e.g., Health & Physical Education, History, Mathematics, Science

Title: The 5Ws – Critical Thinking
Theme: Thinking

LINKS
Learning Skills: initiative - explores and uses a variety of learning strategies
Literacy: reading, writing
Essential Skills: reading text, document use

Synopsis:
Students read articles on a current events topic and extract information based on the 5Ws (Who, What, Where, When, Why). They discuss other uses of the strategy in class.

Criteria for Assessment—‘Look Fors’
Students are able to:
- use a 5Ws strategy to summarize information heard or read
- use a 5Ws strategy to organize information for writing or speaking

Overview

Purpose
This experience will help students to:
- focus their reading, listening, writing or speaking based on the 5Ws (Who, What, Where, When, Why)

Pay off
- Once taught, the teacher can draw upon the students’ knowledge of this strategy in any subject area and topic.

Planning
- Select a current events topic and collect different articles from various newspapers and magazines on that topic

Links to Choices Into Action:
Student Development: Learning Skills, Preferences and Strategies
- demonstrate their understanding of and apply learning skills and strategies to their own learning
HOW TO...

Instructional Approach

Grades 7-8: The 5Ws - Critical Thinking

Activate

The Top 5 Picks!

- Students form small groups of four or five. One volunteer in each group explains a television program, movie or book that s/he liked so that the others in the group understand what it was about. The student picks a program/movie or book that others in the group have not watched or read. Give the student a minute or two to talk about the story. Other students in the group then ask questions for more information.
- One or two more students share a favourite movie, book or TV show. Others ask questions.
- Note the Top 5 Picks on the board.

- Explain to students that it is often helpful to have a strategy for gathering information while listening to someone or reading an article and that they will learn one of these today.

Instruct

Jigsaw - Optional

- As a class, ask students to share the types of questions they asked. Point out that most likely the questions fall into the Who, What, Where, When, Why categories.
- Explain that this 5Ws strategy (Who, What, Where, When, Why questions) is a useful one to summarize information after reading or listening and to provide a guide for speaking and writing.
- Students form small groups (ideally five members per group). Each member is assigned a role…one of the 5 Ws to focus on when reading.
- Each group is given a different article related to the same topic or issue (e.g., something from current events).
- All students in the group read the article. Each student fills in his/her portion of the 5Ws graphic organizer (Appendix 1). Each student shares his/her ‘W’ as the group debriefs and makes sense of the article.
- One spokesperson from each group shares, with the class, the facts of their group’s article using the information that they collected on their charts or
- One student from each group meets with one student from each of the other groups so that each new group incorporates students who have read all of the articles (i.e., jigsaw).
- Students summarize on chart paper the key points from all of the articles also using a 5Ws format to ensure that their synthesis is comprehensive. Explain that students could use these key points to create a written or oral summary of the topic.
- Ask students to summarize the ways they used the 5Ws strategy (i.e., to glean information from reading; to summarize information from a variety of sources)

Check

- Observe students’ involvement as they use the 5Ws graphic organizer and their contribution to group discussion. Provide assistance and feedback as required.
Reflect

- In pairs, students discuss ways in which they can use the 5Ws organizer in this subject (e.g., reading, research, writing, studying). Each pair shares an example with the class.

Apply

This learning experience can be replicated in any subject area.

- **Grade 7 History**: Students use the 5Ws to analyse, synthesize, and evaluate historical information (e.g., concerning the effect of Lord Durham’s report on the development of responsible government) when reading about specific topics in Canadian history.

- **Grade 8 Health and Physical Education**: Students investigate school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse. Students create a database to be linked with the school web page.

- **Grade 7 Mathematics**: Students use the 5Ws to examine data-collection methods so they can analyse for bias.

- **Grade 8 Science**: Students use a 5Ws chart to describe the needs and functions of various cells and organs in relationship to the needs of the human body.

Support

- Invite local newspaper journalists in to discuss how they make use of the 5Ws in their writing.

- Approach school administrators to discuss the possibility of intermediate students writing the school newsletter or starting a school newspaper.

- Share 5Ws graphic organizer with colleagues…are there other variations of the organizer and other uses?

Resources

**Websites**

5Ws Analysis of *The Velveteen Rabbit*

http://www.auburn.edu/~murraba/chall/kirschrl.html

5Ws evaluation of Internet sources

http://www.media-awareness.ca/english/resources/educational/handouts/internet/5ws_cyberspace.cfm

**Print**

5Ws Graphic Organizer

TOPIC: ____________________________________________________________

WHO?

WHAT?

WHERE?

WHEN?

WHY?

[HOW]?
**AT A GLANCE**

**GRADES 7-8**

Motivating and Engaging the Learner  
*e.g., Geography, History, Language*

**Title:** Spectacular Thinking – Creative Thinking  
**Theme:** Thinking

### LINKS

- **Learning Skills:** initiative - explores and uses a variety of learning strategies  
- **Literacy:** writing, reading, speaking  
- **Essential Skills:** thinking skills

### Synopsis:

Students have an opportunity to explore different ways of thinking using a Thinking Lens model based on De Bono’s ‘6 Thinking Hats’. In role, using coloured lenses, they explore different sides of an issue.

### Criteria for Assessment—‘Look Fors’

- Students are able to:  
  - examine issues from a variety of perspectives  
  - identify the perspective(s) from which they are examining an issue

### Overview

**Purpose**

This experience will help students to:  
- look at experiences and issues from different perspectives

**Pay off**

- Once students are able to use ‘multiple lens thinking’, the teacher can have students use the strategy in any subject area for any topic to examine issues from multiple perspectives.

**Planning**

- materials; magazine pictures, cartoons, cards showing Multiple Thinking Lenses, if role-playing, use actual spectacles (e.g., coloured cardboard or plastic)

**Links to Choices Into Action:**  
*Student Development: Learning Skills, Preferences and Strategies*  
- demonstrate their understanding of and apply learning skills and strategies to their own learning
HOW TO...

Instructional Approach

Grades 7-8: Spectacular Thinking – Creative Thinking

Activate

- Select pictures from a magazine that include groups of people and/or animals (e.g., people talking or working, children in a sandbox, puppies playing).
- As students brainstorm what the situation may be and what they may be saying or thinking, record their responses on the board or chart paper. Encourage students to illustrate the variety of perspectives that the figures in the picture may have (e.g., “I’m having fun playing in the sandbox”.
  “I’d have fun if I had her shovel.”
  “I’d rather be at the beach.”
  “I’m too mature for sandboxes.”).

- Explain to students that they will be examining the different points of view that people may have in similar situations.

Instruct

- Using the information in Appendix 1, provide a brief overview of the six different ways of thinking and how they can help generate a variety of perspectives on the same issue.

Jigsaw

- Students form home groups of 6. Each home group has a magazine picture with a group of people/animals. The eventual task is to examine the pictures through multiple thinking lenses and to create captions for each of the characters representing each lens.
- Each student in the home group receives a card/lens that represents one of the six ways of thinking (Appendix 1).
- Students go to an Expert group on that ‘way of thinking’.
- Expert groups, provided with a magazine picture or cartoon, create a statement or caption (i.e., what is thought or said) for a figure that represents the way of thinking represented by their group (e.g., picture of children in sandbox):
  - **Red Lens** – Feelings: “The other two kids in this sandbox are not sharing their pails and shovels. They are very happy. I’m very sad and feel left out. I’m going to cry now so that I can go home.”
  - **Green Lens** – Creativity: “OK – looks like our buddy really wants this pail. How about if we use our hats as pails so we can share?”
  - **Yellow Lens** – Good Points: “Here I am without a shovel. This is teaching me how to be very patient.”
  - **Black Lens** – Judgement/Bad Points: “Here I am without a shovel. By the time I get one I’ll have a sunburn and it’ll be time to go home… and, as if that isn’t enough, these young tykes are not learning to share.”
  - **White Lens** – Information: “Let’s take a look at this situation. Three children, two shovels and two pails. One child has nothing to play with. How can we share more equally?”
  - **Blue Lens** – Thinking: “I am getting very upset. I can tell. My face is red and I am starting to throw sand at the other children. Why am I upset? I believe I’d like the shovel. What should I do to keep my friends and get a shovel to play with?”
HOW TO...

Instructional Approach

Grades 7-8: Spectacular Thinking – Creative Thinking

- Work with each Expert Group to help them understand the perspective that their card/lens represents.
- Experts return to their home groups. Each student uses his/her expertise to provide a caption for one of the figures on their original magazine picture. They explain this perspective to other group members.
- Home Groups share their pictures and captions.

Check

- Monitor student groups for their understanding of different ways of thinking and expressing those thoughts as they create their captions and provide feedback and assistance as required.
- As pictures and captions are shared, other groups suggest alternate captions that align with that thinking mode.

Reflect

- Students think of a personal situation that they have experienced or one that they are currently experiencing and reflect on the different perspectives that those involved may have, using the Lens ways of thinking.
- Ask students to describe/explain to a partner how examining a situation from different perspectives can help them understand the situation more deeply. Pairs share with the class.

Apply

This learning experience can be replicated in any subject area.

- **Grade 7 History**: Students examine key issues in the rebellions of 1837-38 in Upper and Lower Canada (e.g., issues related to land, transportation, government) from a variety of different perspectives.
- **Grade 8 Language** (Oral and Visual Communication):
  - Students evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines).
  - Students predict possible actions of characters in a novel.
- **Grade 7 Geography**: Students examine the impact of human activity on the health and sustainability of our environment.
Support

- Consider using a division or grade team meeting to share graphic organizers, the thinking skills that they support and their applications for literacy development.

Resources

  ISBN 0-316-17831-4 (pb)
Appendix 1

Grades 7-8: Spectacular Thinking – Creative Thinking

Multiple Lens Thinking

<table>
<thead>
<tr>
<th>Thinking Lens</th>
<th>Way of Thinking</th>
</tr>
</thead>
</table>
| **YELLOW LENS** | - The positive sides, the benefits  
- What are the positive aspects of this situation? |
| **BLUE LENS** | - Thinking about thinking  
- What thinking is needed here?  
- What have we done so far? What can we do next? |
| **RED LENS** | - Feelings, Emotions, Intuition  
- How do I feel about this right now? |
| **WHITE LENS** | - Facts and information  
- What are the facts? What information do we have? What information do we need to get? |
| **GREEN LENS** | - Creativity, different and new ideas  
- What are some new ways to look at this situation? |
| **BLACK LENS** | - The negative side; judgement, caution  
- What is wrong with this? What are the bad points?  
- Will this work?  
- How can we examine this more carefully? |

**AT A GLANCE**

**GRADES 7-8**

Motivating and Engaging the Learner

*e.g., Language*

**Title:** Reading to Learn – Coding the Text

**Theme:** Literacy

---

**LINKS**

- Learning Skills: initiative - observes, questions, explores, investigates and obtains information independently
- Literacy: reading
- Essential Skills: reading text

---

**Synopsis:**

Students note key points in their reading by using symbols or ‘code’.

**Criteria for Assessment—‘Look Fords’**

Students are able to:

- use a ‘Coding the Text’ strategy to extract key ideas from reading

---

**Overview**

**Purpose**

This experience will help students to:

- read for a variety of purposes (e.g., comprehension, information, review)

**Pay off**

- The strategy provides a quick way for students to highlight key points, share with others, then present a concise summary. The teacher can call upon students to use this strategy in any subject area.

**Planning**

- materials; short newspaper or magazine article, sticky notes, chart paper

**Links to Choices Into Action:**

*Student Development: Learning Skills, Preferences and Strategies*

- demonstrate their understanding of and apply learning skills and strategies in their own learning
HOW TO...

Instructional Approach
Grades 7-8: Reading to Learn – Coding the Text

Activate

Students, in groups of four, think about all of the different types of reading materials they have used over the last day, note these on a Reading Web (see sample below) that they have sketched on chart paper (e.g., Script on TV, a story book, a text book, material on the Internet, newspaper, magazine, e-mail message, text message, comic book, instructions manuals, letter from grandmother, birthday card).

Take up students’ responses by completing a Reading Web on the board or on chart paper. Ask for one or two examples of one thing they learned when they read the material.

Explain that students will be learning the ‘Coding the Text’ strategy to use when they read to keep track of key ideas.

Instruct

Give each student several sticky notes and a short newspaper or magazine article on something of interest.

Explain the coding system below and write it on the board.

<table>
<thead>
<tr>
<th>Coding the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ - means ‘I know this’.</td>
</tr>
<tr>
<td>? - means ‘I have a question about this’</td>
</tr>
<tr>
<td>N - means ‘this is new information’</td>
</tr>
<tr>
<td>! - means ‘this is interesting’</td>
</tr>
</tbody>
</table>

As students read the short article individually, they place the sticky notes with the appropriate symbol at various points throughout the article.

After reading, students form pairs and share their sticky notes, answer each other’s questions and share points of interest. Pairs raise their remaining questions with the class.

Check

Monitor how students use the strategy; and provide feedback as needed.
Reflect

- Ask students to give examples of when they might use this ‘during reading’ strategy in a few subject areas and to indicate the various symbols that they could substitute to make it more relevant for them.
- Indicate that when we read for information, we all use our favourite strategies to make sense of what we read. Review with the class some other “during reading” strategies that they use (e.g., highlighting, making dot jot notes).

Apply

This learning experience can be replicated in any subject area.

- **Language**: Students use the ‘Coding the Text’ strategy when reading non-fiction texts individually in any subject area and raise common questions, areas of interest and areas of common knowledge, after reading. Students may summarize their reading using reflective prompts (e.g., I learned that…, One thing that surprised me was…, ).

Support

- Work with other teachers and the school’s literacy mentor (if applicable) to help students learn to independently apply specific strategies to help them read, write and speak.

Resources

Motivating and Engaging the Learner

Title: Prioritizing and Scheduling
Theme: Independence

Synopsis:
Students participate in an In Basket activity to prioritize and schedule a collection of competing commitments.

Criteria for Assessment—‘Look Fors’
- prioritize commitments using a ranking ladder
- schedule and record commitments using an organizational tool (e.g., agenda, schedules)

Overview

Background

Purpose
This experience will help students to:
- plan for effective and balanced use of their time

Pay off
- Students begin to take responsibility for planning their commitments. Students are clear on the expectations and process for this. Teachers are able to provide consistent support as students develop this skill.

Planning
- Prepare In-Basket activity: envelopes and commitment strips, copies of People Search

Links to Choices Into Action:
Student Development – Learning Skills, Preferences and Strategies
- demonstrate their understanding of and apply learning skills and strategies to their own learning
ACTIVATE

- Students participate in a People Search to recognize their diverse obligations and commitments in and outside of school (see sample People Search, Appendix 1a.).
- Initiate a discussion about all of the ‘non-academic’ activities in which classmates are involved and the personal qualities that are required to participate in these as well as go to school and do what needs to be done around their home.
- Indicate that today the class is going to examine how to handle these additional commitments and responsibilities that emerge as they get older and maintain a balance of committed and free time in their lives.

INSTRUCT

Brainstorm
- As a class brainstorm a list of activities, responsibilities and commitments that are typical of students in grades 7 and 8 (e.g., projects, homework, school trips, personal commitments with family and friends, extracurricular school activities, sports team practices and games, volunteering).
- Present a scenario: It is Tuesday, you have more homework than usual. In addition you have a project due and you are supposed to go to your friend’s house after school to finish it up. You really want to watch the basketball game after school. You promised that you’d go to it watch one of your friends. You can’t get together with your friend at lunch time because he has something else he has to do.
- Students work in pairs to decide how they would plan their day given all the conflicting commitments if they were the person in this scenario. Pairs share their decisions with the class.
- Ask students how they chose one activity over another (e.g., non-negotiable, preferred activity, the ‘right’ thing to do). List this ‘criteria’ on the board/chart paper.

RANKING LADDER
- Introduce a ranking ladder (Appendix 1b) as a way to record their priorities once they have been decided.
- Summarize by indicating that when one has conflicting commitments, one has to prioritize and then schedule. It is often necessary to delay or ‘stop doing’ something to maintain a balance of committed and free time.

IN-BASKET - PRACTICE
- Students form groups of 4. Each group is given an envelope that contains a variety of different commitments, a daily schedule (e.g., 7 a.m. – 8:30 p.m.) and a ranking ladder (Appendix 1b).
- Students take turns reaching into the envelope and removing a slip of paper that identifies a commitment. As each commitment is identified, the group decides where to place it on the daily schedule or if they will delay or omit this obligation. They use the ranking ladder to prioritize any conflicting commitments.
Groups share their daily schedules, their ranking of priorities on their ranking ladder and their rationale for that ranking.

Initiate a discussion on how this compares to their own scheduling and balancing of time. Identify the tools that they have available to support this (e.g., agenda, calendars, computers, homework boards).

Relate prioritizing and scheduling to the report card Learning Skills - Independent Work and Homework Completion (Work Habits).

Check

Monitor students as they participate in the In-Basket activity and provide feedback as required.

Ask students to prioritize, schedule and record any obligations (e.g., assignments, homework, practices, meetings) that they may have in the next few days.

Explain to students that at the end of the following day, they will revisit this topic to see if prioritizing and scheduling helped them prepare for the next day and, if not, to devise strategies that help with ‘following through’ with the plans.

Reflect

Students think of one instance in the last few days that may have been made easier by prioritizing and scheduling or provide an example of how they did this. Share with a partner.

Apply

This learning experience can be replicated in any subject area.

Support

As an intermediate division team, determine how prioritizing and scheduling can be introduced to all students and support students in prioritizing and scheduling by providing time to plan and helping them maintain the tools that they use.

Resources

Appendix 1a:

**Sample People Search**

*Find someone who:*

<table>
<thead>
<tr>
<th>Plays a musical instrument well</th>
<th>Is an excellent skateboarder</th>
<th>Knows how to care for pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a figure skater</td>
<td>Is a diver, gymnast or competitive swimmer</td>
<td>Reads at least one novel per week</td>
</tr>
<tr>
<td>Has a part time job</td>
<td>Has been playing hockey for several years</td>
<td>Spends much time on the computer, phone or MSN</td>
</tr>
<tr>
<td>Has played baseball for several years</td>
<td>Volunteers in the community</td>
<td>Is involved in intramural sports at school</td>
</tr>
</tbody>
</table>

Appendix 1b:

**Ranking Ladder**

High Priority

Low Priority
## Appendix 2

### Grades 7-8: Prioritizing and Scheduling

### In-Basket Strips

#### Commitments for Today and the Near Future

<table>
<thead>
<tr>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>History project about the Underground Railroad (first draft due tomorrow). Find an hour outside of the school day to work with your partner</td>
</tr>
<tr>
<td>Math worksheet due tomorrow</td>
</tr>
<tr>
<td>Dentist appointment today at 4:30.</td>
</tr>
<tr>
<td>Grandma’s birthday dinner tonight at 6:30 pm.</td>
</tr>
<tr>
<td>You forgot gym clothes for period 5 today – the only time to get them is at lunch time.</td>
</tr>
<tr>
<td>French books to be collected Monday. Notes are not up to date.</td>
</tr>
<tr>
<td>Weekend hockey tournament; practice this evening at 8:30pm</td>
</tr>
<tr>
<td>Help sister deliver papers early this morning (7:45 – 8:15)</td>
</tr>
<tr>
<td>Spend time with friends</td>
</tr>
<tr>
<td>You have a meeting at lunch to help organize Spirit day</td>
</tr>
<tr>
<td>Spend time at home on phone or computer talking to friends</td>
</tr>
<tr>
<td>Watch favourite TV show at 8pm</td>
</tr>
<tr>
<td>Student store sales Monday Wednesday Friday at lunch time</td>
</tr>
<tr>
<td>You said you’d walk to school with a friend at 8:00 am</td>
</tr>
<tr>
<td>Your sister wants you to go to the store after school to get candles for your grandmother’s cake.</td>
</tr>
</tbody>
</table>

#### Today's Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am</td>
<td></td>
</tr>
<tr>
<td>8:00am</td>
<td></td>
</tr>
<tr>
<td>School 8:45am</td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td></td>
</tr>
<tr>
<td>3:30pm</td>
<td></td>
</tr>
<tr>
<td>4:30 pm</td>
<td></td>
</tr>
<tr>
<td>5:30 pm</td>
<td></td>
</tr>
<tr>
<td>6:30 pm</td>
<td></td>
</tr>
<tr>
<td>7:30 pm</td>
<td></td>
</tr>
<tr>
<td>8:30 pm</td>
<td></td>
</tr>
</tbody>
</table>
AT A GLANCE

GRADERS 9-12

Motivating and Engaging the Learner

Title: Let Me Reflect On That
Theme: Self-Assessment

LINKS
Learning Skills: works independently - reflects on learning experiences
Essential Skills: continuous learning

Synopsis:
Students practise the ‘4-Step Process for Self-Assessing to Improve Work’ as they tie Windsor or Hand Knots.

Criteria for Assessment—‘Look Fors’
Students are able to:
☑ use a 4-step process to self assess their own work and make plans for improvement or new learning

Overview

Background
• Assessment is comparing one’s work to a best example - based on predetermined criteria.
• Students must know these criteria up-front before they begin the task.
• Self-assessment is usually combined with goal setting in a 4-step process as follows:
  1. Identify/Describe the task, experience, piece of work (e.g., writing a short paragraph).
  2. Self-Assess:
     a. Describe the criteria of a ‘best example’ (e.g., organized with an introductory and closing sentence with a short description of a main idea in the middle).
     b. Describe own work based on this same criteria (e.g., same but without a closing sentence).
  3. Set Goal: Determine Next Steps by deciding what can be improved.
  4. Plan Action: Decide how it can be improved (e.g., Next time, I will….).
• See Grades 7-8, ‘Goal-Setting to Improve Work’ for SMART goal-setting.

Purpose
This experience will help students to:
• learn how to self-assess their school work and set goals for improvement

Pay off
• As students learn to self-assess and plan for improvement using predetermined criteria, teacher feedback is focused on the same criteria and more likely to be understood by students.

Planning
• materials; ribbon or string for each student

Links to Choices Into Action:
Student Development: Setting Goals and Monitoring Progress
• use goal-setting and self-management skills in a variety of situations both inside and outside school
HOW TO... Instructional Approach
Grades 9-12: Let Me Reflect On That

**Activate**

Think/Pair/Share
- Ask students what ‘learning from experience’ means.
- Students think about something they had difficulty with at first and the things they did to get better at it (e.g., learning things at their part-time job, playing a video game).
- Student pairs share one or two points with the class. Students might mention things such as: ask someone how they did it, practise, try to improve one skill at a time, ask someone to observe how they’re doing.
- Point out that often we do not think about how we learn from experience but that it usually follows some logical steps.
- Select 1 or 2 of the examples and, as a class, analyse them to find out the steps. Guide the students in determining steps similar to the following:
  
  **Describe:**
  1. What did I do? (Describe the experience or the work done.)
  
  **Self-assess:**
  2. If I had done it perfectly, what would it have looked like? (Describe the ideal – using specific criteria.)
  3. How well did I do it? (Compare with the ideal – based on specific criteria.)

  **Decide Next Steps (goal):**
  4. What do I need to do to improve (based on the predetermined criteria)? – If I do/experience this again, what will I do differently – if anything?

- Indicate to students that they will use this 4-step process to assess their own work in school so that it is the best that it can be.

**Instruct**

Hand Knot or Windsor Knot
- Provide string or ribbon to each student; show the diagrams in Appendix 1 on an overhead.
- Students work in pairs to learn how to tie one of the knots (Hand Knot or Windsor Knot). They use the diagrams and students who know how to tie one of the knots demonstrate for others.
- After everyone tries once, prompt individuals to reflect on their progress by answering each of the questions in the ‘4-Step Process for Self-Assessing to Improve Work’ (Appendix 1).
- Students share their answers to the questions in their pairs. Ask students to focus on question 4: ‘What do I need to do to improve?’
- Students use the answer to this question to guide their second attempt.
- Students revisit the ‘4-Step Process for Self-Assessing to Improve Work’ answering question 4 again. Indicate that they can attempt future practice sessions on their own.
HOW TO...

Instructional Approach

Grades 9-12: Let Me Reflect On That

Check

Provide students with an exemplar – a best example (level 4) of something that is currently being learned in class (e.g., a descriptive paragraph, a watercolour, a solution to a physics problem, analysis of a world issue) and a task specific rubric or checklist.

Ask students to work through the questions in the ‘4-Step Process for Self-Assessing to Improve Work’ and to compare their work to the exemplar using the criteria outlined in the rubric or checklist, if available.

Provide feedback to students that encourages them to examine their work using the specific criteria, to set a goal for next time based on this criteria and to outline specific ways to be able to do this.

Reflect

Students think of a project or assignment that they are currently doing – in this subject and decide how using the ‘4-Step Process for Self-Assessing to Improve Work’ might help them do well on the assignment.

Students hand this ‘thought’ in to the teacher on a sticky note. Teachers provide general feedback to the students next class on their understanding of self-assessment to improve work.

Apply

This learning experience can be replicated in any subject area.

Support

As a department share these learning experiences and provide opportunities for reflection and goal setting to reinforce the skill.

Resources

- Ontario Curriculum Exemplars - www.curriculum.org
- Source for tie diagrams, Appendix 1 – unknown
Appendix 1

Grades 9-12: Let Me Reflect On That

Hand Knot

Windsor Knot

Source of illustration: Unknown

4-Step Process for Self-Assessing to Improve Work

Describe:
1. What did I do? (Describe the experience or the work done.)

Self-assess:
2. If I had done it perfectly, what would it have looked like? (describe the ideal – using specific criteria)
3. How well did I do it? (compare with the ideal – based on specific criteria)

Decide Next Steps (goal):
4. What do I need to do to improve (based on the predetermined criteria)? – If I do/experience this again, what will I do differently – if anything?
AT A GLANCE

GRADES 9-12

Motivating and Engaging the Learner

* e.g., Canadian and World Issues, Civics

Title: Learning Style Preferences
Theme: Learning Preferences

**Links**

- Learning Skills: initiative - attempts a variety of learning activities
- Essential Skills: continuous learning

**Synopsis:**
Students complete a Learning Styles Inventory, discuss their results and graph them using a pie chart. The teacher creates a class learning styles profile. Students identify approaches to homework that use their strengths.

**Criteria for Assessment—‘Look For’**

Students are able to:
- select ways to complete learning tasks and assignments based on an understanding of their learning style preferences

---

**Overview**

**Background**
- We all have unique ways of learning that change and develop over time as we build skills and have new experiences. Some learners are equally ‘at ease’ learning from a visual source, an auditory source or a written source. Some learners have preferences. Some prefer to move around, listen to music, discuss with others, ‘do’ something first then talk or read about it or vice-versa. Learners may also have preferences for the ways they choose to demonstrate their learning. Each classroom of learners has a unique profile.
- Teachers can uncover the learning needs of their students by asking students what their preferences are, by using various learning styles analyses tools (e.g., Learning Styles) and by observing. Teachers can differentiate instruction and assessment based on this information by providing choice or student groups.

**Purpose**
This experience will help students to:
- understand their learning strengths and use these when possible

**Pay off**
- The teacher has the information required to design instruction and assessment based on learner needs.

**Planning**
- materials; signs: Auditory Learner, Visual Learner, Tactile/Kinesthetic Learner, Learning Styles Inventory

**Links to Choices Into Action:**

*Student Development: Learning Skills, Preferences and Strategies*
- apply a variety of learning skills and strategies to a variety of situations
HOW TO... Instructional Approach
Grades 9-12: Learning Style Preferences

Activate

- Place two sets of Auditory Learner, Visual Learner, and Tactile/Kinesthetic Learner signs around the room - see Appendix 1a.
- Students read a brief description of each Learning Style (Appendix 1a) and then go to the sign that they think is closer to their understanding of the approach to learning they prefer.
- Students discuss with those at the same spot a learning situation during which they feel they used this approach successfully.
- Students volunteer to share from each location why they chose that learning style and relate their example and some of the examples shared in the group.

- Tell students that they will be completing a survey that will show their preferred learning style(s) so that, when appropriate, they can choose ways to learn that are easier for them.

Instruct

Learning Styles Inventory

- Students examine their approach to learning more carefully by completing a Learning Styles Inventory such as the following: http://www.berghuis.co.nz/abiator/lsi/lsiframe.html
- If students have already done this Inventory or a similar one, encourage them to do it again to confirm the results or to see if things have changed for them based on new experiences or skills they have developed.

Pie Chart Organizer

- Students use a pie chart organizer (e.g., Appendix 1b) to graph their individual results from the inventory.
- Students form groups of 3 or 4 and share the results of their inventories. They discuss whether they feel the inventory results are accurate or whether their experiences indicate that the results did not show their true learning preferences.
- Students read the text on the right of the Pie Chart and discuss how they could develop strengths in each of the three areas in order to adapt to situations in school and in the World of Work. Share with the class.

Human Graph

- Students line up on Learning Style Preferences points marked out on a line so that:
  - they can identify others with the same and different learning style preferences
  - the teacher can get a sense of the percentage of students in each area (e.g., 30% tactile/kinesthetic, 20% auditory, 50% visual) to assist in designing effective instruction
- The teacher creates a pie chart organizer on chart paper that represents these percentages – indicating the Learning Styles Profile of the class. The chart paper is posted in a visible location.
**Check**

- Students join with one or two other students with the same learning preferences and decide how to best approach a homework assignment so that they are using their learning strengths effectively.
- Students share some of these homework approaches with the class.

**Reflect**

- Ask students to think about any work that they did on Multiple Intelligences (Section 4: Developing Pathways: Making Career Connections, Grades 7-8 and Section 2: Motivating and Engaging the Learner, Grades 7-8) and to identify the connections between their most Dominant Intelligences and their Learning Style preferences. e.g.,
  - Auditory Learning Style (Musical, Verbal/Linguistic Intelligences)
  - Visual Learning Style (Visual/Spatial Intelligences)
  - Tactile/Kinesthetic Learning Style (Bodily/Kinesthetic Intelligences)

**Apply**

This learning experience can be replicated in any subject area.

- **Grade 12: Canadian and World Issues:** Students illustrate their understanding of a global paradox using poetry, a scavenger hunt, an illustration or sketch, a book talk or students may negotiate a preferred method for demonstrating their understanding of the assignment.

  Sample paradox: There is enough food in the world to feed everyone yet 800 000 000 people do not eat enough to meet their basic nutritional requirements daily.

- **Grade 10 Civics:** Students demonstrate their understanding of the features and functions of a level of government.

**Choice Board or Matrix:**

<table>
<thead>
<tr>
<th>Write a newspaper article</th>
<th>Create a PowerPoint presentation</th>
<th>Create a diagram that illustrates relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play a TV interview with a politician</td>
<td>Own Choice (Students choose their own way to show understanding.)</td>
<td>Arrange an interview with an expert; summarize orally or in writing</td>
</tr>
<tr>
<td>Write a report</td>
<td>Illustrate a short picture book to explain it to young students</td>
<td>Write and sing a ballad</td>
</tr>
</tbody>
</table>

Students work individually or in pairs and select 2 or 3 ways to show what they know. Students may choose an alternate way to show their understanding by selecting ‘Own Choice’ and checking their plans with the teacher.
HOW TO...

Instructional Approach

Grades 9-12: Learning Style Preferences

Support

- Teachers of the same subject can share strategies for providing students with choices in the ways that they learn or demonstrate what they have learned.

Resources

- Learning Styles Inventory

Appendix 1a:

**About Learning Styles**

Learning styles are simply different approaches to learning or to ways of demonstrating learning. We tend to prefer some approaches over others however we all use combinations of all styles.

**Visual Learners:**
- *learn through seeing*... like learning in person, like to see people speak, may think in pictures, may learn from visuals – like charts, pictures and videos, like to take detailed notes.

**Auditory Learners:**
- *learn through listening*... like learning from lectures, talking, hearing the way people say things, like reading text out loud. Written text means little to auditory learners.

**Tactile/Kinesthetic Learners:**
- *learn through moving, doing and touching*... like to learn actively – and through hands-on experience, like to do rather than hear or read about. They do not like to sit still for too long.

Appendix 1b:

**Sample Pie Chart Organizer**

**Notes on Learning Styles**

- In school and work, it is often necessary to use one's least preferred learning style to accomplish a task.
- Even scores in all three areas means that one is strong in all three areas or weak in all three areas. Therefore, for effective learning, one should use all three areas.
- Even scores in two styles (e.g., Auditory – Visual) An auditory-visual learner uses these strategies in combination e.g., tries to see what is being heard; talks about what is being seen, reads notes out loud.
- People usually give directions from their preferred learning style.
AT A GLANCE

**GRADES 9-12**

**Title:** Concept Maps – Critical Thinking  
**Theme:** Thinking

**LINKS**

- Literacy: reading, writing, oral communication  
- Essential Skills: thinking skills

**Synopsis:**  
Students use ‘Snowball Brainstorming’ to generate ideas for a concept map. They work in groups of 4 to build a concept map then do a ‘Walk-About’ to examine the ideas of others.

**Criteria for Assessment—‘Look Foks’**

Students are able to:
- create concept maps that highlight key concepts and how they relate to each other.

**Overview**

**Purpose**  
This experience will help students to:
- understand and use concept maps as visual tools

**Pay off**
- As students gain more experience with concept maps and can use them easily, they can be used for a variety of purposes in any subject (e.g., summarizing after reading, outlining prior to writing, analysing relationships). Teachers can call upon students to use the strategy for a variety of purposes and with any topic area.

**Planning**
- materials; sticky notes, chart paper, sample concept maps as exemplars

**Links to Choices Into Action:**  
*Student Development: Learning Skills, Preferences, and Strategies*
- apply a variety of learning skills and strategies to a variety of situations
HOW TO...

**Instructional Approach**

**Grades 9-12: Concept Maps – Critical Thinking**

### Activate

**Snowball Brainstorming**

- Have students think of a general topic of interest to the whole class e.g., ‘bottled water’.
- Students draw two lines on a piece of paper that divide the paper into 4 squares and number the squares in the corners from 1 to 4.
- Students write in Corner #1, a fact or idea - as a phrase or word that comes to mind when they think of ‘bottled water’. After students have done so, they crumple their papers and toss them, all together, in a designated area of the room.
- Have each student pick up one of the tossed snowballs and read the word or phrase that is written in square #1. Ask students to build on that word or phrase and repeat the activity, by writing a word or phrase in square #2. Students repeat the activity until all four squares are filled. Each student picks up one of the completed ‘snowballs’.
- Students form groups of four and share what they have learned about ‘bottled water’ based on their snowball messages e.g., bottled water is #1: purified drinking water, #2: avoid dehydration, #3: digestion, #4: body cells.

- Explain to students that they will use the information they have generated in the ‘snowball brainstorming’ activity, to learn a strategy that visually illustrates the relationships between the facts.

### Instruct

**Developing a Concept Map; Walk-About**

- Provide students, in their groups of four, with a piece of chart paper.
- Students write the key concept on chart paper – ‘Bottled Water’.
- They transfer their snowball facts and ideas about ‘bottled water’ onto sticky notes (one fact/idea per sticky note). They add any new facts/ideas that they think of on sticky notes.
- Students sort their sticky notes into categories and write the category names on sticky notes (e.g., brand names, uses for bottled water, why the body needs water, sources of bottled water). They look for relationships among the ideas.
- Students do a Walk-About: one or two students in the group circulate to see how other groups are sorting their sticky notes; the other two stay back to explain their approach.
- Students place the category names on the chart paper and arrange these and their supporting ‘ideas’ to show any relationships they found.
- Students draw lines between the concepts and write words on the lines to describe the relationships they discovered (e.g., is > purified drinking water > if lacking may cause > dehydration > and is needed for > digestion > and to carry nutrients to > body cells). See Appendix 1.
HOW TO...

**Instructional Approach**

**Grades 9-12: Concept Maps – Critical Thinking**

**Check**

- Observe the rationale students have when determining how to move the sticky notes around in a hierarchical format.

**Think, Pair, Share**

- Individual students think of other concepts or topics in this subject area for which this type of organizer could be used and provide an example of some concepts and connecting words. Students check their examples with a partner. Pairs share one example with the class.

**Reflect**

- Ask students about other situations for which a concept mapping strategy could be used (e.g., as a study skill when preparing for a test on a specific topic or topics, to provide a visual construct of ideas and words related to a key topic prior to reading, to summarize the key ideas in a chapter or section after reading. Students share some of their ideas.

**Apply**

This learning experience can be replicated in any subject area.

- **Grade 9 Geography:** - Final Evaluation Task:
  
  Students create a concept map to show how natural systems interact with human systems.
  
  Sample Concepts and Relationships:
  
  Systems → ‘Natural’ and ‘Human’
  
  Natural → Climate → Landforms → Drainage → Vegetation → …
  
  Climate → climate controls → ocean currents → latitude → …
  
  Ocean Current → Labrador current → Gulf Stream → etc..)

  Students make links by using descriptive words on the lines between the concepts (words) to illustrate the relationships between those two concepts (e.g., students may use words such as: is, part of, precedes, causes, destroys, includes, produces) to demonstrate understanding of relationships among the concepts.

**Support**

- As a subject team of teachers, brainstorm a variety of uses for concept maps (e.g., a visual tool for summarizing text, video, a presentation; a tool for outlining – prior to writing) so that students learn to use them with ease for a variety of purposes. Share exemplars of the various uses of concept maps and provide these for students.

**Resources**

- Sample Concept Map: http://cmap.ihmec.us/
- Sample Concept Map: http://users.edte.utwente.nl/lanzing/cm_home.htm
Bottled Water is purified drinking water if lacking may cause dehydration and is needed for digestion and to carry nutrients to body cells.

Concept Map

Bottled Water

- purification
- dehydration
- digestion
- body cells

Diagram:

- Bottled Water
- Purified drinking water
- Dehydration
- Digestion
- Body cells

If lacking may cause dehydration and is needed for digestion and to carry nutrients to body cells.
AT A GLANCE

GRADES 9-12

Motivating and Engaging the Learner
e.g., Communications Technology, English, Visual Arts

Title: Right Angle Thinking – Creative Thinking
Theme: Thinking

Synopsis:
Students associate ideas in a word association ‘game’ and work in pairs to generate ideas for writing or speaking using a right angle thinking organizer.

Criteria for Assessment—‘Look Fors’
Students are able to:
- use a right angle thinking organizer to help them make connections between ideas, facts, feelings and/or concepts

Overview

Purpose
This experience will help students to:
- use a thinking strategy to generate ideas for a oral or written assignments

Pay off
- Once students are familiar with ‘right angle thinking’, they can use it individually, in pairs or in small groups to generate ideas on a variety of topics. Teachers can draw upon student use of this thinking skill in any activity that requires students to make connections and find relationships.

Planning
- materials; copies of the Right Angle Thinking organizer, a topic for right angle thinking related to the subject area

Links to Choices Into Action:
Student Development: Learning Skills, Preferences and Strategies
- demonstrate their understanding of and apply learning skills and strategies to their own learning
HOW TO...

Grades 9-12: Right Angle Thinking – Creative Thinking

Activate

Ping Pong Word Association

- Students work in pairs, A and B.
- Each student thinks of an idea (i.e., a word or phrase) that relates to a current topic of study or to a general topic like sports or music.
- Partner A starts by saying the word/phrase. B says a related word/phrase. A adds one more (e.g., rap – classical music – studio musician – self-employment). They continue this word association for a minute or so. Pairs share with the class some of the words/connections they came up with.
- Repeat the process with partner B introducing an idea.

- Explain to students that they will be learning a creative thinking strategy, right angle thinking, that involves ‘associating’ ideas. The strategy can be used to generate ideas for writing or speaking.

Instruct

- As a class, generate a list of current popular musicians, sports figures, and/or other high profile names in the media. These can be related to a current topic in your subject area.
- Students work in pairs again; each pair has a right angle thinking organizer (Appendix 1).
- Pairs select a high profile figure, about whom they both know something.
- Pairs alternate their roles as speaker and listener.
- The speaker gives several facts about the high profile figure.
- The listener summarizes interesting points on the ‘Summary of Facts’ side of the organizer and then jots personal reflections (i.e., associations) about these under the Personal Reflections arm of the organizer. Personal reflections may include personal connections, feelings related to the figure and what they do, predictions, reactions and other personal views. Students use the word association skills learned above to help them with this right angle thinking.
- Pairs switch roles so that the other partner relates what he/she knows about the high profile figure. The new listener jots a summary of these points as well as his/her personal reflections on the information.
- Have students examine all the dot jots to consider which ones they could use as ideas for a ‘Perspectives on …’ writing assignment or presentation.
- Students, in pairs, create a short ‘Perspectives on ______’ written paragraph or a 30 second oral presentation. Pairs join with two other pairs and share.

Check

- Read students’ writing assignments or listen to some of the presentations and provide feedback, as appropriate. Encourage numerous and diverse connections.
Reflect

- As a whole class, discuss other ways that a right angle thinking organizer might be used (e.g., use the organizer with a small group for creative problem solving; the right arm is for the problem/issue, the left arm holds the ideas generated that may lead to a solution).
- Review any other creative thinking skills/organizers (e.g., brainstorming/mind maps) that students may select for use in similar situations.

Apply

This learning experience can be replicated in any subject area.

- **Grade 10 Visual Arts:**
  - Students in pairs (or groups of four) use a right angle thinking organizer while examining one or more art works by a famous artist or group of artists (e.g., the Group of Seven). Facts could include the artist’s name, biographical information, historical era, stylistic traits, and characteristic techniques. Reflections could include personal meaning derived from the work, critical comments, how the artist would be received today, and ideas for one’s own artwork.
  - Students work individually to prepare an analysis of the work to share as a report or oral presentation.

- **Grade 11 Communications Technology:**
  - Students explain how a human need or want can be met through a new or improved product.
  - Students prepare for their presentation by listing the facts of the new product in the ‘Summary of Facts’ arm and their thoughts they trigger about human needs and wants in the ‘Personal Reflections’ arm.

- **Grade 12 English:** Students work in pairs to generate ideas for a character analysis (e.g., King Lear) using a right angle thinking organizer.

Support

- Use a department team meeting to share graphic organizers, the thinking skills that they support and the applications for literacy development.

Resources

Appendix 1

Grades 9-12: Right Angle Thinking – Creative Thinking

Right Angle Thinking Organizer

Summary of FACTS

Personal REFLECTIONS
## AT A GLANCE

**GRADES 9-12**

Motivating and Engaging the Learner  
* e.g., *Music*

### Title:
Cell Phones, Anyone? – An Inquiry Process

### Theme:
Thinking

### LINKS

Learning Skills: initiative - identifies problems to solve, conducts investigations, and generate questions for further inquiry  
Essential Skills: thinking - problem solving; continuous learning

### Synopsis:
Using a Two-Minute Mystery and a ‘Find the Best Deal on a Cell Phone’ quest, students learn and apply the various steps in an inquiry process.

### Criteria for Assessment—‘Look Fors’

Students are able to:  
- use an inquiry process to guide their investigations in any subject area

---

## Overview

### Background

- Creative Thinking involves generating ideas and is divergent. Some creative thinking skills are brainstorming and right-angle thinking.
- Critical Thinking is analytical and evaluative – convergent. Some critical thinking skills are sequencing and comparing and contrasting.
- Thinking Processes (e.g., Inquiry, Decision-Making) are combinations of thinking skills that may include both critical and creative thinking skills (e.g., Inquiry: generating, focusing, concluding, hypothesizing).

### Purpose

This experience will help students to:  
- realize that some of the skills they use regularly outside of school are applicable in all subject areas

### Pay off

- The teacher can draw upon student inquiry skills for any topic in the subject area.

### Planning

- Prepare an overhead slide for the ‘Two-Minute Mystery’ or project from the source website.

### Links to Choices Into Action:

*Student Development: Learning Skills, Preferences and Strategies*  
- apply a variety of learning skills and strategies to a variety of situations
Activate

- Read the Two-Minute Mystery, ‘The Case of the Stolen Necklace’ (Appendix 1) or another Two-Minute Mystery (see website Resources) to students. Display the story on an overhead slide so that students can examine the story for clues. Students work in pairs to try to solve the mystery. Indicate that often conducting an investigation is all about asking the right questions.

- Explain to students that they’ll be following a specific process for conducting their own investigation.

Instruct

- Ask individual students to think about a time when they or a friend tried to find the best deal on a new cell phone (or a piece of clothing, or pizza). Ask them to think of the steps they went through to find the deal and the item that was best for them. Students write the steps on sticky notes (1 step per sticky note).

- Students then join with a partner, compare their sticky notes and sequence, refine and consolidate their steps.

- Pairs share their steps with the class.

- Construct a chart on the board as outlined below and guide the students in refining their steps. Label the process as an Inquiry Process (see Appendix 2). Point out that ‘inquiry’ is used on a daily basis anytime we try to find out something.

<table>
<thead>
<tr>
<th>Inquiry Process Steps</th>
<th>Questions</th>
</tr>
</thead>
</table>
| 1. Wonder! Create and Ask Questions | • What kind of cell phone do I want?  
• What features do I want it to have?  
• How much do I want to pay?  
• What kind of plans does the company offer?  
• Do I want text messaging? A camera? |
| 2. Gather Information | What sources will I use to find out this information?  
• Cell phone companies, e.g., brochures, Internet sites, information centres at local mall |
| 3. Organize Information | List options under each company. |
| 4. Create! Interpret, Connect and Synthesize Information | Summarize what I now know about cell phones and different plans. |
| 5. Share Information | Discuss with friends or parents my conclusions so far. |
| 6. Reflect! Assess conclusions, Create new questions. | Did my friends or parents discover anything I hadn’t thought about? Is there anything else I need to find out? |

Part B: Cell Phone Purchase

Based on the results of this investigation, two types of cell phones I would consider buying are… for the following reasons…
**Check**

- Pairs of students brainstorm some of the questions that they might ask when trying to find the best cell phone deal and decide where these questions fit in the Inquiry Process.
- Pairs share with the class. Note the questions next to their corresponding step as in the chart above.
- Post an Inquiry Process on chart paper for future reference.

**Reflect**

- Students huddle in groups of four and brainstorm ways that they have used the Inquiry Process recently in their own lives.
- Each group shares one example.

**Apply**

This learning experience can be replicated in any subject area.

- **Grade 10 Music**: Students work in groups of 4 to examine the function of music in contemporary Canadian society. Students brainstorm questions for each of the steps in the Inquiry Process in order to focus their topic and direct their research. Sources for research include the Internet, local musicians, peers, song lyrics, poetry, newspapers and current music magazines.
  - Students share their conclusions in any of the following ways: e.g.,
    - in a poem with appropriate music background
    - in a song
    - as a PowerPoint presentation with music examples
    - as program notes for a selected playlist of recorded music

**Support**

- Consult with teachers in other subjects/departments in the school to align inquiry processes and related terms.

**Resources**

**Two-Minute Mysteries:**

- Whodunit Mysteries: [http://www.sd22.bc.ca/silverstar/writing/mysteries/mysteries.html](http://www.sd22.bc.ca/silverstar/writing/mysteries/mysteries.html)
- The Two Minute Mystery Writing Club: [http://www.qesnrect.qc.ca/schools/olp/2mmclub/solve.htm](http://www.qesnrect.qc.ca/schools/olp/2mmclub/solve.htm)
Dr. Cadbury was just about to leave his office to go home and have a nice quiet evening with his wife when the phone rang. He picked it up to hear a frantic voice on the other end. It was a girl named Molly McNabb. She was crying so loudly into the phone, Dr. Cadbury had to hold the telephone away from his ear.

"Please miss, calm down and tell me what's the matter," replied Dr. Cadbury.
"I've been robbed!" Molly cried.
"What has been stolen?" questioned Cadbury.
"A diamond necklace from the museum," answered Molly.
"Are you at the museum right now?" asked Cadbury.
"Yes, I'm still at the museum," cried Molly.
"Don't go anywhere, I'll be there as soon as I can!"

When Dr. Cadbury got there, Molly was sitting on a bench outside of the museum, she had obviously stopped crying because her face wasn't red. In fact, it didn't even look like she was crying. Dr. Cadbury approached Molly and asked her what happened.

Molly replied, "Well, when I was cleaning up so I could lock up and go home, I heard a noise and when I went to see what was wrong I saw that the glass cover on the necklace was broken and a man dressed all in black was running towards the exit door. I started running after him, but before I got a chance to catch up to him or her, they pulled open the door and got away with the necklace!"

"Interesting story," commented Cadbury, "but you're under arrest!"

How did Cadbury know that Molly was lying?

Answer:
When Molly was telling her story she made the mistake by saying that the thief pulled open the fire exit door and ran out, but Cadbury knew that fire exit doors only push open so he knew she was lying.

Source: ‘Who Dunit’ Mysteries, Silver Star Elementary School, Division 20.
http://www.sd22.bc.ca/silverstar/writing/mysteries/mysteries.html
Inquiry Process

1. Wonder! Ask Questions.

2. Gather Information.

3. Organize Information.

4. Create! Interpret, Connect, Synthesize Information.

5. Share & Discuss Information.

6. Reflect! Assess conclusions; Create new questions.
AT A GLANCE

GRADES 9-12

Motivating and Engaging the Learner
e.g., Introduction to Business, Transportation Technology

Title: Triangle Organizers
Theme: Literacy

<table>
<thead>
<tr>
<th>LINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Skills: initiative - identifies problems to solve, conducts investigations, and generates questions for further inquiry</td>
</tr>
<tr>
<td>Literacy: reading, oral communication</td>
</tr>
<tr>
<td>Essential Skills: reading text</td>
</tr>
</tbody>
</table>

Synopsis:
Students listen to ‘experts’ on particular subjects and summarize information using a Triangle Organizer.

Criteria for Assessment—‘Look Fors’
Students are able to:
- summarize and consolidate information after reading and/or listening using a triangle organizer

Overview

Purpose
This experience will help students to:
- critically examine, summarize and make personal connections with information that they read/hear so that they understand and remember it

Pay off
- The teacher has a three-part ‘after reading or listening’ strategy that includes reflection, critical thinking and summarizing to help students comprehend and consolidate information. The strategy can be used for any topic area.

Planning
- materials; copies of the Triangle Organizer Appendix 1

Links to Choices Into Action:
Student Development: Learning Skills, Preferences and Strategies
- apply a variety of learning skills and strategies to a variety of situations
HOW TO...

**Instructional Approach**

**Grades 9-12: Triangle Organizers**

**Activate**

- Ask students if they remember a time when they read something and didn’t remember a thing. (Most hands will go up.) Ask students if they have found ways to avoid that scenario.
- Introduce students to some information on how the brain learns. For example, if we revisit an idea (e.g., read about it again), make personal connections to an idea (e.g., think of how the idea connects to something you have done or seen) and try to use the information in some way (e.g., use it or lose it!), we usually remember it.
- Explain to students that they will be learning a strategy based on these learning principles that will help them understand and recall information when they read and/or listen.

**Instruct**

**The Expert Game**

- Students form pairs – A and B.
- Explain to students that each is an expert on something different – they can decide. Each will speak for one minute telling the other some of the aspects of the area on which each is an expert. The idea is not to confuse the listener but to relay the information clearly and concisely.
- Each listener uses a triangle organizer as in Appendix 1. The listener summarizes key points, makes connections to his/her own experiences and asks one or two clarifying questions.
- After each partner has shared his/her area of expertise, initiate a class discussion on whether the organizer helped them understand and if so, which aspects of the organizer.

**Practice**

- Students use the triangle organizer to summarize and reflect on a topic introduced or discussed/read in this particular subject during this period. For the last 10 -15 minutes of the period, students use the triangle to make individual notes on key areas of learning during the period, personal connections (e.g., to another subject, to their personal lives or to something they learned yesterday) and to develop one or two clarifying questions. Students then share their organizer with a partner. Pairs compare key points and connections and raise any questions that seek clarification of the topic area.

**Check**

- Indicate that the idea is for students to be able to use this strategy when reading, listening or viewing and to be able to use it independently as an aid to understanding and remembering. Monitor students as they complete and debrief their organizers at the end of the period providing feedback and assistance as required.
HOW TO...  

Instructional Approach  
Grades 9-12: Triangle Organizers

Reflect  

- Students think of situations in which this type of organizer could be used (e.g., viewing, listening, reading) and share with a partner. Partners are prepared to share one idea with the class.

Apply  

This learning experience can be replicated in any subject area.

- Grade 9 or 10 Introduction to Business: Students conduct an investigation and gather information from a variety of sources (e.g., Internet, newspaper and magazines) to analyze the ways that business activity affects a community. Students use the triangle organizer to summarize information from each source.
- Grade 11 Transportation Technology: Students listen to a presentation on transportation systems, how people and goods are moved by highway, air, rail, water, and pipeline. Students use the triangle organizer to summarize the speaker’s information, connect their own thoughts and opinions based on what they heard and formulate questions to conduct their own research to prepare a presentation on their perspectives on the importance of transportation systems to maintaining our quality of life.

Support  

- Work with other teachers and the school’s literacy team (if applicable) to help students learn to independently apply specific strategies to help them read, write and speak.
- Consider using a department meeting to share graphic organizers, the thinking skills that they support and their applications for literacy development.

Resources  

Appendix 1

Grades 9-12: Triangle Organizers

Triangle Organizer

A SUMMARY OF KEY POINTS

CLARIFYING QUESTIONS

CONNECTIONS

Title: Developing a Critical Path
Theme: Independence

**Synopsis:**
Students sequence and prioritize tasks on sticky notes to develop a critical path for a school event.

**Criteria for Assessment—‘Look Fors’**
- Students are able to:
  - schedule by developing a critical path
  - follow through on the components of the critical path

**Overview**

**Background**

**Purpose**
This experience will help students to:
- organize, prioritize and plan how to manage complex tasks and multiple, competing commitments

**Pay off**
- students know that they must take responsibility for managing competing priorities. They are clear on the expectations and process for this. Teachers are able to provide consistent support as students develop this skill.

**Planning**
- materials; quotations on chart paper in 4 corners of the room, blank chart paper/ marker at each corner, index cards or sticky notes

**Links to Choices Into Action:**
*Student Development – Learning Skills, Preferences and Strategies*
- apply a variety of learning skills and strategies to a variety of situations

**LINKS**
Learning Skills: organization - completes assignments on time, manages and uses time effectively; works independently - organizes work when faced with a number of tasks, devises and follows a coherent plan to complete a task, follows specific steps to reach goals or to make improvements
Essential Skills: thinking skills - job task planning
Activate

Corner Quotes

- Post one quotation in each corner of the room. Students go to the corner that has a quote that they can ‘identify’ with. Students select a partner in that corner and share a time when the quote applied to them or what it means to them. Pairs share with others in that corner. A spokesperson from each corner summarizes the conversation of the group.
  - “In the confrontation between the stream and the rock, the stream always, wins - not through strength but by perseverance.” - H. Jackson Brown
  - “You miss 100% of the shots you don’t take.” - Wayne Gretsky
  - “The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one.” – Mark Twain
  - “Nothing is particularly hard if you divide it into small jobs.” - Henry Ford

- Ask: What characteristics does the quoted person think are important? Corner groups brainstorm and record their responses on blank chart paper. Corner groups select a spokesperson to share the characteristics.

- Explain that these are all quotes by famous people and the characteristics they identified were some of the ones that helped make them successful. Indicate that today, students will examine how to organize, schedule, and prioritize their time.

Instruct

Scenario

- Students form groups of 4 – at tables or by turning their desks inward so that they face each other.
- Provide each group with a scenario that takes significant planning (e.g., organizing, in the next 4 weeks, a high school information session for grade 8 students that includes refreshments, door prizes, a guest speaker and promotional material to attract students and parents).
- Each group brainstorms tasks that need to be completed in order to stage the event. Each task is placed on a sticky note and placed in the centre of the group on large chart paper.
- Groups rotate to look at each others’ tasks using a one person ‘stay’; the others ‘stray’ format – one student stays to answers questions, the others in the group take a quick look at what other groups have brainstormed. Students return to their own groups and to refine their tasks and make additions.

Critical Path

- Each group sequences the tasks (e.g., the task they would do first, second) and to place the sticky notes in that order. Indicate that there may need to be a few things going on at the same time and to represent that with sticky notes as well. Students draw a timeline below the sticky notes on the chart paper so that they can tell, as full time students, how long it would take them to organize the event.
- Students complete and post their critical paths. Initiate a discussion on issues encountered and generate potential solutions as a class.
Prioritizing
- Explain to students that as they are planning for this event, there are 4 additional commitments that will require their own personal time (e.g., 1 major project, 6 hours of part-time work per week, 1 major mid-term test, and a half day visiting a relative in another town). Students create sticky notes for these and decide where to place them in the Critical Path. Ask students to be prepared to share how they prioritized (e.g., what to do first and what to delay).
- Students post their revised Critical Paths and share how they prioritized.

Check
- Provide students with an assignment (i.e., regular course work) that is due within a week or two. The assignment should include 3 or 4 components (e.g., interviewing someone, Internet research, an oral or written summary) as well as the development of a Critical Path.
- Students complete the assignment by the due date and hand in a Critical Path that shows how they organized their time to complete the assignment and how they dealt with competing priorities.

Reflect
- Students examine two of the Secondary School Learning Skills: Independent Work and Organization (Appendix 1) and check the behaviours that they demonstrated by developing and following through on the Critical Path.

Apply
- This learning experience can be replicated in any subject area.

Support
- Share the Developing a Critical Path and Prioritizing strategy with other teachers of the same grade. Students are more likely to learn the strategy when it is an expectation of all teachers.
- The Learning Skills sample behaviours that relate to developing a critical path and prioritizing can serve as the common criteria for assessment for Independent Work and Organization for the first reporting period.

Resources
Quotes
Appendix 1

Instructional Approach

Grades 9-12: Developing a Critical Path

What learning skills behaviours are demonstrated when developing a critical path, prioritizing time and tasks and following through on the plans?

Learning Skills

Works Independently
- accomplishes tasks independently
- accepts responsibility for completing tasks
- follows instructions
- regularly completes assignments on time and with care
- demonstrates self-direction in learning
- independently selects, evaluates, and uses appropriate learning materials, resources, and activities
- demonstrates persistence in bringing tasks to completion
- uses time effectively
- uses prior knowledge and experience to solve problems and make decisions
- reflects on learning experiences

Organization
- organizes work when faced with a number of tasks
- devises and follows a coherent plan to complete a task
- follows specific steps to reach goals or to make improvements
- revises steps and strategies when necessary to achieve a goal
- manages and uses time effectively and creatively
- demonstrates ability to organize and manage information
- follows an effective process for inquiry and research
- uses appropriate information technologies to organize information and tasks
Section 3:
Creating a Classroom Learning Community

Secondary: Grades 7-12
Section 3: Creating a Classroom Learning Community

1. What is this?

A collection of learning experiences for Grades 7 - 12 that illustrates ways to help students work effectively in cooperative groups and to get work done by:

- **Roles**
  - fulfilling their commitment to the group based on their roles

- **Discussion**
  - using discussion skills in groups to enhance learning

- **Problems**
  - solving problems in the group as they arise

- **Conflict**
  - preventing, managing or resolving group issues

2. Why do this?

- It isn’t easy to work in a group.

- Social skills are “the foundation for the management of cooperative classroom behaviour and are needed for all interactions large group and small”. Bellanca and Fogarty, p. 70

- Classroom Management

- Social skills are “essential tools in a constructive and successful classroom management program”. Bellanca and Fogarty, p. 70

- Student Achievement

- Cooperative Learning is one of Robert Marzano’s Nine Categories of Instructional Strategies that is shown to significantly improve student achievement. In his study, student achievement showed a 27% gain when Cooperative Learning, based on the approach developed by David and Roger Johnson (1999), was used. Marzano, 2003, p.80.
3. What is here?

ALL LEARNING EXPERIENCES CAN BE REPLICATED IN ANY SUBJECT AREA.
Some examples have been provided.

* Learning Skills  + Essential Skills  L  Literacy Strategies

### Grades 7-8

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Group Roles</td>
<td>What’s My Role?</td>
</tr>
<tr>
<td>Discussion Skills</td>
<td>Let’s Talk!</td>
</tr>
<tr>
<td>Group Problem Solving</td>
<td>What Gets In the Way?</td>
</tr>
<tr>
<td>Managing Conflict</td>
<td>Finding Solutions</td>
</tr>
</tbody>
</table>

### Grades 9-12

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Group Roles</td>
<td>High Performing Teams</td>
</tr>
<tr>
<td>Discussion Skills</td>
<td>The Art of Conversation</td>
</tr>
<tr>
<td>Group Problem Solving</td>
<td>Dealing With Group Issues</td>
</tr>
<tr>
<td>Managing Conflict</td>
<td>Let’s Negotiate</td>
</tr>
</tbody>
</table>
4. What do I need to know?

A. The Five Elements of Cooperative Group Learning
1. positive interdependence
2. face to face interaction
3. individual accountability
4. interpersonal and small group skills
5. group processing (reflection on how the group is functioning)
Each cooperative group activity is to include each of the 5 elements.

B. Learning experiences like those in ‘Creating a Classroom Learning Community’ are important when students know each other, have established ways to get along with each other but lack the skills required to resolve issues as they arise in cooperative group work. At this time, students are most likely in the ‘storming and norming’ or ‘influence’ stage of group development.

The Stages of Group Development apply to every group, team or class.

| Stages of Group Development                  |  |
|-----------------------------------------------|  |
| Peck\(^\text{vi}\)                          | Gibbs\(^\text{vii}\) |
| 1. Forming                                    | 1. Inclusion         |
| 2. Storming                                   | 2. Influence         |
| 3. Norming                                    | 3. Community         |
| 4. Performing                                 |  |
| 5. Transforming                               |  |

The primary concern of students in the ‘storming and norming’ or ‘influence’ stages of coming together as a class or group is how to deal with disagreement, problems and conflict and getting tasks accomplished. This is the ideal opportunity to teach students the skills to handle and minimize these types of issues.

C. The teacher’s role is critical. It is important that:
- teachers model the skills required in cooperative groups
- teachers remind students of the skills they can use in groups and to provide feedback
- teachers provide opportunities for students to assess the way they work together

Endnotes

\(^{vii}\) Gibbs, Jeanne. (2001), 7th Ed . Tribes: A new way of learning and being together, California: Centre Source Systems
AT A GLANCE

GRADES 7-8

Creating a Classroom Learning Community
e.g., Dance/Drama, Language

Title: What’s My Role?
Theme: Group Roles

Synopsis:
Students participate in ‘Cooperative Shapes’ to examine aspects of teamwork. They identify the characteristics of an effective group member and specific jobs that relate to group roles.

Criteria for Assessment—‘Look Fors’
Students are able to:
- fulfill their job specific role in cooperative groups
- demonstrate the behaviours related to cooperating with others and class participation

Overview

Background
- The elements of cooperative learning include positive interdependence, face to face interaction, individual accountability, interpersonal and small group skills and group processing (i.e., reflecting on how the group worked). The behaviours listed for the Learning Skills, Cooperation With Others and Class Participation relate directly to ‘interpersonal and small group skills’. Positive interdependence relies on students fulfilling their roles in groups.

Purpose
This experience will help students to:
- work productively in groups by fulfilling their roles and responsibilities

Pay off
- Teachers have a means to evaluate the learning skills: cooperation with others, class participation as they apply to group work.
- More students work productively in groups; teachers have fewer classroom management issues and more time to provide instruction and feedback.

Planning
- materials: chart paper

Links to Choices Into Action:
Interpersonal Development – Getting Along With Others
- describe the many aspects of relationships and explain and demonstrate how skills are used to interact positively with others in diverse settings at school and in the community
Cooperative Shapes
- Students form groups of 4 or 5.
- Call out the name of a structure (or a word) where students form the shape of the word, a letter, a geometrical shape, an object, etc. Try to connect with a current theme or a subject area in which the students have just participated (e.g., math: form a trapezoid).
- Students huddle in their groups to plan the shape.
- All students in the group create the shape – all contribute, all participate equally.
- Debrief after groups have tried 3 or 4 shapes. Ask: How did you help your group complete the task? Did anyone feel left out?
- Summarize by explaining that each group member was accountable and all were needed to create the structures (i.e., interdependence).

Explain that a good team relies on people working well together and depends on each member to get the job done. Indicate that the next segment of the class will help them more fully understand what is required of them to be members of an effective team or group.

Think/Pair/Share - Working Together
- Ask students to think about a time when they were part of a group that worked well together and to list some of the things they did (or could have done) that contributed to the group working well together.
- Students share with a partner. Pairs share with the class.
- Note their responses on the board/chart paper.
- As a class, examine the list of sample behaviours for the report card Learning Skills – Cooperation with Others and Class Participation as listed in Appendix 1 and supplement the list on the board with any behaviours that may have been missed. Refine the overall list – eliminating duplicates and behaviours that they already demonstrate so that the list is a manageable one of 4 to 6 behaviours.
- Assign pairs of students to one behaviour each - ensuring that all are covered. Pairs create a Y Chart to describe what the behaviour Looks Like, Sounds Like and Feels Like.
- Students share and refine their charts based on feedback from the class. They post their Y Charts.

<table>
<thead>
<tr>
<th>Component</th>
<th>Looks like</th>
<th>Sounds like</th>
<th>Feels like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects Property of Others</td>
<td>– uses borrowed objects carefully</td>
<td>May I borrow …? Thank you for….</td>
<td>I can trust my materials with others in the group.</td>
</tr>
</tbody>
</table>

Explain that the Y Chart information will be a way for them to assess how well they work with others in the group and will also help you, the teacher, provide feedback.
Getting Work Done - Roles

- Explain that another aspect of working in teams is getting work done and it is not uncommon for members to assume roles – each having a specific job(s). For example, a sports team has roles such as a coach, a referee, a timekeeper, a lines-person and score keeper. This is also true for some group tasks that we do at school.

- Explain the roles that people play in groups help the group complete its task (e.g., Facilitator, Encourager, Checker, Accuracy Coach, Time-keeper, Reporter or Recorder).

- Students brainstorm the jobs that they think the roles involve:
  - Facilitator (like the captain) - organizes group, encourages participation, consults teacher if necessary, makes sure everyone understands the task
  - Recorder/Reporter (like the spokesperson) - records the group’s work and reports what the group has done
  - Encourager (like the coach) - cheers people on, encourages people to participate
  - Time-Keeper (like the time-keeper) - watches the clock and signals time to move on, if necessary
  - Checker (like the helper) - invites explanations, checks materials/equipment
  - Accuracy Coach (assistant coach) - checks how the group is following directions

- State that groups do not always need all of the roles at all times and that sometimes one person can play one or two roles at the same time.

- List the roles and jobs on the board/chart paper for students to see.

**Check**

- Students work in groups to complete a task in the subject area. Each is assigned a role and each is to demonstrate the ways of working well together that they identified previously.
  When the task is completed, debrief:
  1. the ‘academic’ part of the task – what was learned
  2. the ‘group skills’ aspects of the task (e.g., how they worked with each other and how they functioned in their role) using the Y Chart criteria created by the class.

- Students note on a sticky note something they did well and something they need to work on. Groups hand their sticky notes to the teacher.

**Reflect**

- Individual students think about the role that they assumed in the group (e.g., facilitator, recorder) and decide what was easy about the role and more difficult about the role. Ask students to consider whether the role assignments were appropriate for the group or if different roles could have been assigned.
Apply

This learning experience can be replicated in any subject area.

Have students practise different roles over a period of time. Students may choose roles they want to play or they may be assigned roles at different times. Encourage self-assessment and peer assessment of group skills based on the criteria established by the class in the Y Chart.

- **Drama/Dance, Language**: Students respond to a novel study by creating a tableau that depicts the conflict in the novel. To plan for and design the tableau, students work in cooperative groups of five assuming the roles of Facilitator, Time-keeper, Recorder, Encourager and Checker. Students self-assess their cooperation behaviours (using the Y Chart criteria) as well as their effectiveness in their assigned roles.

Support

- Work with other teachers of the students in your class to identify, observe and reinforce student behaviours related to the Learning Skills: Cooperation With Others and Class Participation.

Resources

### Cooperating with Others – Elementary Learning Skill

- Demonstrates a willingness to work with others
- Demonstrates a willingness to work with anyone
- Respects the rights of others (e.g., right to participate, learn, speak)
- Respects the opinions of others
- Respects the property of others
- Respects the school environment
- Follows class, group and school procedures
- Assists peers with work when needed

### Class Participation – Elementary Learning Skill

- Actively participates in discussions and classroom activities
- Contributes information and ideas
- Accepts a variety of roles during group work
- Assumes responsibility of fair share of work during group work
- Encourages others to participate
- Works towards the goals of the class and the group
- Listens to others without interrupting
- Shows respect for the ideas of others

**Title:** Let’s Talk!

**Theme:** Discussion Skills

**Synopsis:**
Students identify effective discussion skills by watching two role-plays. Students use these skills in a Discussion Derby activity.

**Criteria for Assessment—‘Look Fors’**
Students are able to:
- use a variety of skills effectively in group discussion (e.g., take turns, clarify, question, summarize, paraphrase, introduce new ideas, expand on the ideas of others)

**Overview**

**Background**
- Discussion skills help students achieve an understanding of the topic and help the group work productively.
- Prior to introducing discussion skills, students should have established ways of working together that respect each other’s strengths and differences. See the ‘Creating a Positive Learning Environment’ section for learning experiences with this focus.

**Purpose**
This experience will help students to:
- communicate effectively in small and large groups

**Pay off**
- When students use discussion skills, they focus the group on the task and help group members achieve an understanding of the topic. When this happens, the students have taken on the responsibility for learning; the teacher becomes a facilitator or provider of the opportunity. The teacher is freed up to observe, provide help to those who need it and provide ongoing instruction and feedback.

**Planning**
- Prepare two pairs of students for role-play.
- Make copies of Discussion Skills chart (Appendix 1).

**Links to Choices Into Action:**
*Interpersonal Development – Getting Along With Others*
- explain and demonstrate how skills are used to interact positively with others in diverse settings at school and in the community
HOW TO...

**Instructional Approach**

**Grades 7-8: Let’s Talk!**

### Activate

**Think/Pair/Share**
- Ask students individually to imagine a conversation during which they are with a group of friends discussing ‘high interest topics’ – like learning new moves in a video game or finding the best locations in the local shopping area for deals on cell phones. Ask students to think about what was happening in the group to help them participate and give their own ideas (e.g., ‘it’s important that everyone’s ideas be heard’, ‘sometimes we ask questions to figure out someone’s ideas’), and what was happening in the group if it was difficult to give their own ideas (e.g., ‘everyone talks at once’, ‘did not understand what someone was saying’, ‘people put down others and their ideas’, ‘one person dominated the discussion’).
- Students pair with a partner and share their thoughts. Partners share their ideas with the class.
- Explain to students that much of their learning occurs when they work with each other in groups. Indicate that having a constructive group discussion requires that you are able to use discussion skills to:
  - fully understand the discussion topic
  - encourage thinking by group members so that the discussion is productive and rich with ideas

- Explain to students that they may have already learned many of the skills they need for a productive group discussion to happen. Indicate that they will be working together in small discussion groups (2-4 students) to specifically identify and practise ‘discussion’ skills.

### Instruct

- Help students recall what they already know about listening, speaking and working in groups. Indicate that two pairs of students will model discussion skills to help the class figure out some strategies to use that will help them participate in a productive group discussion.
- Prior to the class coach one pair of students (A) to demonstrate the following skills:
  - Discussion skills (i.e., Attentive Listening Skills & Speaking Skills)
  - Attend/Focus – posture, eye contact etc.
  - Take turns - one person speaks at a time; allow the speaker to finish speaking before beginning to speak
  - Non-verbal communication - let the speaker know you are listening e.g., nod
  - Clarify - ask questions, restate, paraphrase
  - Summarize – check if you have heard all of the information
  - Acknowledge the speaker - give appreciation statements, show understanding of speaker’s feelings
  - Keep the discussion moving - introduce new ideas, expand on speaker’s idea,

- Prior to the class coach a different pair of students (B) to model the opposite of each of the above discussion skills (e.g., one person monopolizes the conversation, they interrupt each other, listen to a side conversation instead of the speaker, use inappropriate non-verbal communication, refrain from clarifying and allow the conversation to stop before it is finished).
Pair groups A and B each take about 3 minutes to role play their discussions about their favourite movies.

The rest of the class observes the discussions and identifies what is happening in each discussion that makes it a good discussion. Tell students that for each of their points they should be able to give examples of what it ‘sounds like’ or ‘looks like’. Students may make notes.

During the feedback discussion, help students generate a list of discussion skills (see above) and write them on the board. List any additional skills they may have observed that helped the discussion.

Give students a few minutes to complete the Discussion Skills chart (Appendix 1).

**Clarifying**

<table>
<thead>
<tr>
<th>Sounds Like</th>
<th>Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>So is this what you meant?</td>
<td>An inquisitive gesture</td>
</tr>
</tbody>
</table>

**Check**

**Discussion Derby**

Students work in groups of 3 or 4 depending on their readiness. One person is the observer. The group picks a topic from a hat (e.g., why school should or should not be year round four days per week, what the most risky sport is in their opinion) and, as a group they discuss their opinions on that topic. The observer uses the Discussion Skills chart to give the group feedback of his/her observation of discussion skills the group demonstrated. If possible, each person in the group has a turn at being the observer.

Observe the group discussions and give feedback, as necessary.

**Reflect**

Ask students to think about how they felt in the group discussion, as a participant as well as an observer and to think of what roles they can play in future group discussions.

**Apply**

This learning experience can be replicated in any subject area.

**Grade 8 Visual Arts:** Students prepare to visit the McMichael Art Gallery by viewing some of the images on the McMichael website [http://www.mcmichael.com/kidsarea/index.shtml](http://www.mcmichael.com/kidsarea/index.shtml) and answering questions on artwork by at least three of the Group of Seven.

In groups of 2 – 4, students examine the painting ‘Snow’ by Lawren Harris, discuss how it makes them feel and then decide what it is that the artist did, in terms of the elements and principles of design, that causes them to respond in these ways.

Students summarize (e.g., artist, painting, message/response, use of elements and principles) for the class.

Students refer to the Discussion Skills chart to guide them in having a productive discussion.
HOW TO...

Instructional Approach

Grades 7-8: Let’s Talk!

Support

- Share with division or grade level teachers so that students’ discussion skills are reinforced consistently using common language and common expectations.

Resources

# Discussion Skills

<table>
<thead>
<tr>
<th>Discussion Skill</th>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend/focus</td>
<td></td>
<td></td>
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<tr>
<td>Take turns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use appropriate non-verbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep the discussion moving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title: What Gets In the Way?
Theme: Group Problem Solving

**AT A GLANCE**

**GRADES 7-8**

**Creating a Classroom Learning Community**

*Example:* Drama and Dance

**Synopsis:**

Students form groups of 4 to evaluate the pros and cons of solutions to a problem that arises in group work.

**Criteria for Assessment—‘Look Fors’**

Students are able to:

- select the most appropriate solution to a problem that arises in group work

**Overview**

**Background**

- Problems arise in group work (e.g., pairs, small groups, large groups) that interfere with the group's ability to get work done. These can be as simple as not enough materials or as complex as missing a group member. The ‘Five-Step Problem-Solving Model’ guides students’ thinking as they try to resolve the issues. One of the steps in the model involves generating solutions, evaluating their potential effectiveness and then choosing one.

**Purpose**

This experience will help students to:

- deal with issues that arise in group work

**Pay off**

- Because students learn to solve some of the problems that arise in group work on their own, the teacher spends less time helping students deal with issues and has more time available for instruction and feedback.
- Using a problem-solving model provides an opportunity to clarify a procedure for problem solving in class (i.e., Students try first, then seek teacher assistance.).

**Planning**

- Prepare the Pros and Cons Chart, Appendix 1.
- Gather pictures for the Corners – Metaphors activity.

**Links to Choices Into Action:**

*Interpersonal Development – Getting Along With Others*  
- explain and demonstrate how skills are used to interact positively with others in diverse settings at school and in the community

*Interpersonal Development – Self-Management*  
- demonstrate the skills and knowledge necessary to manage their own behaviour

**LINKS**

- Learning Skills: problem solving - devises alternative solutions and devises a plan to solve the problem; cooperation with others - assumes responsibilities in groups
- Essential Skills: thinking skills
Activate

Corners – Metaphors

- Place a picture in each corner (e.g., a gorilla, a kitten, a fox, an owl) and ask students to go to the corner that is most like the way they are (e.g., feel, behave, react) in a group when an issue or problem arises.
- Once at the corner, students discuss with a partner why they went to that corner – how their response reflects that particular animal.
- Pairs share with others in each corner. A spokesperson from each corner shares with the class some of the reasons for going to that corner.

- Explain to students that each of us reacts differently to issues that arise in groups. Indicate that they will learn how to use a Five-Step Problem-Solving Model and how to evaluate solutions to choose the most appropriate one.
- Remind students that Problem Solving is a Learning Skill on the report card and that they will be learning a way to refine this Learning Skill.

Instruct

- Brainstorm, as a class, some of the problems they have experienced when working in groups (e.g., one person does it all, people make commitments and don’t follow through, members get sick, materials are forgotten, the final product is too complicated).
- Introduce a Five-Step Problem-Solving Model to use in these types of situations:
  1. Identify the problem
  2. Describe all possible solutions
  3. Evaluate the possible solutions
  4. Act on one
  5. Learn from the decision.
- Students form groups of 3 or 4 and use the ‘Five-Step Problem-Solving Model’ to work through the following problem:
  - A major project is due in 3 days. A lot of class time has been made available for research and project completion. Two students in your group have been away and the group will not be able to meet the deadlines.
  - What do you do? (e.g., request extension, do it by yourselves, tell the teacher and provide background info and get advice)
- Students complete the Pros and Cons Chart (Appendix 1) as they evaluate the solutions.
- Groups share their solutions and the reasons for their choice of solution.

Check

- Observe groups as they work through the problem-solving process. Guide discussions using questions and feedback.
HOW TO... Instructional Approach

Grades 7-8: What Gets In the Way?

- When students work in groups on subject tasks and projects, remind them to use the problem-solving model as issues arise. Use ‘teachable moments’ to reinforce describing and evaluating solutions.

**Reflect**

- Students think about a recent issue they had in group work or think about a problem in a group that they have seen on television. Students use the Five-Step Problem-Solving Model to determine a solution. Students share their problems and solutions with a partner.

**Apply**

This learning experience can be replicated in any subject area.

This problem-solving model and evaluation process for getting work done in a group situation may be applied in any classroom situation where students work together in pairs or small or large groups.

- **Drama and Dance:** Students work regularly in groups in Drama and Dance. Introduce the problem-solving model for students to use. At the end of each group activity, ask students to reflect on the way they addressed any group issues that may have arisen.

**Support**

- Share the problem-solving model with other teachers of the same grade, division or school. Consistent reinforcement of the problem-solving process using a common model and common language helps students refine these skills.

**Resources**

### Pros and Cons Chart

<table>
<thead>
<tr>
<th>Possible Solutions</th>
<th>Pros What’s good about it?</th>
<th>Cons What’s wrong with it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Title: Finding Solutions
Theme: Managing Conflict

Synopsis:
Students examine a comic strip and decide how to resolve its ‘conflict’ as a win/win solution. Students refine the steps they use and apply them to sample scenarios.

Criteria for Assessment—‘Look Fors’
Students are able to:
- use a conflict resolution strategy to work toward win/win solutions: (i.e.,)
  - identify the conflict – its nature and causes
  - listen attentively to each other’s position
  - clarify positions using I-Messages
  - swap sides - think about the conflict from both sides
  - search for a win/win solution
  - know that they should stay calm

Overview

Background
- Conflicts arise in group work. Managing conflict requires self-control and the knowledge and use of a variety of skills and strategies. This learning experience focuses on finding win/win solutions.

Purpose
This experience will help students to:
- resolve simple conflicts that may arise in group work

Pay off
- Students work more effectively in groups by resolving differences as they occur rather than allowing them to escalate. Groups are more productive. Teacher interaction with groups focuses less on helping them manage problems and more on instruction and feedback.
- Teachers have criteria for assessing the report card Learning Skill ‘Conflict Resolution’.

Planning
- Provide cartoon clips from newspapers or photocopy Sample Storyboard (Appendix 1a).

Links to Choices Into Action:
Interpersonal Development – Getting Along With Others
- explain and demonstrate how skills are used to interact positively with others in diverse settings at school and in the community
Activate

- Use a cartoon clip from a newspaper that shows a conflict. For example, *Zits*, by Jerry Scott and Jim Borgman, usually has a topic that is familiar to adolescents (e.g., disagreement about taking out the garbage, tidying a room or removing a headset to listen to a conversation).

Round Table-Round Robin
- Introduce the term conflict as ‘a disagreement or difference of opinion between people’.
- Ask students to determine as many ways as possible to resolve the situation in the comic strip. Students work in groups of 4 to 6 at a table or at their desks in a circle or oval format. One student has a piece of paper and a pencil. This student writes down one idea, then hands the paper and pencil to the person beside him/her. Go around the table until all ideas are exhausted. Students have the right to ‘pass’. Groups share their brainstormed ideas with the class (e.g., argue for a long time, give in, delay, get someone else to decide, vote, ignore).
- Conclude that there are many ways to resolve conflicts – some have resolutions that are good for all (win/win), some are good for one and not the other (win/lose) and some end up being bad for both (lose/lose).
- Have students look at the ideas they brainstormed and decide as a group which category each idea might fall into (win/win, win/lose, lose/lose). Conclude by saying that ideally we strive for a win/win situation.

- Explain that conflict will happen as they work together in the classroom. Indicate that it cannot always be prevented but there are ways to resolve conflicts so that they do not ‘get bigger’ and so that all or most needs are met. The first part of today’s class will deal with how to reach ‘win/win’ solutions.

Instruct

- Students work in triads.
- Provide each triad with a 2-character comic strip or a storyboard (Appendix 1a) that represents the panels in a comic strip. All groups can work on the same comic strip/storyboard or provide 3 or 4 to allow choice.
- Ask the triads to:
  - In the first panel, describe what is happening if the comic/storyboard is not clear.
  - Create some ‘thought bubbles’ on top of the middle 3 panels so that we know the needs of each person and why they have that particular point of view.
  - Decide how the characters could make the conflict worse; decide how they could prevent the conflict from getting worse.
  - On the last panel, figure out some ‘common ground’ – something that they both want.
  - Underneath the comic strip/storyboard, propose a win/win solution. A win/win solution is one that is satisfactory to both people. This may be a compromise (each person gives up something), or both parties come to a mutual agreement.
- Triads share some of the scenarios they further developed.
HOW TO...

Instructional Approach

Grades 7-8: Finding Solutions

- Initiate a short discussion and based on student comments, create a list of key points to remember when involved in a disagreement or conflict: e.g.,

Key Points - Resolving Conflict
1. identify the conflict – its nature and causes (e.g., resources, an opinion or goal, a belief)
2. listen attentively to each other’s position
3. clarify; use I-Messages
4. swap sides – think about the conflict from both sides
   - How would you feel if you were the other person?
   - What would be important for you if you were the other person?
5. search for a mutually agreeable solution
   - What are areas of agreement and the areas of disagreement?
6. try to stay calm and keep things ‘light’

- Post these points on chart paper so that they are visible to all.

Role Play
- Generate topics for three potential classroom conflicts/disagreements and note these on the board (e.g., a Partners Project: Research needs to be done – by reading some long articles and by watching some videos. A wants to watch the videos; B wants to watch the videos and does not want to read.).
- Students work in groups of three and letter off A, B and C.
- ‘A’ and ‘B’ role play the scenario paying attention to the key points for resolving conflict as listed on the chart paper. ‘C’ observes and provides feedback on how the conflict resolution process was used. Switch roles until all have had a turn. Groups can use the same scenario or a different one.

Check

- Observe students as they role play. After all have finished one, provide general feedback to the whole class.
- Point out to students that using this Win/Win ‘Resolving Conflict’ strategy is a demonstration of the report card Learning Skill ‘Conflict Resolution’ (Appendix 1b).

Reflect

- Students think about a time within the last week when there may have been a different resolution if they had used the conflict resolution model. Their responses can be part of a journal or an Exit Pass (sticky note or index card given to the teacher prior to leaving class).
HOW TO...

Instructional Approach
Grades 7-8 Finding Solutions

Apply

This learning experience can be replicated in any subject area.

Students have daily opportunities in every subject to prevent, manage and resolve conflict. Look for ‘teachable moments’ when students work in small or large groups in class. Help students work through the conflict using steps to arrive at win-win solutions. This is how students will learn – through experience in ‘real’ not role-played situations.

Where possible, identify the potential for conflict in classroom situations (e.g., conflict over the workload/roles in groups, disagreements over the sharing of materials). Students can then, as a natural part of their participation in class, independently deal with conflict as it arises - guided by feedback from the teacher or from peers.

The following will increase student understanding of conflict:

- **Grade 8 History**: Students analyse, in terms of the conflict resolution strategies and concepts, various conflict situations related to the social and political challenges of increased migration and settlement, rapid industrialization, Canada's changing role in the British Empire, and Canadian-American relations prior to the First World War. Students may examine the causes of these conflicts (e.g., conflict over resources, opinions or goals, beliefs).

Support

- Share the process for dealing with conflict with other teachers so that expectations and support in each classroom are the same.

Resources

- *Zits*, by Jerry Scott and Jim Borgman [www.kingfeatures.com/features/comics/zits/about.htm](http://www.kingfeatures.com/features/comics/zits/about.htm)
Appendix 1:

**Sample Storyboard for a Comic Strip**

<table>
<thead>
<tr>
<th>What happened before?</th>
<th>Why are they thinking this way? What does each side need?</th>
<th>Common Ground? What is something they both want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is snowing outside. Jeff is doing homework. His parents are in another room.</td>
<td>Jeffrey, I asked you to please take out the garbage 10 minutes ago and 10 minutes ago before that.</td>
<td>I know Mom/Dad – I’m busy!!</td>
</tr>
</tbody>
</table>

How can the characters prevent the disagreement from getting worse?

Appendix 1b:

**Conflict Resolution**

- resolves conflicts when they occur
- resolves conflicts independently
- resolves conflicts in socially acceptable ways
- negotiates to solve problems and resolve conflicts
- listens to understand conflicts before acting or offering a resolution
- seeks positive solutions to conflicts
- uses a variety of strategies to resolve conflicts appropriately
- helps the group to identify and use strategies for conflict resolution

Title: High Performing Teams
Theme – Group Roles

Synopsis:
Students participate in group activity and practise the skills for high performing teams. They create a checklist to help them assess their effectiveness.

Criteria for Assessment—‘Look Fors’
Students are able to:
- fulfil their role on the team
- clarify the task and time requirements
- work positively with others on the team

Overview

Background
The elements of cooperative learning include positive interdependence, face-to-face interaction, individual accountability, interpersonal and small group skills and group processing (i.e., reflecting on how the group worked). The behaviours listed for the Learning Skill ‘Teamwork’ relates directly to ‘interpersonal and small group skills’.

Purpose
This experience will help students to:
- work positively and productively in groups

Pay off
- Teachers are able to gather evidence of teamwork for the student’s report card.
- More students work productively in groups; teachers have fewer classroom management issues and more time to provide instruction and feedback.

Planning
- materials: one story, a magazine article, fairy tale per group
  one place mat per group (Appendix 2)

Links to Choices Into Action:
Interpersonal Development – Getting Along With Others
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace
Activate

Uncommon Commonalities
- Students form groups of 4 according to specific criteria (e.g., all 4 have birthdays in different months, all 4 have different sized shoes).
- Each group has one copy of the Uncommon Commonalities organizer (Appendix 1).
- Students think of some uncommon characteristics/hobbies/habits – e.g., having a pet turtle. If all 4 have a pet turtle, they note this in the area marked with a 4. If not they note it in the appropriate # area.
- Provide a time limit of 10 minutes. At the end of the time limit, groups share their most uncommon commonalities with the class.
- Ask them to rate the task as “easy” or “difficult”. Students will most likely say ‘easy’. Ask them to give a few points explaining why this was an easy task.
  - They worked as a team.
  - It was a short task.
  - They all had the same role.
  - There were no high stakes at the end – like a project to be marked or a product that is sold to a customer.
- Indicate that a portion of today’s class will focus on examining and then learning to demonstrate three characteristics of high performing teams:
  1. Role and Function: knowing one’s role and function on a team and following through on them
  2. Task and Time: identifying what needs to be done and when it needs to be done
  3. Teamwork Skills: establishing guidelines for group behaviour

Instruct

Placemat, Simple Jigsaw - Character Analysis
- Maintain the same groups of 4 as in the opening activity.
- Outline the task (a group task in the specific subject area). The following is a sample only:
  - Each team is provided with:
    - a short 2-3 page ‘story’ (e.g., a short story, a fairy tale, a magazine article, a short biography, an illustrated children’s’ storybook)
    - a place mat (Appendix 2).
  - Each team member is assigned a section of the placemat, reads the story and finds some information about the main character – based on his/her assigned section of the placemat.
  - Team members share their information and dot jot a short character sketch.
- Prior to beginning the task, walk the teams through the steps of preparing for ‘high performance’ by having the team members:
  1. Assign roles (ie., facilitator, spokesperson, materials gatherer, team leader) and clarify the function of each role:
    - facilitator – helps the group stay on task
    - spokesperson – introduces the group, shares results
    - materials gatherer – gets materials
    - team leader – ensures timelines are met and that task is clear
2. Clarify the instructions (time and task) for each member:
   − establish a time line – 15 minutes
   − develop and clarify plans to complete the task
3. Help teams establish guidelines for group behaviour by examining the teamwork behaviours as outlined in the Secondary School Learning Skills Sample Behaviours (Appendix 3), adding any behaviours they think are missing and deleting those that they think are not applicable to this situation. Assist the class in creating a scored checklist for this group task.

<table>
<thead>
<tr>
<th>‘High Powered Teamwork’ Guidelines</th>
<th>Sometimes</th>
<th>Often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team members listened to one another.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. We checked our understanding of the task.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. We shared ideas and information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. We encouraged and helped each other.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. We stayed on task and used time well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

My score for our team /15

Students complete the character analysis task as outlined on the placemat. The spokesperson shares the character sketches. The group assesses their demonstration of the teamwork guidelines using the checklist.

**Check**

Monitor students’ self-assessment of their teamwork (score sheets) and provide feedback as necessary.

**Reflect**

Students examine their teamwork checklists and, as a team, list one guideline that they demonstrated well and one that requires improvement. The team lists one or two suggestions for improvement on a sticky note (their ‘ticket out’) and hands the note to the teacher on the way out of class. The teacher examines the notes and uses them to focus feedback during the next class.

**Apply**

This learning experience can be replicated in any subject area.

This approach to developing high-powered teams (ie., clarifying role & function, task & time, teamwork skills guidelines) can be used for any team project in any subject area to work on a specific group task.

**Grade 11 Communications Technology:** Students work in ‘high-powered teams’ to create a storyboard and outline a plan for the development of a short video.
Support

- Share this approach to teamwork as a department and/or as a multi-subject grade team so that all students and teachers have a common understanding of the required behaviours/guidelines for ‘high performing teams’.

Resources

Uncommon Commonalities

Team Names
Appendix 2

Grades 9-12: High Performing Teams

Placemat
(Suggestion: Re-create on ledger sized paper).

<table>
<thead>
<tr>
<th>Brief Character Sketch</th>
<th>What the character does</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., The Big Bad Wolf</td>
<td></td>
</tr>
</tbody>
</table>

What the character looks like
What the character seems like
What the character says
Secondary School Learning Skills Sample Behaviours for:

**Teamwork**

- works willingly and cooperatively with others
- shares resources, materials, and equipment with others
- responds and is sensitive to the needs and welfare of others
- solves problems collaboratively
- accepts various roles, including leadership roles
- takes responsibility for his or her own share of the work to be done
- works to help achieve the goals of the group or the class
- helps to motivate others, encouraging them to participate
- contributes information and ideas to solve problems and make decisions
- questions the ideas of the group to seek clarification, test thinking, or reach agreement
- shows respect for the ideas and opinions of others in the group or class
- listens attentively, without interrupting
- in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding
- recognizes the contribution of group members by means of encouragement, support, or praise
- seeks consensus and negotiates agreement before making decisions

**Overview**

**Background**
- Discussion skills help students achieve an understanding of the topic and help the group work productively.
- Prior to introducing discussion skills, students should have established ways of working together that respect each other’s strengths and differences. See the ‘Creating a Positive Learning Environment’ section for learning experiences with this focus.

**Purpose**
This experience will help students to:
- fully understand the topic of discussion
- encourage thinking by group members so that the discussion is productive and rich with ideas

**Pay off**
- When students use discussion skills, they focus the group on the task and help group members achieve an understanding of the topic. When this happens, the students have taken on the responsibility for learning; the teacher becomes a facilitator or provider of the opportunity. The teacher is freed up to observe, provide help to those who need it and provide ongoing instruction and feedback.

**Planning**
- Prepare 1 piece of chart paper per group with a set of Discussion Choices on each (Appendix 1b).

**Links to Choices Into Action:**
*Interpersonal Development – Getting Along With Others*
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace
Activate

Two Heads are Better Than One
- Use ‘Two Heads Are Better Than One’ strategy at the beginning of a class to review information covered the previous class. Students:
  - work in pairs
  - dot jot what they can remember about a specific topic designated by the teacher that was introduced the previous day
  - take turns telling each other the details related to the topic making sure that each understands
  - share points with the class when called upon
- Review the Discussion Skills (Appendix 1a) - ways to make conversations like this go smoothly so that both partners can learn. Have students reflect on their experience by identifying which skills they used.
- Explain that much learning happens through discussion and that having a productive discussion requires specific skills. Indicate that during part of this period, the class will learn about some of the choices they have when trying to ‘move’ discussion along.

Instruct

- Explain that we make choices about how to ‘move’ a discussion based on how the discussion group is functioning, what has already been discussed, the discussion topic, and whether the group needs to make a group decision. Some of these choices include whether we should:
  - find connections between ideas - OR - try to clarify differences between ideas
  - listen - OR - speak
  - advocate for one’s own ideas - OR - ask about the ideas of others
  - help the group move on when it is ‘stuck’ - OR - stay with an idea until it is clear
- Write each of these 4 sets of choices (Appendix 1b) on chart paper (1 set per chart paper).
- Students work in groups and record examples on the chart paper of what these look like and/or sound like. e.g.,
  - finding connections between ideas – “That point is similar to the one John made a minute ago” OR
  - trying to clarify differences between ideas – “That is a bit different than what Richard said.”

Gallery Walk
- Students do a Gallery Walk (In each group, one ‘stays’ to explain the group’s charted examples, the others ‘stray’ – to examine the charts of other groups.) so that all students see examples of what these discussion choices look like/sound like.
- Post the charts for future reference.
HOW TO...

Instructional Approach

Grades 9-12: The Art of Conversation

Check

- Monitor students as they create their examples and participate in the Gallery Walk. Provide feedback as required.

Reflect

- Ask students to focus on one or two of these discussion choices during a conversation with friends over the next day. Ask students to be prepared to share their experiences during the first few minutes of next period.

Apply

This learning experience can be replicated in any subject area.

Student discussion skills are particularly beneficial in subjects like Law, Canadian and World Issues, History, Geography, Family Studies that have opportunities for extensive discussion.

- Grade 10 Career Studies - Finding Out About Work:
  Simple Jigsaw / or Expert Group Jigsaw
  - Students work in groups of 4 to research information about the world of work. Each student selects a different occupation about which to gather information. Students examine the information they gather for similarities and differences. Categories for research for each occupation include health and safety awareness, preparation (e.g., education, training, experience), the most important essential skills required for the occupation, the nature of the work, future trends.
  - Students find their information through an investigative interview on a half day job shadow and by using the Ontario Skills Passport website database and Career Cruising or Career Matters website resources.
  - Students review their information with each other and identify similarities and differences for the various categories.
  - Students, as a group, select one of the discussion ‘balancing act’ skills (discussion choices) to apply when planning their approach.
  - Students self assess how well the group demonstrated the skill by pointing out examples that they themselves demonstrated or observed from others.

Support

- As a grade team of teachers, share the discussion strategy and reinforce cross-curricularly to help students master the skills.
HOW TO...

Instructional Approach

Grades 9-12: The Art of Conversation

Resources

Appendix 1

Grades 9-12: The Art of Conversation

Appendix 1a: 

**Discussion Skills**

a) Listen attentively to each other (attend/focus – posture, eye contact, non-verbal gestures of understanding, take turns - so that one person speaks at a time; allow the speaker to finish speaking before beginning to speak themselves, use non-verbal communication)

b) Clarify - ask questions, restate, paraphrase

c) Summarize – check if you have heard all of the information

d) Keep the discussion moving - introduce new ideas, expand on speaker’s idea,

Appendix 1b: 

**Discussion Choices**

<table>
<thead>
<tr>
<th>Discussion Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>find connections between ideas</td>
</tr>
<tr>
<td>listen</td>
</tr>
<tr>
<td>advocate for one’s own ideas</td>
</tr>
<tr>
<td>help the group move on when it is ‘stuck’</td>
</tr>
</tbody>
</table>
AT A GLANCE

GRADES 9-12

Title: Dealing with Group Issues
Theme: Group Problem Solving

Synopsis:
Students work in small groups and use the DOVE principles of brainstorming to list the top 5 issues that arise when working in groups. They develop an approach to problem solving and review ways to deal with issues sensitively.

Criteria for Assessment—‘Look Fors’
Students are able to:
- address issues in group work using a problem-solving process

Overview

Background
- Problems arise in group work (e.g., pairs, small groups, large groups) that interfere with the group's ability to get work done. These can be as simple as not enough materials or as complex as missing a group member. The ‘Six-Step Problem-Solving Model’ guides students’ thinking as they try to resolve the issues.

Purpose
This experience will help students to:
- solve problems that interfere with their ability to complete group tasks

Pay off
- Because students learn to solve some of the problems that arise in group work on their own, the teacher spends less time helping students deal with issues and has more time available for instruction and feedback.
- Using a problem-solving model provides an opportunity to clarify a procedure for problem solving in class (ie., Students try first, then seek teacher assistance.).

Planning
- Make copies of the group feedback form, Appendix 1b.
- materials: comic strip cut up into pieces for group forming, chart paper

Links to Choices Into Action:
Interpersonal Development – Getting along with others
- apply skills to build positive relationships in diverse settings at school, in the community and in the workplace
Interpersonal Development – Self-management
- demonstrate appropriate behaviour at school, in the community, and with employers

LINKS
Learning Skills: teamwork - solves problems collaboratively
Essential Skills: thinking skills
Activate

Comics Grouping

- Students form groups of 4 or 5. So that the groups are random, use a grouping strategy such as cutting up a comic strip into 4 or 5 pieces, distributing one per person and having students find the students with the pieces that complete their comic. These same comic students form a group. Ideally the comic is one that has a ‘problem’ in it (e.g., no-one has shown up on Charlie Brown’s baseball team). Students find the problem in the comic and share the comic with other groups.

Been There Done That

- Ask students to think of the top five issues that arise (e.g., people are away, one person does all the work, one person does no work) when they work in groups in school – whether they are in groups for 10 or 20 minutes or for a long-term project. Students brainstorm using the DOVE rules, then select the top 5. Students note their top 5 on chart paper and share with the class.

Instruct

- Students work in their groups and select one of the brainstormed examples (e.g., one group member is absent frequently and does not contribute equally). Ask each group to solve the problem and then explain how they arrived at the solution. Groups share.

- Select one of the solutions provided by the groups. Outline, on the board, the process they used to solve the problem. Label the process using the steps in either of the models below:

<table>
<thead>
<tr>
<th>Six-Step Problem-Solving Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>S – state the problem</td>
</tr>
<tr>
<td>O – open the discussion to other points of view</td>
</tr>
<tr>
<td>L – list the possible solutions</td>
</tr>
<tr>
<td>V – veto the solutions that are unacceptable</td>
</tr>
<tr>
<td>E – evaluate the solutions that are left</td>
</tr>
<tr>
<td>D– do the one that is most acceptable to everyone</td>
</tr>
</tbody>
</table>

- Indicate that when issues arise in group work, it is important for the group to try to resolve them. Sometimes they may need to seek the teacher’s assistance.

Trying It Out

- Students work in groups on a task that is part of the regular subject work (e.g., solving a math. problem, writing a short musical composition, creating a storyboard for a video). Post the Six-Step Problem-Solving Model. Ask students to use the model as a guide when problems arise.
HOW TO...

Instructional Approach

Grades 9-12: Dealing With Group Issues

- Explain that if problems do arise, the expectation is that the group try to solve them. Explain that this calls for sensitivity and ‘tact’. Remind students of ways to give feedback sensitively, receive feedback openly and use ‘we’ or ‘I’ statements to avoid blaming. See Appendix 1a.

Check

- At the end of a group task, if there has been an issue, groups complete a short 3 question feedback form (Appendix 1b):
  - An issue we had
  - A solution we chose
  - Next time we will…
  [All students sign the feedback form.]
- Indicate that it is not critical that they follow any particular model when they address issues/solve problems but that it is important that they think through the steps required to generate and evaluate solutions.

Reflect

- Ask students to:
  - Think about ways in which they may have contributed to a problem in a group situation and what they could have done to prevent it.
  - Think about a group problem that happened sometime in the recent past and how they might handle it today. Students share their thoughts with a partner.

Apply

This learning experience may be replicated in any subject area.

As part of regular class work, have students work on a task in groups. Post the problem-solving model in the classroom. Ask students to use the model as problems arise. As you monitor group work, question students on problems that have arisen to determine how they are approaching problem-solving in order to get work done.

Use ‘teachable moments’ to reinforce ways of dealing with issues that arise in group work.
Support

- Adopt a group problem-solving model as a cross-curricular grade team of teachers to use in all subjects within a grade. Common language and consistency of expectations and instruction have a positive impact on student development and refinement of these skills.

Resources

- Toronto District School Board. (2000) *The Learner's Edge - Activities For Students And Their Teacher Advisors* (Grade 10).
Appendix 1

Appendix 1a:

**Things to Remember**

- Keep things light.
- Avoid blaming. Using ‘we’ or ‘I’ Statements rather than you statements (e.g., We are not getting much done here. Let’s read the directions again and plan how we’re going to do it.).
- Give feedback sensitively.
- Receive feedback openly. Listen attentively, acknowledge valid points, ask for clarification, accept compliments.

Appendix 1b:

**Group Feedback Form**

An issue we had ________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

A solution we chose ___________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Next time we will _____________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

*Students’ signatures:*
Title: Let’s Negotiate
Theme: Managing Conflict

**Synopsis:**
Students use newspaper articles and a ‘fold the line’ activity to learn how to resolve conflicts by negotiating solutions.

**Criteria for Assessment—‘Look Fors’**
Students are able to:
- apply the steps for conflict resolution to reach a negotiated solution

---

**Overview**

**Background**
- Conflicts arise in group work. Managing conflict requires self-control and the knowledge and use of a variety of skills and strategies. This learning experience focuses on ‘negotiating’ to resolve conflict.
- A simple conflict resolution strategy is introduced in the Grade 7-8 learning experience, Finding Solutions. Students should be comfortable with this conflict resolution strategy before attempting ‘negotiation’.

**Purpose**
This experience will help students to:
- resolve conflict in group situations by negotiating solutions

**Pay off**
- Students work more effectively in groups, resolving differences as they occur rather than allowing them to escalate. Groups are more productive. Teacher interaction with groups focuses less on helping them manage problems and more on instruction and feedback.

**Planning**
- Teachers may wish to review Finding Solutions – Grades 7-8, Managing Conflict.
- Create a chart paper poster: Resolving Conflict by ‘Negotiating a Solution’.
- Photocopy Scenarios Appendix 1 (Note: Cover answers before photocopying.).

**Links to Choices Into Action:**
*Interpersonal Development – Self-Management*
- use personal skills appropriately to encourage responsible behaviour in others in a wide range of situations

*Interpersonal Development – Getting Along With Others*
- apply skills to build positive relationships in diverse settings at school, in the community, and in the workplace
### Activate

**Newspaper Articles**
- Share newspaper articles on negotiation (e.g., political negotiation, contract negotiations – sports salaries) or have the class raise negotiation issues that are currently in the media.
- Students work for 5 to 10 minutes in groups of four to examine an article to figure out what is involved in the process of negotiation. Students share their thoughts. Note these on the board/chart paper.
- As a class, students use the notes on the board/chart paper to define ‘negotiation’ (See sample definition at the bottom of Appendix 2.).
- Review a definition of conflict – ‘a disagreement or difference of opinion between people’.
- Explain to students that although they are not negotiating salary contracts or political settlements in class, they do usually have opportunities each day to prevent, manage and resolve conflict by negotiating - when they are working with others.
- Indicate that they will be involved in an experience to help them learn and use the skills of negotiation as a strategy to resolve conflicts.

### Instruct

**Value Line – Fold the Line**
- Make a statement like “All students must have the opportunity to read at least one work from Shakespeare”.
- Students physically place themselves on a line in the classroom that shows the range of their agreement or disagreement with the statement, e.g., agree strongly ___________________ neutral _________________ disagree strongly
- Indicate that eventually they are to resolve their difference of opinion.
- Students ‘fold the line’ so that those who ‘agree’ are facing those who ‘disagree’. When the line is folded:
  - Ask students on each side to clarify their position using an I-Statement (e.g., I feel…that because…). Remind them to listen attentively (i.e., attend without interrupting and use appropriate non-verbal communication).
  - Ask students to restate or paraphrase the other person’s opinion.
  - Have students switch roles so that they ‘promote’ the opposite position.
- Students reassume a position on the line – the same or different position depending on their new understanding.
- Introduce a process for resolving conflict by ‘negotiating a solution’. Note key points on chart paper or the board. Ask students which points they have attended to in their discussion:
  - identify the conflict – its nature and causes
  - listen attentively to each other’s position
  - clarify; use I-Statements
  - swap sides - think about the conflict from both sides
  - search for a negotiated solution: - look at areas of agreement and the areas of disagreement and their positions and interests
  - stay calm and keep it light
HOW TO...

Instructional Approach

Grades 9-12: Let’s Negotiate

- Ask students if they were able to agree on a solution that they both ‘could live with’ and how they arrived at this solution. Point out that they demonstrated ‘negotiation’ skills by approaching the problem by examining the other person’s point of view and discussing how the needs of both sides could be addressed.

- Introduce the terms: **position** and **interests**. All of us bring to our interactions a lifetime of experiences and emotions that at times of conflict may influence our perception. To resolve conflict we need to be able to distinguish between our position (where we stand) and our interests (our needs and wants). Refer to the ‘fold the line’ activity to give an example of ‘position’ - the point at which one stood on the line and ‘interests’ - the ideas and needs expressed. For example:
  - Position – **Disagree** because it is much more important to be able to read for information than to read old stories written in a style used many years ago.
  - Interest/Need - to have us learn how to read for information.
  - Position – **Agree** because it is critical for us to know our cultural history through the works of Shakespeare.
  - Interest/Need - it is critical for us to learn what came before to inform what we do today.
  - **Common Interest** – to read for information

- Summarize that a critical point to establish in order to reach a negotiated agreement is to identify the common interests of the participants to get beyond the positions.
- Students refold the line and share their positions and interest/needs and decide what the common interest is that they could establish. These are shared with the class.

Scenarios - Working in Pairs
- Students work in pairs and examine one of the scenarios Appendix 1 to identify the position and interest of participants in conflict. [Answers are at the bottom of Appendix 1. Remove prior to photocopying.]
- Students share their responses.
- Students then role play or simply ‘talk through’ the ‘Resolving Conflicts by Negotiating Solutions’ process (Appendix 2) to find possible negotiated solutions for the scenario they chose. Students share these solutions with the class.

Check

- Monitor students as they examine scenarios for position and interest and as they use the conflict management process to negotiate solutions to one of the scenarios.

Reflect

- Ask students to think of situations in which they were involved where a negotiated solution would have been a better solution for each of those involved.
HOW TO...

Instructional Approach

Grades 9-12: Let’s Negotiate

Apply

This learning experience can be replicated in any subject area.

Students have daily opportunities in every subject to prevent, manage and resolve conflict. Where possible, teachers identify the potential for conflict in classroom situations (e.g., conflict over the workload/roles in groups, disagreements over the sharing of materials). Students can then, as a natural part of their participation in class, deal with conflict as it arises - guided by feedback from the teacher.

Support

- Share the ‘Resolving Conflict by Negotiating Solutions’ process at department or grade/subject team meetings so that expectations and support for students are similar in each classroom.

Resources

Appendix 1

Sample Scenario:

Gina says to her partner, Sarrah, in a class project, “you can’t use my highlighter. It’s new and I don’t want it to get dirty and squished.” Sarrah responds, “you never use highlighters anyway. I’m not going to damage it.”

Position: Gina won’t let Sarrah use her highlighter. Sarrah wants to use it
Common Interest: Both girls want a highlighter.

Scenarios

1. Examine each scenario and clarify the positions and interests of the participants.
   - What is the position of each person in the scenario?
   - What is the common interest of both people in the scenario?

Scenario 1:
Alfred’s father says – “You can’t have the car to go to the dance. Use the bus.”
Alfred responds” Nobody else needs it that night. The bus takes too long”

Position: Alfred
Father
Interest: Both Alfred and his Father

Scenario 2:
In class, Nina tells Terry that he can’t use the computer because his skills aren’t very good and he takes too long. Terry tells her that he’ll use the computer if he wants to.

Position: Nina
Terry
Interest: Both Nina and Terry

Adapted from Managing Conflict, 1992.

Answers:

Scenario 1:
Position: Alfred’s father won’t let him have the car
Alfred wants to take the car rather than the bus
Interest of both: Alfred and his father want access to transportation.

Scenario 2:
Position: Nina says Terry can’t use the computer
Terry wants to use the computer
Interest of both: Nina and Terry: Both Nina and Terry want to complete the assignment
Resolving Conflict by Negotiating Solutions

After you have determined the interests of both participants, use the following process to find possible solutions to one of the scenarios.

- identify the conflict – its nature and causes
- listen attentively to each other’s position
- clarify; use I-statements
- swap sides - think about the conflict from both sides
- search for a negotiated solution: - look at areas of agreement and the areas of disagreement and their positions and interests
- stay calm and keep it light

Definition of Negotiation:
“a bargaining relationship between parties who are, or think they are, in conflict. It involves two disputing parties agreeing to work out a solution to their conflict. The impetus for the agreement comes from within the dispute, usually with one person initiating it. The process involves awareness of the others wants and needs, an understanding of the conflict itself, working together to produce possible solutions, and jointly settling on a resolution both can live with.”

Managing Conflict. OSSTF p. 105
AT A GLANCE

GRADES 7-8

Title: M.I. Occupations
Theme: Self-Awareness

Developing Pathways - Making Career Connections

e.g., History

Synopsis:
Students complete a Multiple Intelligences (or Learning Styles) Survey to help them determine their dominant intelligences (i.e. learning strengths). In groups of ‘like intelligences’, they list occupations that interest them and determine how they relate to their strengths and interests.

Criteria for Assessment—‘Look Fors’
Students are able to:
- describe their dominant intelligences (i.e. learning strengths)
- explain their interest in selected occupations based on their dominant intelligences/learning strengths

Overview

Purpose
This experience will help students to:
- realize that their strengths and interests relate closely to their personal accomplishments

Pay off
- Teachers get to know the varied learning strengths of their students and can use this information to design instructional activities.

Planning
- Book computer workstations (access to Internet, printer is desirable) or locate print versions of a Multiple Intelligences inventory.
- materials: chart paper

Links to Choices Into Action:
Career Development: Self-Assessment
- apply their knowledge of their personal interests, strengths, abilities, and accomplishments to planning and decision making

LINKS
Learning Skills: initiative - explores and uses a variety of learning strategies
Instructional Approach

Grades 7-8: M.I. Occupations

Activate

Multiple Intelligences ‘Corners’

- Place signs in various parts of the room that illustrate each of the Multiple Intelligences (Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Musical/Rhythmic, Interpersonal, Intrapersonal, Body/Kinesthetic) or, if preferred, aspects of Learning Styles (i.e., visual, auditory, or kinesthetic). Ensure that each sign has a short definition of the intelligence (Appendix 1) or learning style. Each station also has a large piece of chart paper for later use.
- Ask students to go to the sign that best illustrates the way they like to learn.
- Students meet there as a group and discuss why they chose that intelligence or learning style. They describe times when they used that intelligence/learning style.
- Students at each location share one or two examples with the rest of the class. One person in each location acts as spokesperson to summarize for the group.
- Refer to the number of students at each location to point out the mix of learning styles that exist in the class. Create a bar graph on chart paper or the board that captures the data (e.g., 8 students have a strong visual preference, 9 students have a strong musical preference).
- Through class discussion, help students make connections between their learning preferences and their interests (i.e., what they like), and strengths (i.e., what they are good at).
- Explain that they will complete a short multiple intelligences survey (online or paper and pencil), discuss how the results of this survey relate to their own self-assessments (i.e., the corner they chose), and examine occupations related to their dominant intelligences.

Instruct

Online Survey

- Students complete an Internet Multiple Intelligences survey online at JobsEtc.: http://www.jobsetc.ca/toolbox/quizzes/mi_quiz.do?lang=e (or a paper and pencil survey of choice).
- Students click ‘Get Results’ at the end of the quiz, note the graph and description of their top three intelligences.
- Students also note some of the interesting occupations suggested that relate to these intelligences.

Multiple Intelligences Carousel

- Students form groups of ‘like Intelligences’ by going to the sign that the survey indicated was their most dominant intelligence. Take time to discuss whether this intelligence was the one they selected as their most dominant, why they think this intelligence came out ‘on top’ in the survey, and whether their initial assessment was more accurate. Point out to the students that what is important is their ability to ‘get to know themselves’ so that they can choose areas of interest, and know how to use their strengths to their advantage.
- Students discuss the occupations that were listed at the JobsEtc site and list, on the chart paper at that corner, several occupations that they find appealing and note reasons why.
- Students select their second most dominant intelligence and go to that piece of chart paper. They check off occupations that appeal to them and list reasons why. They can add also occupations that relate to this intelligence that the first group did not include.
HOW TO...

Instructional Approach
Grades 7-8: M.I. Occupations

Students select their third most dominant intelligence and go to that piece of chart paper. They check off occupations that appeal to them and list reasons why. They can add also occupations that relate to this intelligence that other groups did not include.

Check

Monitor student discussion as they find connections between their preferred occupations and their dominant intelligences/learning strengths. Clarify and provide feedback as required.

Reflect

3-2-1 Reflection Slip
Students complete the following sentence stems:
- 3 occupations I like…
- 2 ways they connect to my learning strengths/dominant intelligences…
- 1 question I have…
Students share their 3-2-1 reflections in pairs.
Students use these occupations of interest as a basis for discussion with their home room teacher and parents when they are about to choose their courses for grade 9.

Apply

This learning experience may be replicated in any subject area.

Grade 7 History: Students complete a ‘Historical Passport’ for a famous Canadian from the 1600’s. The Passport must include the following information:
- personal information related to personality, what their Multiple Intelligences profile might be and why
- their occupation(s)
- their significant accomplishments
- their tragedies and failures
- how their dominant intelligences/learning strengths may have contributed to their accomplishments

After students have researched their information, they decide on an appropriate way to demonstrate their ‘historical passport’ using their dominant intelligences, e.g.,
- Visual/Spatial: movie poster
- Verbal/Linguistic: diary entries
- Logical/Mathematical: flowchart
Support

- Grade seven teachers plan follow up activities that focus on occupations in the subject areas that they teach.
- Grade eight teachers plan follow up experiences that help students use this information in selecting courses for grade nine.

Resources

- JobsEtc On-Line Quiz
  

- Smart Options links student self-knowledge and career exploration. It includes student books and a teacher facilitator package and an easy to read Multiple Intelligences inventory. Students become familiar with the ideas and terminology of the eight multiple intelligences by analyzing various jobs and occupations. In the process, students learn that jobs may require particular strength in one or more smarts, and that all jobs require a mix of ‘intelligences’.

  Smart Options:
  
  National Life/Work Centre
  240 Catherine Street, Suite 110
  Ottawa, Ontario
  CANADA  K2P 2G8
  Tel: 1 613 234-9339 Ext. 222
  Fax: 1 613 234-7479
  Email: info@lifework.ca
  Web: http://lifework.ca

Multiple Intelligences Definitions

INTERPERSONAL: ability to understand others and interact with others; sometimes referred to as ‘people smarts’

INTRAPERSONAL: ability to understand one’s own self – one’s interests, strengths, ways of behaving; sometimes referred to as ‘self smarts’

BODILY-KINESTHETIC: ability to use one’s body or parts of it (e.g., hands, fingers, arms) to understand or to solve problems; sometimes referred to as ‘body smarts’

LINGUISTIC: ability to express one’s self in language and to understand the language of others; sometimes referred to as ‘word smarts’

LOGICAL-MATHEMATICAL: ability to reason, calculate, use logic and understand cause and effect and relationships among actions, objects, or ideas; sometimes referred to as ‘logic smarts’

MUSICAL-RHYTHMIC: ability to think musically, to hear patterns, recognize them, and manipulate them; sometimes referred to as ‘music smarts’

VISUAL-SPATIAL: ability to think and solve problems by visualizing images or pictures; sometimes referred to as ‘picture smarts’

NATURALISTIC: ability to discriminate among living organisms and understand relationships among living and non-living features of the natural world; sometimes referred to as ‘nature smarts’


Learning Style Definitions

VISUAL Learn through seeing – visual displays, diagrams, illustrated texts, overhead transparencies, video, note taking

AUDITORY Learn through listening – lectures, discussions, talking things through, written information has meaning when heard

TACTILE/KINESTHETIC Learn through moving, doing, touching, hands on approach, exploring the physical world
**AT A GLANCE**

**GRADES 7-8**

**Developing Pathways - Making Career Connections**  
*e.g., Science, Geography*

**Title:** Transferable Skills/Learning Skills  
**Theme:** Self-Awareness

### LINKS

**Learning Skills:** all

### Synopsis:

Students examine what they do at home, in the community and at school to identify the skills and qualities that they require to be successful in what they do in each context. They examine the Elementary Learning Skills and identify them as transferable skills that are important to success in a variety of situations.

### Criteria for Assessment—‘Look Fors’

Students are able to:

- identify skills that are transferable to home, school, community and work
- explain why the Elementary Learning Skills are transferable skills

### Overview

**Purpose**

This experience will help students to:

- identify Learning Skills on the Ontario Provincial Report Card as transferable skills that are important for success in a variety of situations in and out of school

**Pay off**

- Teachers help students understand the ‘Learning Skills’ as relevant, transferable skills that are important at home, at work and in the community. As students find increased relevance, they are more likely to engage in learning.

**Planning**

- Make copies of ‘Jobs, Qualities, Skills’ Organizer (Appendix 1).
- Make copies of the Elementary Learning Skills ‘Look Fors’ (Appendix 2).
- materials: sticky notes

**Links to Choices Into Action:**

*Career Development: Employability*

- use in-school and out-of-school experiences, activities, and interests to learn more about their potential
HOW TO...

**Instructional Approach**

**Grades 7-8: Transferable Skills/Learning Skills**

### Activate

**Brainstorming - Superheroes**
- Ask students to form groups of four and to think of a superhero. Groups then brainstorm several things that superheroes do, in their role of superhero and as average citizens in their secret identity. When students have completed this, ask them to list the skills and qualities that superheroes need for all parts of their lives. Use dictionary definitions to clarify ‘skill’ and ‘quality’, e.g.,
  - **Skill**: ‘proficiency, facility, or dexterity that is acquired or developed through training or experience’
  - **Quality**: ‘an inherent or distinguishing characteristic; a property’
- Share some of the skills and qualities of superheroes that enable them to do their superhero jobs.
- Explain that the students will:
  - examine what they do, as individuals, in the various parts of their own lives
  - identify the skills and qualities that are need to help them do these things

### Instruct

**Graphic Organizer ‘Jobs, Qualities, Skills’**
- Students work in groups of four. Each group is given a ‘Jobs, Qualities, Skills Organizer’ (Appendix 1).
- Groups brainstorm the things they do at home (e.g., make their bed, negotiate with little brother), in the community (e.g., play hockey, sing in a choir) and at part-time work/volunteering or helping others (e.g., talk with clients when delivering papers, make change). They record what they do on the organizer in the outer part of the rectangle in the designated area.
- Groups brainstorm the skills (e.g., negotiating skills, math. skills, singing skills, communication skills) and qualities (e.g., patience, persistence) that are required for what they do in each situation. They note these on the rectangle organizer in the designated areas.

**Gallery Walk - One Stay, Three Stray**
- Groups examine what other groups have recorded on their organizers by having one person stay to explain what has been recorded and the other three in the group leave to examine what other groups have done.
- Students return to their home groups and add / refine their charts based on what they have seen.
- Groups brainstorm ‘what they do’ in the various subject areas in school (e.g., read, write, discuss, solve problems, listen) and the skills and qualities they need to be successful in each class (e.g., time management skills, conflict resolution, sense of humour, persistence).
- Debrief these as a class.
Identifying Transferable Skills

- Students circle or highlight the skills and qualities that are common to all situations – home, community, part-time job or volunteer work and school (e.g., the ones that most roles have in common like dependability, time management, getting along with others, completing tasks, working independently, speaking) and the skills that are more specific to some situations (e.g., skills like singing, skating, counting change, calculating).
- Explain that these common skills and qualities are called transferable skills.
- Students write these transferable skills in the centre of their organizers.

Compare-Contrast: Elementary Learning Skills

- Provide students with a list of the Elementary Report Card Learning Skills (Learning Skills Look Fors, Appendix 2).
- Have groups compare their list of transferable skills with the Elementary Learning Skills and descriptors. Students use a highlighter or underline the Learning Skills that are similar to the transferable skills required for the multiple roles they play.
- Groups note transferable skills that they may have omitted from their lists and skills that they included that are not in the Learning Skills list. Share observations as a class.
- Summarize by concluding that most of the skills required to be successful in any role are the ones that are required for success in school. All of these skills are transferable to the workplace.

Check

- Provide feedback and clarification as needed.

Reflect

- Students identify three transferable skills that they have and could list on a résumé to apply for a job. Students also provide an example of how they have used each transferable skill either in a specific class, at home, or in the community. Students note these on an index card or sticky note and hand in to the teacher.

Apply

This learning experience can be replicated in any subject area.

Invite guest speakers to classes or assemblies and have them incorporate ‘the transferable skills they need to do their jobs’ into their presentations.

- Grade 7 Science: Transferable Skill - ‘Use of Information’ - When students investigate the bio-economical costs and benefits of the recycling and waste-disposal industries, they connect this learning to the recycling they do at home and school to see how what they learn in Science class is transferable to daily life.

- Grade 8 Geography (Patterns in Human Geography): Transferable Skill - ‘Use of Information’ - Students identify some employment and workplace issues (e.g. self-employment, job sharing, single office/home office, early retirement, health and safety issues) and describe their impact on the present day Canadian work force.
Instructional Approach

Grades 7-8: Transferable Skills/Learning Skills

Support

- As a grade team of teachers, plan ways to help students understand what the Learning Skills look like and sound like. Each teacher can focus on Learning Skills and related behaviours that are particularly important in his/her subject area.
- Ask guest speakers who visit classes and present at assemblies to explain the transferable skills that they need for their occupation, hobby and/or volunteer work.

Resources

Appendix 1

Grades 7-8: Transferable Skills/Learning Skills

Jobs, Qualities, Skills Organizer

WHAT I DO...

AT HOME

SKILLS & QUALITIES I NEED...

IN SCHOOL

SKILLS & QUALITIES I NEED...

AT A PART-TIME JOB/ VOLUNTEERING

SKILLS & QUALITIES I NEED...

IN THE COMMUNITY

SKILLS & QUALITIES I NEED ...

TRANSFERABLE SKILLS
### Elementary Learning Skills: ‘Look For’s’

<table>
<thead>
<tr>
<th>Independent Work</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• demonstrates responsibility in attendance, punctuality and task completion</td>
<td>• demonstrates self-direction in learning</td>
</tr>
<tr>
<td>• works well without supervision</td>
<td>• seeks new opportunities for learning</td>
</tr>
<tr>
<td>• accepts responsibility for completing tasks on time and with care</td>
<td>• responds positively to challenges</td>
</tr>
<tr>
<td>• accepts responsibility for own behaviour</td>
<td>• explores and uses a variety of learning strategies</td>
</tr>
<tr>
<td>• follows routines and instructions independently</td>
<td>• observes, questions, explores, investigates</td>
</tr>
<tr>
<td>• selects learning materials, resources, activities independently</td>
<td>• seeks additional and new information from a variety of sources</td>
</tr>
<tr>
<td>• uses time/schedules/ agenda effectively</td>
<td>• demonstrates a positive attitude toward learning</td>
</tr>
<tr>
<td>• adheres to time lines</td>
<td>• generates questions from inquiry activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Goal Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• solves problems without help</td>
<td>• can realistically assess own work</td>
</tr>
<tr>
<td>• thinks of alternate solutions and makes plans to solve a problem</td>
<td>• identifies goals</td>
</tr>
<tr>
<td>• makes connections between different problems and solutions</td>
<td>• identifies steps or actions to reach goals</td>
</tr>
<tr>
<td>• applies successful strategies to new problem situations</td>
<td>• assesses success in reaching goals</td>
</tr>
<tr>
<td>• chooses appropriate materials and equipment to solve problems</td>
<td>• identifies strengths and areas of improvement in own work</td>
</tr>
<tr>
<td>• develops original ideas and creative solutions to solve problems</td>
<td>• keeps trying to achieve goals</td>
</tr>
<tr>
<td>• applies logic</td>
<td>• demonstrates self-direction in goal setting and goal achievement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Cooperation with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• actively participates in discussions and classroom activities</td>
<td>• demonstrates a willingness to work with others</td>
</tr>
<tr>
<td>• contributes information and ideas</td>
<td>• demonstrates a willingness to work with anyone</td>
</tr>
<tr>
<td>• accepts a variety of roles during group work</td>
<td>• assumes responsibility of fair share of work during group work</td>
</tr>
<tr>
<td>• assumes responsibility of fair share of work during group work</td>
<td>• respects the rights and opinions of others</td>
</tr>
<tr>
<td>• encourages others to participate</td>
<td>• respects property of others and the school environment</td>
</tr>
<tr>
<td>• works towards the goals of the class and the group</td>
<td>• volunteers in the classroom and in the school</td>
</tr>
<tr>
<td>• listens to others without interrupting</td>
<td>• follows classroom and school procedures</td>
</tr>
<tr>
<td>• shows respect for the ideas of others</td>
<td>• assists peers with work when needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Completion</th>
<th>Conflict Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• comes to class prepared for learning</td>
<td>• resolves conflicts when they occur</td>
</tr>
<tr>
<td>• puts forth consistent effort</td>
<td>• resolves conflicts independently</td>
</tr>
<tr>
<td>• completes homework on time</td>
<td>• resolves conflicts in socially acceptable ways</td>
</tr>
<tr>
<td>• shows attention to detail</td>
<td>• negotiates to solve problems or conflicts</td>
</tr>
<tr>
<td>• demonstrates interest in homework assignments</td>
<td>• mediates differences of opinions</td>
</tr>
<tr>
<td>• organizes materials and equipment effectively</td>
<td>• listens to understand conflict before acting or offering a resolution</td>
</tr>
<tr>
<td>• begins work promptly</td>
<td>• assists others to resolve conflicts appropriately</td>
</tr>
<tr>
<td>• attends to task at hand</td>
<td>• seeks positive solutions</td>
</tr>
<tr>
<td>• uses feedback to improve work and monitor learning</td>
<td>• uses a variety of strategies to resolve conflicts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifies a variety of sources and resources to collect information</td>
</tr>
<tr>
<td>• demonstrates a variety of skills to organize and manage information</td>
</tr>
<tr>
<td>• accurately analyzes and assesses the value of information</td>
</tr>
<tr>
<td>• demonstrates creativity in assessing information and ideas in drawing relevant conclusions</td>
</tr>
<tr>
<td>• asks questions to clarify meaning and ensure understanding</td>
</tr>
<tr>
<td>• integrates learning from subjects and areas</td>
</tr>
</tbody>
</table>

AT A GLANCE

GRADES 7-8

Developing Pathways - Making Career Connections

e.g., Geography

Title: What's Your Job Like?
Theme: Finding Out About Education and Work

LINKS
Learning Skills: use of information - demonstrates a variety of skills to organize and manage information; demonstrates creativity in assessing information and ideas in drawing relevant conclusions
Essential Skills: thinking skills: finding information

Synopsis:
Students use a KWHL graphic organizer to collect information about occupations.

Criteria for Assessment—‘Look Fors’
Students are able to:
- devise questions to gain information about occupations and how to prepare for them
- summarize information about occupations and how to prepare for them

Overview

Purpose
This experience will help students to:
- use a graphic organizer and thinking process to find out about work and the workplace

Pay off
- The teacher can draw upon students’ use of research skills and strategies (i.e., the KWHL process and organizer) in any subject area.

Planning
- Set up a field trip to a worksite (e.g., business, industry, recreation facility) as part of a curriculum related experience. Allow time for students to ask questions about work and the workplace.
- Alternatively, invite guest speakers to the class/school and provide time for student to ask questions about their work and workplace.

Links to Choices Into Action:
Career Development - Exploring and Obtaining Information About Education, Training and Careers
- investigate and compare a variety of jobs, occupations, and career opportunities
- identify sources of educational and career information
Activate

Partner Interview - Some Things That I Don’t Know….

- Take some time at the beginning of class to get to know each other a bit more using the following partners’ activity:
  - Students form pairs, A and B, and take turns finding out information about each other.
  - Review with students appropriate information that they may gather. A states to B that he/she does not know some things about B. e.g.,
  - ‘I don’t know your shoe size.’
  - ‘I don’t know the name of your cat’.
  - ‘I don’t know if you are left or right handed’. Continue to a maximum of 10 statements.
  - B takes 1 minute to answer A’s questions. (B may choose to not answer some of the questions.) Students reverse roles.
  - Volunteer pairs introduce each other to the class.

- Explain to students that they will have an opportunity to find out information about the work and workplaces of guest speaker/artist at school or during a field trip. Explain that they will learn a strategy that will help them focus what they want to know and the questions to ask to find out.

Instruct

Graphic Organizer: KWHL

- Provide each student with a KWHL graphic organizer (Appendix 1a). Indicate that the KWHL process is a more formal version of the introductions activity above.
- In preparation for the guest speaker, visiting artist or field trip, ask students to work in pairs to design their investigation into the occupation of the guest or field trip personnel.
- Working in pairs and using the KWHL graphic organizer (Appendix 1a), students:
  - **K:** note in the K column what they already know about that occupation.
  - **W:** decide what additional information (e.g., duties; responsibilities; skills needed, education/training required) they would like to find out when the guest arrives or when they go on their field trip. They list these in the W column. These are shared and refined with the class.
  - **H:** create skinny questions (i.e., yes, no or very short answers) and fat questions (i.e., longer answers or explanations) to find out about the job/occupation. They list these questions in the H column. They are shared and refined with the class.
  - e.g., Skinny Questions
    - What is the title of your job? What time do you start work?
  - e.g., Fat Questions
    - What is your job like? What do you do all day? What do you need to know about?
    - What subject(s) should I take in school to be able to do what you do?
    - How do you see your job changing in 5 years time?
    (See Appendix 1b for a comparison of Fat (complex) and Skinny (simple) questions.
  - **L:** Students ask the questions during their workplace visit or during the guest speaker’s/artist’s visit to the school. Students summarize their notes in the L column.
Check

- Students make any necessary corrections in the K column. They check the W column to see if they acquired all of the information that they wanted. If not, students check with other pairs who may have gathered this information to refine their notes.

Reflect

- Students identify aspects of the work that they like and do not like.
- Students suggest other subject areas and situations for which they could use the KWHL inquiry process.

Apply

This experience can be replicated in any subject area.

- **Grade 8 Geography:**
  - Students participate in a field trip to city hall or local workplace to understand job trends.
  - Students work in pairs or threes using a KWHL chart to determine the questions to ask employees on the field trip site. The questions relate to their current job, why it is important now, anticipated changes in their job or the jobs of others over the next five years based on changing local demographics
  - Students make connections between local jobs, job trends and changing demographics

Support

- Consider organizing a grade level Career Day or Career Panel. Invite guests from the community to attend and share their career choices/experiences. Guests relate what they do to Learning Skills and Essential Skills. Students plan their questions and take notes using the KWHL organizer.

Resources

- Graphic Organizers:  [http://www.graphic.org/kwhl.html](http://www.graphic.org/kwhl.html)
- The Learning Partnership:  [www.thelearningpartnership.ca](http://www.thelearningpartnership.ca) Connecting with the community - Words on Work, Entrepreneurial Adventure
Appendix 1a:

**KWHL Organizer**

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>H</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we know?</td>
<td>What do we want to find out?</td>
<td>How can we find out?</td>
<td>What did we learn</td>
</tr>
</tbody>
</table>

Appendix 1b

**Comparison of Fat and Skinny Questions**

<table>
<thead>
<tr>
<th>Fat Questions</th>
<th>Skinny Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>They take time to answer.</td>
<td>They require little time to answer.</td>
</tr>
<tr>
<td>They require much discussion.</td>
<td>They do not require any discussion.</td>
</tr>
<tr>
<td>They require an explanation that is longer than one or two words.</td>
<td>They require only one-word or short answers.</td>
</tr>
<tr>
<td>The answer offers more detailed information.</td>
<td>The answer provides very specific information.</td>
</tr>
</tbody>
</table>
AT A GLANCE

GRADES 7-8

Title: Why are we learning this?
Theme: Finding Out About Education and Work

LINKS
Learning Skills: use of information: identifies a variety of sources and resources to collect information
Essential Skills: all, including thinking skills - finding information; computer use

Synopsis:
Students research skills that are important in occupations that relate to this subject area. They share examples of the ways that they learn and use Essential Skills in the subject.

Criteria for Assessment—‘Look Fors’
Students are able to:
- identify occupations that relate to a school subject
- identify Essential Skills used in specific occupations
- identify ways they learn and use Essential Skills in school subjects

Overview

Background
- Through extensive research, Human Resources and Skills Development Canada (HRSDC) and other national and international agencies, identified and validated nine Essential Skills. These skills are used in virtually all occupations and throughout daily life in different forms and at different levels of complexity. Essential Skills are referred to as ‘transferable skills,’ as they are applicable across different occupations and sectors. This learning experience refers to Essential Skills as defined in the Ontario Skills Passport (Appendix 2).

Purpose
This experience will help students to:
- connect learning in any school subject to Essential Skills required in occupations of interest related to that subject

Pay off
- When students find relevance in the content of a subject area, they are more likely to be motivated and engaged in the learning in that subject.

Planning
- Book computer workstations with Internet access.
- Find out the school’s username and password for Career Cruising: www.careercruising.com

Links to Choices Into Action:
Career Development - Exploring and Obtaining Information About Education, Training and Careers
- identify sources of educational and career information
- investigate and compare a variety of jobs, occupations, and career opportunities
HOW TO...  
Instructional Approach  
Grades 7-8: Why are we learning this?

**Activate**

Think/Pair/Share
- Students think about reasons for learning (this subject) in school (e.g., where the information will be used, how it is helpful). Students share with a partner. Volunteer pairs share with the class.
- Create a list of answers to ‘Why are we learning this?’ on the board/chart paper.
- Explain to students that during this class they will find out how what they are learning in school, in this subject, is used in various occupations. Indicate that in many cases when one has a reason for learning something, it is sometimes easier to learn.

**Instruct**

Pairs Investigation – Career Cruising
- Students work in pairs on computers to find skills that are important in occupations that relate to this subject area. They use the ‘Making Connections Chart’ in Appendix 1.
- Students investigate the Career Cruising website to find three occupations related to this subject area.
  - Go to [www.careercruising.com](http://www.careercruising.com).
  - Enter the school’s username and password.
  - Click ‘Start Career Cruising’. >> Explore Careers >> Search by School Subject (the subject for this class e.g., math, history, science)
  - Students explore several occupations and then note 3 occupations that are the most interesting to them.
  - Note these in the Making Connections Chart (Appendix 1).

Pairs Investigation – Ontario Skills Passport
- Students open the Ontario Skills Passport website to find a similar occupation or occupations related to those that they found in Career Cruising. They find the most important Essential Skills for these occupations and list them on the ‘Making Connections Chart’ in Appendix 1.
  - Go to the Ontario Skills passport website: [http://skills.edu.gov.on.ca](http://skills.edu.gov.on.ca).
  - Click Search the OSP database (Green Square).
  - Click ‘List of Occupations in the OSP’.
  - Click: ‘Sorted by Title’, then ‘Next’.
  - Browse the list of occupations for one or two that relate to the ones already listed in the Making Connections Chart.
  - Click on the occupation and note its ‘most important Essential Skills’.
  - Write the Essential Skills on the ‘Making Connections Chart’.
- Students find out about Essential Skills by:
  - clicking on ‘OSP Skills and Work Habits’ and reading about the Essential Skills or
  - reviewing the definitions of each Essential Skill as defined in the Ontario Skills Passport (Appendix 2)
- Students share some of the Essential Skills used in the occupations that they found.
Essential Skills Graffiti

- Post chart paper in various locations in the room. Write the name of one or two Essential Skills on each piece of chart paper so that all Essential Skills are addressed (see Essential Skills, Appendix 2).
- Students work in groups of 3 or 4 at each chart paper location. Students brainstorm some specific examples of ways they learn the skill or use this skill in this subject area (e.g., calculating in Math, reading in Health, finding information in History).
- Each group selects a spokesperson to present the group’s suggestions to the other groups.
- Students add to the graffiti charts over the next few days.

Check

Write/Pair/Share

- Individuals write, on a sticky note, two ways that learning in this subject is used in the world of work.
- Individuals join with another to share and refine their answers.
- Pairs share with the class.

Reflect

- Students add to the graffiti charts over the next few days, as they think of ways Essential Skills are learned or used in class.
- Suggest that students take additional time at home or in the school library to find out more about occupations that they find interesting using Career Cruising and the Ontario Skills Passport.

Apply

This learning experience can be replicated in any subject area.

- **Grade 7 Visual Arts**: Students form groups of 4. Each group researches one occupation that uses skills and knowledge learned in Visual Arts. Groups identify those skills as well as the most important Essential Skills for these occupations. Students design a unique logo for this particular grouping of most important Essential Skills.
HOW TO...

Instructional Approach

Grades 7-8: Why are we learning this?

Support

- Consider an Essential Skills theme in all subject areas over 4 or 5 days in grades 7 and 8. Dedicate computer time to Essential Skill research.
- Share the Career Cruising and the Ontario Skills Passport websites with parents in the school newsletter and on the school website. Encourage parents and their children to research together to assist in course selection for grade 9.
- Invite guest speakers to share the Essential Skills that are required in their area of work.

Resources

- Career Cruising
  www.careercruising.com
- Ontario Skills Passport
  http://skills.edu.gov.on.ca
- Essential skills and descriptions may also be found on the Human Resources and Skills Development website
  http://www15.hrdc-English/general/Understanding_ES_e.asp
Appendix 1

Grades 7-8: Why are we learning this?

Making Connections

Name of Subject: _____________________________________________________________

<table>
<thead>
<tr>
<th>Career Cruising Occupations that relate to this subject area</th>
<th>Related Occupations that are listed in the Ontario Skills Passport</th>
<th>Essential Skills that are important in these occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendix 2

Grades 7-8: Why are we learning this?

**Essential Skills**
(as described in The Ontario Skills Passport)

**Reading:**
- The comprehension of text consisting of sentences and paragraphs

**Writing:**
- The preparation of written materials for a variety of purposes

**Use of documents:**
- The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials

**Use of computers:**
- The use of any type of computerized technology

**Money math:**
- The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments

**Scheduling or budgeting and accounting:**
- Planning for the best use of time and money, as well as monitoring of the use of time and money.

**Measurement and calculation:**
- The measurement and calculation of quantities, areas, volumes, and/or distances

**Data analysis:**
- The collection and analysis of data in numerical form

**Numerical estimation:**
- The production of estimates in numerical terms

**Oral communication:**
- The use of speech for a variety of purposes

**Job task planning:**
- The planning and organization of one’s own work

**Decision making:**
- The making of any type of decision, using appropriate information

**Problem solving:**
- The identification and solving of problems

**Finding Information:**
- The use of a variety of sources, including written text, people, computerized databases, and information systems
Title: Post Secondary Myths 1
Theme: Developing Personal Pathways

Synopsis:
Students complete short true-false / multiple choice quiz questions relating to post secondary choices and employment and participate in a class discussion on these topics.

Criteria for Assessment—‘Look Fors’
Students are able to:
☐ explain aspects of different post secondary options – apprenticeship, college, university, work

Overview

Background
• The quiz questions provided can be used in a variety of different ways (e.g., for students, one or two at a time during the weeks leading up to grade 9 course selection; for parents to begin a grade 8 parents’ evening; on a school website). The purpose of the quiz questions is to generate discussion and further research.

Purpose
This experience will help students to:
• develop an awareness of their post secondary choices for learning and work

Pay off
• Teachers can use the answers and referenced sources to update their own information.
• Teachers help students understand each of the post secondary destinations. This lays the foundation for discussion of secondary school pathways and course selection.

Planning
• Copy the questions for students or use an overhead projector (Appendix 1).
• materials: sticky notes, chart paper

Links to Choices Into Action:
Career Development- Exploring and Obtaining Information About Education, Training and Careers
• investigate and compare a variety of jobs, occupations, and career opportunities
Awareness of Opportunities
• describe opportunities in secondary school
**How To...**

**Instructional Approach**

**Grades 7-8: Post Secondary Myths 1**

**Activate**

- Ask the students Question 1 on the High School and Beyond Quiz, Appendix 1.
- Provide the answer and initiate a short discussion on the importance of attaining a secondary school diploma.
- Explain to students that they will have an opportunity to answer several more questions and to engage in similar discussions.

**Instruct**

- Students work in groups of four. Provide them with some or all of the questions on the High School and Beyond Quiz, Appendix 1.
- Students discuss the questions and choose their ‘best guess’ answer.
- Provide students with answers and initiate a class discussion for areas of particular interest.

**Check**

- Clarify any questions raised in the discussion.

**Reflect**

**Parking Lot**

- Encourage students to raise questions by providing them with sticky notes. Students jot any questions that they have on the sticky notes and put them on a posted piece of chart paper – the ‘parking lot’.
- Confer with teacher colleagues before the next class and/or invite a high school guidance counsellor to the class to answer questions.

**Apply**

This learning experience can be replicated in any subject area.

- **Grade 8 Science and Technology**: Teachers can use the weeks prior to grade 9 course selection to introduce the range of subject options for science and technology in high school. Questions from the High School and Beyond quiz can be selected to enhance the discussion and provide information about post secondary destinations.
Support

- Access the support of guidance counsellors and teacher colleagues in finding answers to student questions.

Resources

- Post Secondary Destinations Explained, Appendix 3
- Ontario School Counsellors’ Association [www.osca.ca](http://www.osca.ca)
- The Myths and Realities about Skilled Trades Careers, Canadian Apprenticeship Forum [http://www.careersintrades.ca/media/myths_eng.pdf](http://www.careersintrades.ca/media/myths_eng.pdf).
Appendix 1

Grades 7-8: Post Secondary Myths 1

Grades 7 and 8: ‘High School and Beyond’ Quiz

Questions:

1. Canada’s overall unemployment rate is about 6%. For high school dropouts, the rate is close to
   a) 10%
   b) 15%
   c) 20%
   d) 25%
   e) 30%

2. By 2007, what percentage of all new job openings will require some form of post-secondary education?
   a) 30%
   b) 40%
   c) 50%
   d) 60%
   e) 70%

3. A college offers a wide variety of programs that last one to four years.
   ■ True or False?

4. An apprenticeship is a two year college course to learn a skilled trade.
   ■ True or False?

5. When you choose an apprenticeship to learn a trade, you learn to be a carpenter, a plumber, an electrician, or an auto mechanic.
   ■ True or False?

6. Both college and university prepare you for the working world.
   ■ True or False?

7. University is for smart students, while skilled trades are for students who do not do well academically.
   ■ True or False?

8. Other post-secondary options provide a better future than an apprenticeship in the skilled trades.
   ■ True or False?
Appendix 2

Grades 7-8: 'High School and Beyond’ Quiz

Questions and Answers

1. Canada’s overall unemployment rate is about 6%. For high school dropouts, the rate is close to
   a) 10%
   b) 15%
   c) 20%
   d) 25%
   e) 30%

   d) 25% - StatsCan Youth in Transition Survey

2. By 2007, what percentage of all new job openings will require some form of post-secondary education?
   a) 30%
   b) 40%
   c) 50%
   d) 60%
   e) 70%

   e) 70% - Source: http://www.jobfutures.ca/en/brochure/education.html

3. A college offers a wide variety of programs that last one to four years.
   True.

   ■ There are a total of 24 Colleges of Applied Arts & Technology across the province. In addition, the Michener Institute of Applied Health Sciences and the Agricultural Colleges are part of this system. Colleges offer a wide variety of programs including one-year certificates, two and three-year diplomas and four-year applied degrees.

4. An apprenticeship is a two year college course to learn a skilled trade.
   False.

   ■ Apprenticeship is a practical method of learning specific work skills. The apprentice observes a qualified journey-person performing skills on the job, practices the skills, and finally performs those skills himself or herself. An apprenticeship is a real job that pays wages, which increase as you develop your skills. The province monitors your on-the-job training and certifies your qualifications when you complete your apprenticeship. More than 130 types of apprenticeships are available in four sectors: automotive, industrial, construction, and services.
■ The usual way is to become an apprentice complete Grade 12 (with good marks in math, science, and English), then find a job with a qualified employer who is willing to sponsor your apprenticeship. Apprenticeship takes from two to five years and includes a classroom component that is delivered by a community college or private institution. You’ll spend 80 to 90 per cent of your time on the job, and 10 to 20 per cent at school.

■ The second way to complete an apprenticeship has the advantage of giving you a head start on your career at an earlier age while you’re still attending high school. This way involves registering for cooperative education and the Ontario Youth Apprenticeship Program (OYAP). OYAP allows students who have completed Grade 10, and who are at least 16 years old, to start their apprenticeships by working part-time while they continue to earn credits towards the Ontario Secondary School Diploma.

Source: Ontario Ministry of Education:
http://www.edu.gov.on.ca/eng/general/postsec/settingout/choosing/earnlearn.html

5. When you choose an apprenticeship to learn a trade, you learn to be a carpenter, a plumber, an electrician, or an auto mechanic. True and much more!

■ There are over 200 trades to choose from. Generally, these trades fall within four main categories:
  - Construction – electricians, carpenters, plumbers, pipe fitters, welders, heavy equipment operators, painters, etc.
  - Transportation – automotive service technicians, aircraft structural technicians, heavy duty equipment technicians, automotive painters, fuel/electrical systems technicians, etc.
  - Manufacturing – tool & die makers, industrial mechanics (millwrights), precision metal fabricators, etc.
  - Service – horticulturalists, chefs, florists, etc

(Source: The Myths and Realities about Skilled Trades Careers, Canadian Apprenticeship Forum)

6. Both college and university prepare you for the working world.

True

■ Ontario's colleges offer programs that help prepare you for a variety of careers in business, applied arts, technology, and health sciences. Usually, you have a pretty good idea of what kind of job you want when you graduate, and you're in a program specifically tailored for that occupation.

■ Universities have a broader range of courses that are more academic in nature, and though they too help prepare you for the working world by increasing your knowledge, they are not as practical and job-oriented as college courses. There are exceptions, of course.

Source: Career Matters -
http://www.ilc.org/cfmx/CM/AfterHighSchool/cm_faq.cfm?
Menu_ID_Sel=5882&Lang_Sel=1&section=college
7. University is for smart students, while skilled trades are for students who do not do well academically.  
   **False.**
   - Skilled trades require individuals with a strong academic foundation of literacy, mathematical and analytical skills, not to mention creativity, problem solving, coordinations, and most importantly, a passion for their trade.
   - Selecting a skilled trade and entering into an apprenticeship is a first-choice post-secondary option. Similar to other options, successfully completing an apprenticeship takes intelligence, dedication, focus, and hard work. Students who enter these programs prefer careers that are ‘hands-on’, and enjoy applying their knowledge and skills to produce visible results at the end of the day.

   (Source: The Myths and Realities about Skilled Trades Careers, Canadian Apprenticeship Forum)

8. Other post-secondary options provide a better future than an apprenticeship in the skilled trades.  
   **Not necessarily -**
   - Achieving a Certificate of Qualification for a skilled trade is also a ticket to a good future, given the high demand, good pay, ability to travel across the country, and lower rates of unemployment.
   - By 2007, more than one-third of jobs created in Canada will require trade certification or a college diploma.
   - Skilled trades careers provide income levels, which are above the national average for employed Canadians. For example, an instrument technician working in Alberta, who installs, maintains, and repairs the control and metering systems used in commercial and industrial processing, can earn up to $40 an hour.

   (Source: The Myths and Realities about Skilled Trades Careers, Canadian Apprenticeship Forum)
Appendix 3

Post Secondary Destinations Explained

While many students will go directly to the workplace once they’ve finished secondary school, most will eventually participate in some form of postsecondary education. Here’s a quick snapshot of the current reality in Ontario.

Apprenticeship Training

Early Childhood Educator, Child and Youth Worker, Electrician and Tool & Die Maker are among the over 130 opportunities for which this type of training is available. There are lots of great online resources that provide details about the type of work, the salary you can expect, and the process involved in an apprenticeship.

How do I apply?
While there are a few exceptions, it’s going to be almost impossible to get accepted without your OSSD. In addition, you’ll need to find an employer who’s willing to train you. Before you begin the program, you’ll sign a contract that outlines when you’ll be working, when you’ll be attending classes, and how much you’ll be paid.

Will I get in?
The best way to improve your chances of getting into an apprenticeship program is to start early. If you’re still in school, check out the Ontario Youth Apprenticeship Program OYAP will allow you to start working on your apprenticeship while you’re still in secondary school. In addition, since you will need to convince an employer to hire you, you’ll need some work experience that you’ll be able to use to demonstrate that you are a reliable potential apprentice who is serious about making a commitment to the training program required. It’s also worthwhile making use of your network to make sure potential employers know that you are ready to start an apprenticeship program.

Do grads get jobs?
The best part of an apprenticeship program is that you’ll already have a job. You will get paid while you learn.

For more information
www.osca.ca/apprenticeship.htm

Colleges of Applied Arts & Technology

There are a total of 24 colleges across the province. In addition, the Michener Institute of Applied Health Sciences and the Agricultural Colleges are part of this system. Colleges offer a wide variety of programs including one-year certificates, two and three-year diplomas and four-year applied degrees. Some offer collaborative programs in partnership with universities and most have agreements that will allow students to transfer from one college to another or from college to university. All Colleges have programs in place to assist students in making the transition from high school to college.
**How do I apply?**
Most applicants now apply online. You’ll be allowed 5 choices on your application. You can choose as many as 3 different programs at the same college. Applications are due before February 1st for programs starting the following September.

**Will I get in?**
For some College programs, competition is pretty tough. It’s important to note that Colleges now offer postgraduate programs that are limited to those who have already completed a degree or a diploma. Admission to some very specialized College programs will always be competitive. But for the majority of programs, students with their OSSD and reasonable marks in the required courses will receive an offer of admission. Make sure you research which courses are required as well as those that are recommended for the particular program you’d like to pursue. For some programs, additional factors will be used. You may be asked to submit a portfolio, attend an interview/orientation session, or provide additional information about your related volunteer or paid work experience.

**Do grads get jobs?**
In the most recent report available, almost 90% of College grads had jobs within 6 months of graduation. All Colleges are required to track their graduates and post Key Performance Indicators that show how many students graduated and how many got jobs, program by program, every year.

For more information:
[www.osca.ca/colleges.htm](http://www.osca.ca/colleges.htm)

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**Universities**
There are now 19 universities and the Ontario College of Art & Design that are part of this system. Universities typically offer 3 and 4 year Bachelor’s degrees as well as postgraduate degrees at the Master’s and Doctoral level. Many universities offer cooperative education programs as well as internships and opportunities to study abroad as part of an organized exchange program. All Universities have programs in place to assist students in making the transition from high school to university.

**How do I apply?**
Most students apply online. The deadline is usually early in January for programs starting the following September. You can apply to as many as 3 programs at every university in the province.

**Will I get in?**
You’ll need a combination of at least six 4U and/or 4M courses. Note that the required courses, such as English, must be “U” courses. Specific requirements will vary by program and by university. In most cases, admission is based largely on your marks in those 6 courses. Some programs will be much more competitive than others but if you’re willing to do some research, you should be able to find an institution and a program that are right for you.

**Do grads get jobs?**
According to the most recent graduate survey, almost 94% of university grads found jobs within 6 months of graduation. Universities are required to publish their Key Performance Indicators that show how many students graduated and how many got jobs, program by program, every year.

For more information:
[www.osca.ca/colleges.htm](http://www.osca.ca/colleges.htm)
Indicator data that will indicate how many graduated and how many got jobs in each program.

For more information
www.osca.ca/universities.htm

**Private Career Colleges**

There are over 400 private career colleges in Ontario offering certificates and diplomas in a wide range of fields. Some of these Colleges are quite new but others have been in business for over 100 years. Unlike Colleges of Applied Arts & Technology, Private Colleges don’t receive funding from the government. As a result, tuition fees tend to be higher. On the other hand, programs in these schools are very focused and often are much shorter than comparable programs in the other Colleges.

**How do I apply?**
Each college has its own application form and process. It’s important to note that an application to a Private Career College is a contract that outlines the costs and how payments will be made.

**Will I get in?**
For most programs in Private Career Colleges, applicants who have their diploma and the required courses will be offered admission.

**Do grads get jobs?**
According to the most recent information available, almost 80% of grads had jobs 6 months after graduation. Key Performance Indicator data is available from individual schools and on the Ministry of Education web site.

For more information
www.osca.ca/otherins.htm

*Source: Ontario School Counsellors’ Association*
AT A GLANCE

GRADES 7-8

Developing Pathways - Making Career Connections
e.g., Science and Technology

Title: Developing a Personal Path
Theme: Developing Personal Pathways

LINKS

Learning Skills: initiative - observes, questions, explores, investigates
Essential Skills: thinking skills: finding information; computer use

Synopsis:
Students use the Career Matters or Career Cruising web site to explore secondary school pathways to occupations of interest.

Criteria for Assessment—‘Look For’s’
Students are able to:
- navigate the Career Matters and/or Career Cruising websites for specific occupation information
- identify high school courses that are recommended for occupations of interest

Overview

Purpose
This experience will help students to:
- develop an awareness of options for education and work that are available to them
- understand the educational requirements for a variety of occupations

Pay off
- Teachers have an opportunity to illustrate the connections between subject areas, secondary school courses and the world of work. Students who see the relevance of their current subjects to future plans and the world of work are more likely to engage in learning.

Planning
- Book a computer lab.
- Bookmark the Career Matters site on all computers.
- Find the school username and password for Career Cruising at www.careercruising.com.

Links to Choices Into Action:
Career Development- Exploring and Obtaining Information about Education, Training, and Careers
- investigate and compare a variety of jobs, occupations, and career opportunities
Awareness of Opportunities
- describe opportunities in secondary school
Activate

- Initiate a class discussion on a popular television show or a recent novel that the class has studied in which characters are engaged in diverse areas of work.
- Ask students to brainstorm the obvious and not so obvious occupations that are featured on the show or in the novel.
- Ask students what types of subjects they think that some of the characters would have taken in order to specialize in these fields.
- Create a two-column chart on the board with the headings: Occupation; High School Subjects to record student suggestions. Keep the chart posted during the class.
- Set the context by explaining to students that they will be exploring the relationship between selected occupations, recommended high school courses and the type of post secondary education or training that may be required (e.g., apprenticeship, college, university, workplace).

Instruct

Individual or Pairs Investigation – Career Matters

- Start with a common occupation (e.g., fire fighter) to teach students how to conduct an Internet search using the Career Matters website. Students work individually or in pairs at their computers to complete the Pathway Information chart, Appendix 1a.

- Students
  - Register: as a student so that work and planning can be saved.
  - Click on: ‘Careers’ on the menu bar at the top of the page.
  - Select: ‘All Careers’ – Fire fighters.
  - Watch the video and explore the options listed in the upper left hand side of the page: description, specific duties, related careers, high school path, post-secondary options.
  - Complete, in bulleted form, the Pathway Information chart, Appendix 1a for the sample Fire fighter occupation.

- Ask students to locate similar information for an occupation of their own choice paying particular attention to recommendations for high school courses. Assist as required. Students may work in pairs to assist each other.
  - Students record their information on the Pathway Information chart, Appendix 1a in point form.

- Note: Students may also search using Career Cruising (see Appendix 1b, Internet Exploration Options).
Check

- Students share some of the occupations they explored. Record their occupations and the recommended high school courses on the chart on the board.
- Point out to the students that the recommended courses for Grade 9 are also in the list of Grade 9 compulsory course requirements for a high school diploma but the list of recommended Optional courses varies according to the occupation.

Reflect

- Encourage students to continue their research on Career Matters in the library or, if possible, at home with parents.

Apply

This learning experience can be replicated in any subject area.

- **Grade 7 or 8 Science and Technology:**
  - Explain that the focus of this experience is to find out about the connections between studying science and the occupations that students may consider in the future.
  - Students select the Career Themes page after logging in to the Career Matters website: [http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm](http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm).
  - Explain that career descriptions are grouped according to a general theme under a common Career Theme title.
  - Students work in pairs to decide which Career Themes may include occupations that require a background in science. Pairs share their ‘best guess’ with the class. Generate a list on the board e.g., Agriculture and Aquaculture, Skilled Trades – Automotive Body Repair, Environmental and Natural Resources.
  - Students select a Career Theme of interest that relates to science and explores occupations in that particular Career Theme cluster.
  - Each student selects at least one occupation that looks interesting. They find information to complete the ‘Pathway Information Chart’ in Appendix 1a.
  - Students share some of their occupations of interest and the information they gathered.
  - Initiate a class discussion on the variety of opportunities available within the science and technology field.

Support

- Use newsletters to encourage parents to explore secondary school opportunities with their children.

Resources

- Career Matters: [http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm](http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm)
## Pathway Information Chart

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Brief Description of Occupation</th>
<th>Related Careers</th>
<th>High School Path – Grade 9 Optional Courses</th>
<th>Post-Secondary Destinations (apprenticeship, college, university, workplace)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fire fighter</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
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</tr>
</tbody>
</table>
Appendix 1

Grades 7-8: Developing a Personal Path

Appendix 1b:

Internet Exploration Options

Career Matters

- Career Matters
  - Go to: Career Matters:
    http://www.ilc.org/cfmx/CM/index.cfm?Menu_ID_Sel=200&Lang_Sel=1
    - Register: as a student so that work and planning can be saved
    - Click on: ‘Careers’ on the menu bar at the top of the page
    - Select: ‘All Careers’ - Fire fighters

Career Cruising

- Career Cruising
  - Go to:
    http://www.careercruising.com/
    - Select: Explore Careers
    - Select: Search by school subject
    - Select: Subject (e.g. English)
    - Click on: an occupation
    - Read: Job Description
    - Click on: Education
    - Click on: Interviews
Title: Matchmaker, Matchmaker  
Theme: Self-Awareness

Synopsis:
Students use Internet websites to explore occupations that match their interests and strengths. They note occupations of interest and ways to prepare for them. Students make connections to the particular subject area in which they are experiencing this activity.

Criteria for Assessment—‘Look Fors’
Students are able to:
- match their interests, strengths, abilities, and accomplishments to high school courses that best suit them
- explore occupations that align with their interests, strengths, abilities, and accomplishments

Overview

Purpose
This experience will help students to:
- use knowledge of themselves (i.e., strengths, interests) to identify work areas of interest and high school courses that will help prepare for these

Pay off
- Teachers have the opportunity to help students find out about occupations that require, recommend or are enhanced by learning in the subject areas that they teach.

Planning
- Book a computer lab with Internet access; find out school’s username and password for Career Cruising at: www.careercrusing.com.
- Collect pictures of a variety of occupations related to the subject area from magazines, newspaper, Internet to post on the wall.
- Make copies of the ‘Funnel Organizer’ (Appendix 1).
- materials: high school course calendar, chart paper

Links to Choices Into Action:
Career Development: Self-Assessment
- apply their knowledge of their personal interests, strengths, abilities, and accomplishments to choosing and planning a postsecondary education or career path
Activate

Corners

- Post a variety of pictures (e.g., 8-10) from magazines that depict several different types of occupations. Use diverse occupations, some of which are enhanced by learning in the subject area of this particular class (e.g., history – journalist, teacher, TV commentator, lawyer, e-learning designer, fundraiser). Underneath each picture, post a large piece of chart paper divided in half with a horizontal line.

- Students go to the picture of the occupation that is the most appealing to them. While there, students brainstorm why this occupation is appealing to them. Encourage students to think about their strengths and interests when they respond.

- One student records these points on the chart paper.

- Ask students to select the picture that represents the occupation that they would like the least.

- Students discuss why the occupation has little appeal; one student captures these reasons on the bottom half of the chart paper.

- Students at each picture summarize the statements on the chart paper for others in the room – the reasons the occupations were appealing and the reasons they were not appealing.

- Initiate a discussion on the role that a person’s interests and strengths play when they begin to consider career options.

- Indicate that during the class students will have an opportunity to explore occupations that match their interests and strengths. They will also be able to note ways to prepare for these.

Instruct

Funnel Organizer, Career Cruising Investigation

- Students think of several words or phrases that describe their personal interests and strengths (i.e., skills, qualities, habits) and complete the funnel part of the funnel organizer (Appendix 1) prior to exploring the Career Cruising website. Students share these with a partner and refine or add items as necessary.

- At a computer, students go to: http://www.careercruising.com and select ‘Matchmaker’. (Provide the school’s username and password.)

- Students complete the ‘Likes and Dislikes Quiz’ and the ‘Skills Quiz’ and examine the career suggestions.

- Students select 3 or 4 occupations of particular interest and note these below the ‘Funnel Organizer’.

- For each occupation of interest, students click ‘Education’ in the left hand side of the screen and examine the secondary school courses that are recommended to pursue this occupation. They note those recommended for the following year in the space provided on the organizer.

- Based on their interests and strengths, students consider the one or two areas of work that interest them and refer to their secondary school course calendar to determine which of the recommended courses are available to them.
HOW TO...

**Instructional Approach**

**Grades 9-12: Matchmaker, Matchmaker**

### Check

- Monitor students as they navigate the Career Cruising site and complete the organizer. Assist as required.

### Reflect

- Students complete the summary at the bottom of the organizer:
  - Occupations that are enhanced by learning in this subject area….
  - An occupation/area of work of particular interest…
  - Courses to consider for next year.
  - Questions to ask….
- Students may choose to save their information to the Portfolio section of Career Cruising where it can be shared with teachers, guidance counsellors or parents.

### Apply

This learning experience can be replicated in any subject area.

- **Grade 11 English**: Students use Career Cruising to develop an understanding of opportunities in the workforce that relate to their personal interests and strengths. Students refine their secondary school pathway by outlining the courses they need to take based on occupations of interest to them and any required post secondary education or training required. Students compare the skills they have to those required in specific occupations.

### Support

- Encourage students to consult subject teachers, teacher mentors/advocates and guidance counsellors for questions about course selection, secondary school pathway design and post secondary education and training options.

### Resources

- Career Cruising: www.careercruising.com
### Funnel Organizer

**Summary:**

- Occupations that are enhanced by learning in this subject area:
  - An occupation/area of work of particular interest:
  - Courses to consider for next year:
  - Questions to ask:
AT A GLANCE

GRADES 9-12

Developing Pathways - Making Career Connections
e.g., Business Studies

Title: Transferable Skills
Theme: Self-Awareness

LINKS
Learning Skills: all
Essential Skills: all

Synopsis:
Students examine occupations that relate to a subject area and identify skills that are important for these occupations. They compare these skills to workplace Essential Skills and to the Secondary Learning Skills. Students identify skills that are transferable from situation to situation and critical for success in school and at work.

Criteria for Assessment—‘Look Fors’
Students are able to:
- identify skills that are important to success in school and at work

Overview

Purpose
This experience will help students to:
- connect the skills they learn and use in school to those that they will require at work

Pay off
- Teachers help students understand the ‘Learning Skills’ as relevant, transferable skills that are important at home, at work and in the community. As students find increased relevance, they are more likely to engage in learning.

Planning
- Book a computer lab with Internet access; find out school’s username and password for Career Cruising at: www.careercruising.com.
- If computers are not available, print a variety of job descriptions from Career Cruising for students to examine (See sample job description for Auto Mechanic, Appendix 1).
- Make copies of the chart, Appendix 3.
- materials: sticky notes or index cards

Links to Choices Into Action:
Career Development: Employability
- demonstrate their understanding of employability skills
HOW TO...

Instructional Approach

Grades 9-12: Transferable Skills

Activate

Write, Pair, Share

- Students, individually, list three occupations related to this subject area.
- Students join with a partner and compare their choices.
- Pairs share at least one occupation with the rest of the class.
- The teacher makes a list of these occupations on the board/chart paper.

- Indicate that students will examine occupations that relate to this subject area, identify skills that are important in these occupations and compare these skills to those that are important for their achievement in this subject area at school.

Instruct

Pairs Investigation - Career Cruising

- Students, working in pairs, examine occupations related to this subject area to determine some of the skills that are required for these occupations. (Please note: If computers are not available, print off a variety of job descriptions from Career Cruising for students to examine (See sample job description for auto mechanic, Appendix 1).
- Students go to Career Cruising: www.careercruising.com
  - Open Career Cruising using the school’s ‘username’ and ‘password’ provided by the teacher.
  - Select Explore Careers >> ‘Search by School Subject’.
  - Select a subject and click on one of the occupations.
  - Read the ‘Job Description’.
  - Make a list of the skills that they think are required for the occupation noting these in the ‘Checking Out Occupations’ chart - Appendix 3.
  - Repeat this process for one or two more occupations related to the subject area.

Pairs Investigation - Essential Skills

- Student pairs examine the list of skills as outlined in the Ontario Skills Passport. Students refer to Appendix 2 or go directly to the Ontario Skills Passport site: http://skills.edu.gov.on.ca
  - Click on ‘OSP Skills and Work Habits’ in the navigation bar at the top of the page.
- Students identify Essential Skills that are similar to the ones they listed as necessary for their occupations. Note these in the ‘Checking Out Occupations’ chart – Appendix 3. (Note: The ‘job specific’ skills - e.g., using a diagnostic tool - will not be listed in the Essential Skills.)

Pairs Investigation - Learning Skills

- Students examine the Secondary Learning Skills, Appendix 4 and identify those that are similar to some of the skills they listed as necessary for their occupations. Note these in the ‘Checking Out Occupations’ chart – Appendix 3. Note that ‘Job specific’ skills (e.g. using a diagnostic tool) will not be listed in the Learning Skills.
- Ask students how the Learning Skills and Essential Skills are different from some of the more job-specific skills - like being able to play the piano, repairing car engines or using a diagnostic tool to determine car problems.
- Summarize by indicating that the Learning Skills and Essential Skills are generic skills that are transferable from situation to situation.
HOW TO...

Instructional Approach

Grades 9-12: Transferable Skills

- Ask students to circle the Learning Skills on the ‘Checking Out Occupations’ chart (Appendix 3) that they feel are particularly important to achievement in this subject area.

Check

- Student pairs examine their ‘Checking Out Occupations’ chart and prepare to summarize orally the ‘transferable’ skills that are not only important in occupations related to this subject but to learning this subject in school. Student summaries can include both Learning Skills and Essential Skills.
- Students share their summaries with the class.

Reflect

- Students, on a sticky note or index card, write two transferable skills that they need to be successful in this class and identify a situation outside of school in which these transferable skills are required. Students hand the sticky note to the teacher on the way out of class.

Apply

This learning experience can be replicated in any subject area.

- **Grade 11 Business Studies** - Introduction to Retail and Services Marketing: provides a particularly appropriate context as students explore the retail industry.
  - Students examine the Job Bank: [http://www.employers.jobbank.gc.ca](http://www.employers.jobbank.gc.ca) for sample job ads in the retail industry.
  - Students then create a resume outlining the skills they currently have. See Resume Builder: [https://www.jobsetc.ca/toolbox/resume_builder/resume_builder.sjsp](https://www.jobsetc.ca/toolbox/resume_builder/resume_builder.sjsp)
  - Consider job shadowing and work experience opportunities for the students to further develop their transferable skills.

Support

- Create a list of information for guest speakers (for classes and assemblies) that asks guests to highlight the skills that they require for the jobs that they do. Provide the speakers information about the Learning Skills and the Essential Skills so that they can incorporate these into their presentations.

Resources

- Career Cruising: [www.careercruising.com](http://www.careercruising.com)
- Ontario Skills Passport: [http://skills.edu.gov.on.ca](http://skills.edu.gov.on.ca)
- Resume Builder: [https://www.jobsetc.ca/toolbox/resume_builder/resume_builder.sjsp](https://www.jobsetc.ca/toolbox/resume_builder/resume_builder.sjsp)
Appendix 1

Job Description

Automobile Mechanic

If you love the sparkle of freshly polished chrome or the rumble of a race-tuned V8, and you find yourself fascinated by all things mechanical, you might want to consider a career as an automobile mechanic. Mechanics usually have a passion for automobiles and they are the sort of people who enjoy figuring out how machines work by taking them apart and putting them back together.

An automobile mechanic's job is to maintain and repair vehicles. The type of work a mechanic depends on his or her training. Some specialize in a specific make (e.g. Fords), while others service all makes and models.

Today’s mechanics have to deal with much more complicated machines than mechanics of the past. Modern vehicles have multiple on-board computers and electronic systems that mechanics must be able to access and maintain. Mechanics need to be as comfortable working with computerized diagnostic equipment as they are replacing spark plugs.

Due to the complexity of today's motor vehicles, many mechanics specialize in particular areas of repair: for example, engine and fuel systems, air conditioning, brakes, or electrical and electronic systems. Automobile mechanics working in small shops tend to perform a wider variety of tasks than those in large shops, where specialization is more common.

Whatever his or her specialty, a mechanic’s key responsibility is diagnosing and fixing automotive problems. To do this, the mechanic must first get a description of the symptoms from the car owner (e.g. rattles, engine stalls, warning lights). Then the mechanic uses precision tools, electronic diagnostic tools, and his or her training and skill to locate the problem.

Once the cause of the problem is found, the mechanic makes adjustments or repairs. If a part is damaged or worn out it is replaced, usually after consultation with the vehicle’s owner.

Loyal customers, who may not know a distributor from a spark plug, treat a trusted and honest mechanic like gold. For a mechanic with business skills, ownership of an automotive repair shop is a possibility. A career as a mechanic also serves as a good preparation for running a car dealership, auto parts store or service station.

NOC Code: 7321.1

Source: Career Cruising [www.careercruising.com]
Appendix 2

Grades 9-12: Transferable Skills: Self-Awareness

Essential Skills in the Ontario Skills Passport

Essential Skills
The skills described in the Ontario Skills Passport (OSP) were identified as “essential skills” through research and interviews conducted by Human Resources and Skills Development Canada (HRSDC) with over 5000 Canadian workers. These are the generic skills used to varying degrees in virtually all occupations; they are not the technical skills required by specific occupations.

Essential Skills as outlined in the Ontario Skills Passport
The skills in the OSP are the essential skills that enable people to perform tasks required by their occupation and other activities of daily life. The skills included in the OSP are listed below.

**Reading:** The comprehension of text consisting of sentences and paragraphs.

**Writing:** The preparation of written materials for a variety of purposes.

**Use of documents:** The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials.

**Use of computers:** The use of any type of computerized technology.

**Money math:** The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.

**Scheduling or budgeting and accounting:** Planning for the best use of time and money, as well as monitoring of the use of time and money.

**Measurement and calculation:** The measurement and calculation of quantities, areas, volumes, and/or distances.

**Data analysis:** The collection and analysis of data in numerical form.

**Numerical estimation:** The production of estimates in numerical terms.

**Oral communication:** The use of speech for a variety of purposes.

**Job task planning:** The planning and organization of one’s own work.

**Decision making:** The making of any type of decision, using appropriate information.

**Problem solving:** The identification and solving of problems.

**Finding Information:** The use of a variety of sources, including written text, people, computerized databases, and information systems. (See also Reading, Use of documents, Use of computers, and Oral communication above.)

Source: Ontario Skills Passport: http://skills.edu.gov.on.ca
Checking Out Occupations

<table>
<thead>
<tr>
<th>Occupations selected in Career Cruising</th>
<th>Skills you think are important for this occupation – based on the Job Description</th>
<th>Essential Skills</th>
<th>Report Card Learning Skills</th>
</tr>
</thead>
</table>
| Example: Auto mechanic                  | − Problem solving  
− Technical skills related to auto mechanics  
− Communication skills | − Problem solving  
− Data analysis  
− Oral Communication | − Works independently  
− Teamwork |


## Secondary Learning Skills

### Secondary Learning Skill Categories and Checklists of Sample Behaviours

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Works Independently</th>
</tr>
</thead>
</table>
| • seeks out new opportunities for learning | • accomplishes tasks independently  
• responds to challenges and takes risks |  
• accepts responsibility for completing tasks  
• demonstrates interest and curiosity about concepts, objects, events, and resources |  
• follows instructions  
• demonstrates necessary and additional information in print, electronic, and media resources |  
• regularly completes assignments on time and with care |  
• identifies problems to solve, conducts investigations, and generates questions for further inquiry |  
• demonstrates self-direction in learning |  
• requires little prompting to complete a task, displaying self-motivation and self-direction |  
• independently selects, evaluates, and uses appropriate learning materials, resources, and activities |  
• approaches new learning situations with confidence and a positive attitude |  
• demonstrates persistence in bringing tasks to completion |  
• develops original ideas and devises innovative procedures |  
• uses time effectively |  
• attempts a variety of learning activities |  
• uses prior knowledge and experience to solve problems and make decisions |  
• seeks assistance when needed |  
• reflects on learning experiences |  
• uses information technologies in creative ways to improve learning for self or others |

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Work Habits/Homework</th>
<th>Organization</th>
</tr>
</thead>
</table>
| • works willingly and cooperatively with others | • puts forth consistent effort  
• shares resources, materials, and equipment with others |  
• follows directions  
• responds and is sensitive to the needs and welfare of others |  
• shows attention to detail |  
• solves problems collaboratively |  
• uses materials and equipment effectively |  
• accepts various roles, including leadership roles |  
• begins work promptly and uses time effectively |  
• takes responsibility for his or her own share of the work to be done |  
• perseveres with complex projects that require sustained effort |  
• solves problems collaboratively |  
• applies effective study practices |  
• accepts responsibility for his or her own share of the work to be done |  
• contributes information and ideas to solve problems and make decisions |  
• works to help achieve the goals of the group or the class |  
• questions the ideas of the group to seek clarification, test thinking, or reach agreement |  
• helps to motivate others, encouraging them to participate |  
• shows respect for the ideas and opinions of others in the group or class |  
• contributes information and ideas to solve problems and make decisions |  
• listens attentively, without interrupting |  
• questions the ideas of the group to seek clarification, test thinking, or reach agreement |  
• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding |  
• seeks agreement before making decisions |  
• recognizes the contribution of group members by means of encouragement, support, or praise |  
• seeks consensus and negotiates agreement before making decisions |  
• demonstrates ability to organize and manage information |  
• organizes work when faced with a number of tasks |  
• demonstrates ability to organize and manage information |  
• devises and follows a coherent plan to complete a task |  
• follows specific steps to reach goals or to make improvements |  
• follows specific steps to reach goals or to make improvements |  
• revises steps and strategies when necessary to achieve a goal |  
• manages and uses time effectively and creatively |  
• demonstrates ability to organize and manage information |  
• demonstrates ability to organize and manage information |  
• follows an effective process for inquiry and research |  
|  |  |  
|  |  |  
|  |  |  

Title: School Subjects and Work  
Theme: Finding Out About Education and Work

**AT A GLANCE**

**GRADES 9-12**

**Developing Pathways - Making Career Connections**

**Synopsis:**
Students use a graphic organizer (KWHL) and the Career Cruising and Ontario Skills Passport websites to find out about occupations that relate to specific school subjects.

**Criteria for Assessment—‘Look Fors’**
Students are able to:
- identify and research occupations related to school subjects
- explain how Essential Skills used in an occupation relate to learning in a specific subject in school
- use a structured inquiry strategy (KWHL) for conducting research

**Overview**

**Purpose**
This experience will help students to:
- find information that connects learning in a subject to the skills need they for future work
- access information required to make decisions for course selection

**Pay off**
- Teachers can draw upon students’ understanding of the KWHL inquiry strategy for any topic in the subject discipline.
- When teachers help students see the connections between a subject area and an occupation of interest, students are likely to consider future courses in the subject as viable and appropriate choices for their education plan.

**Planning**
- Book a computer lab with Internet access. Collect newspapers, and job ads.

**Links to Choices Into Action:**

*Career Development; Exploring and Obtaining Information About Education, Training and Careers*
- demonstrate how to locate, interpret, evaluate, and use various sources of education and career information
*Awareness of Opportunities*
- describe the variety of volunteer, employment, educational, and career opportunities, including self-employment

**LINKS**

*Learning Skills: initiative - seeks necessary and additional information in print, electronic, and media resources*
*Essential Skills: thinking skills: finding information, computer use*
Activate

Classified Query

- Provide the classified section from a variety of newspapers or several copies of job ads for students to examine.
- Distribute the ads to pairs of students and ask students to locate jobs that make use of the skills and knowledge learned in this particular subject area. Advise students that if they have a difficult time doing this to simply note some of the questions they have as they try to complete the task.
- Debrief the task by asking students who found related jobs to share these. Ask how they knew that the job was related to the subject area (e.g., This class is a math. class, the job is an accountant, accountants do taxes and balance accounts and therefore use math.).
- Ask students to share the questions that arose during the task (e.g., What occupations require math.? Does a plumber do anything that requires math.? What are the tasks that a plumber does? How can I prepare to become a plumber?). Indicate that sometimes we can guess what knowledge an occupation requires but often we need to do some research to find out if we are correct and to gather details.

Explain to students that they will investigate occupations that require some knowledge of this subject area. Explain that this information will be helpful when they select their courses the next year. Also indicate that they will explore a website and learn to use a graphic organizer that will assist them in asking questions and finding information.

Instruct

Inquiry Pairs - KWHL Graphic Organizer

- Introduce or review with students the KWHL Graphic Organizer (Appendix 1) which poses some of the questions they asked in the introductory activity:
  - What do I already know?
  - What do I want to know?
  - How will I find out?
  - What did I learn?
- Provide pairs of students with the KWHL template in Appendix 1.
- Students take a few moments to dot jot what they already know in the left hand column.
- Assist students in answering each of the questions:
  - **Question 1: What occupations require knowledge/skills in this subject area?**
    - Go to Career Cruising - http://www.careercruising.com/
    - Provide students with school’s username and password.
    - Select ‘Explore Careers’ and ‘Search by School Subject’.
    - Browse the ‘career titles’ and select a few of interest.
    - Select at least one occupation to explore using the KWHL Graphic Organizer.
  - **Question 2: In occupations of interest, what are some of the most important Essential Skills?**
    - Go to the Ontario Skills Passport site: http://skills.edu.gov.on.ca
HOW TO...

Instructional Approach

Grades 9-12: School Subjects and Work

- Click on the Green Square: Search the OSP Database.
- Click ‘List of Occupations in the OSP Database’.
- Click ‘Sorted by Title’.
- Scroll through the list of titles for occupations similar to the ones selected in Career Cruising.
- Click on the description and note the most important Essential Skills in the description.
- Click ‘OSP Skills and Work Habits’ at the top of the page.
- Read the skills description and click on the hyperlink to find out some tasks that require the use of this essential skill.

• **Question 3: How can I prepare for an occupation of interest?**
  - Go back to Career Cruising.
  - Click on the previously selected occupation of interest.
  - Click on ‘Education’ in the sidebar.
  - Scroll down to ‘Suggested High School Subjects’.

• **Question 4: What am I learning in school that prepares me for this type of occupation?**
  - Students examine the ‘Suggested High School Subjects’ list and discuss with their partners what they are currently learning that will prepare them for an occupation in this area.

• **Other Questions:** Encourage students to ask additional questions and to locate the answers using one or more of the Internet sources.

- Students summarize the key points of their research in the *L* column. They examine the *K* column, check for accuracy and revise as necessary.
- Ask students to make personal notes of their degree of interest in the occupations researched. Advise students who show an interest in these areas to access school support for education planning (e.g., guidance counsellor, teacher mentor/advocate).

**Check**

- Assist students in navigating the websites as required or in locating other sources of information.

**Reflect**

- Students note their degree of interest in the occupations researched. This may be saved in their Career Cruising portfolio at the [http://www.careercruising.com/](http://www.careercruising.com/) site.
Apply

This learning experience can be replicated in any subject area.

This process can be used in any subject area prior to course selection to locate occupations relating to a subject.

Students should be encouraged to work through the KWHL process on a computer at home or in the school library as part of their education planning for course selection.

Support

- As a grade or department team of teachers, use this opportunity to help students develop their research skills and to help them find out about occupations that relate to your subject area.
- Consider posting the research activities on the school website for parents and students.
- Include the Career Cruising and Ontario Skills Passport websites in school newsletters and on the school website.

Resources

- Career Cruising
  www.careercruising.com
- Ontario Skills Passport:
  http://skills.edu.gov.on.ca
### KWHL Organizer

**Subject:**

<table>
<thead>
<tr>
<th>K - What do I know?</th>
<th>W - What do I want to know?</th>
<th>H - How will I find out?</th>
<th>L - What did I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What occupations require knowledge/skills in this subject area?</td>
<td>Career Cruising (see URL below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In occupations of interest, what are some of the most important Essential Skills?</td>
<td>Ontario Skills Passport (see URL below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How can I prepare for an occupation of interest?</td>
<td>Career Cruising (see URL below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What am I learning in school that prepares me for this type of occupation?</td>
<td>Discussion with partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Ontario Skills Passport [http://skills.edu.gov.on.ca](http://skills.edu.gov.on.ca)
Title: Why are we still learning this?
Theme: Finding Out About Education and Work

AT A GLANCE

GRADES 9-12

Developing Pathways - Making Career Connections

Synopsis:
Students use the Career Cruising and Ontario Skills Passport websites to explore how what they learn in (any) school subject relates to the Essential Skills needed in the workplace.

Criteria for Assessment—‘Look Fors’
Students are able to:
- identify Essential Skills used in specific occupations that relate to a school subject
- identify ways that learning in the subject is used in the world of work

Overview

Background
• Through extensive research, Human Resources and Skills Development Canada (HRSDC) and other national and international agencies, identified and validated nine Essential Skills. These skills are used in virtually all occupations and in daily life. Essential Skills are referred to as ‘transferable skills,’ as they are applicable across different occupations and sectors. This learning experience refers to Essential Skills as defined in the Ontario Skills Passport (Appendix 2).

Purpose
This experience will help students to:
• connect learning in any school subject to Essential Skills required in occupations of interest related to that subject

Pay off
• Students are more likely to be motivated to learn in a particular subject, if they know that they are developing skills that are needed for occupations of interest in the world of work.

Planning
• Book a computer lab with Internet access; find out school’s username and password for Career Cruising at: www.careercruising.com.
• materials: sticky notes or index cards, copies of charts (Appendix 1)

Links to Choices Into Action:
Career Development - Exploring & Obtaining Information About Education, Training and Careers
• demonstrate how to locate, interpret, evaluate, and use various sources of education and career information
Awareness of Opportunities
• describe the variety of volunteer, employment, educational, and career opportunities, including self-employment
Activate

Think, Pair, Share
- Individual students think of two things that they learn in (this subject) that they will use when they go to work (e.g., oral communication skills, reading for information) and think of examples of how this learning might be used in the workplace. Students share with a partner and select one example to share with the class.
- Explain to students that they will find out, during this class, how what they learn in this subject is used in the workplace.

Instruct

Pairs Investigation – Career Cruising
- Students work in pairs in a computer lab to find skills that are important in occupations that relate to this subject area. They use the ‘Career Cruising Information’ template in Appendix 1.
- Students research the Career Cruising website to find three occupations related to this subject area.
  - Go to www.careercruising.com.
  - Enter the school’s username and password.
  - Click ‘Start Career Cruising’. >> Explore Careers >> Search by School Subject (the subject for this class e.g., math, history, science, music).
  - Explore several occupations and then note 3 occupations that are the most interesting to them.
  - Note these on the ‘Career Cruising Information’ template (Appendix 1).

Pairs Investigation – Ontario Skills Passport
- Students open the Ontario Skills Passport website to find similar occupations related to those that they found in Career Cruising. Note: For example, Art Dealer will not be listed but Sales Representative will be. They find the most important Essential Skills for these occupations and list them on the ‘Making Connections Chart’ (Appendix 1).
  - Go to the Ontario Skills passport website: http://skills.edu.gov.on.ca.
  - Click ‘English’.
  - Click Search the OSP database (Green Square).
  - Click ‘List of Occupations in the OSP’.
  - Click: ‘Sorted by Title’, then ‘Next’.
  - Browse the list of occupations for one or two that relate to the ones already listed in the ‘Career Cruising Information’ template.
  - Note the names of these related occupations in the ‘Ontario Skills Passport Information’ template, Appendix 1.
  - Click on the occupation, note its NOC code (National Occupation Code – see Glossary) and its ‘most important Essential Skills’ and record this information beside the occupation on the ‘Ontario Skills Passport Information’ template.
**Instructional Approach**

**Grades 9-12: Why are we still learning this?**

- Click on ‘OSP Skills and Work Habits’ to read about the Essential Skills. (See Appendix 2 for a description of the Essential Skills as outlined on the Ontario Skills Passport website.)
- Students create and examine an Ontario Skills Passport Work Plan to locate sample tasks in an occupation for which the Essential Skills are used:
  - Click ‘Create a Work Plan’ at the top of the page (right underneath ‘Ontario’!)
  - Click Option B – ‘I am ready to create a work plan’ >> ‘Next’.
  - Click Option A – ‘Search using a 4-digit NOC code’ >> ‘Next’ (Choose the NOC code for one of the occupations on the ‘Ontario Skills Passport Information’ template.).
  - Click ‘Show me the Standard OSP Work Plan’ >> ‘Next’.
  - Examine the workplace tasks for each of the skills and note one or two examples on the last column of the ‘Ontario Skills Passport Information’ template.
- Students share some of the Essential Skills and workplace tasks used in the occupations that they found.

**Check**

**Think/Pair/Share**
- Individuals summarize ways that learning in this subject is used in the world of work.
- Individuals join with another pair to refine their answer. Pairs share with the class.
- Initiate a class discussion on the relevance of this subject and Essential Skills used in the workplace.

**Reflect**

‘Ticket Out’
- On a ‘Ticket Out’ (sticky note or index card), students record two skills used in this subject that relate to Essential Skills used in the workplace. They select one skill that is a strength for them and one that is less developed. Students list one way of further developing the weaker skill.
- Students hand in their ‘Ticket Out’ to the teacher on the way out of class.

**Apply**

This learning experience can be replicated in any subject area.
Grades 9-12: Why are we still learning this?

Support

- Grade 9 teachers may wish to introduce this learning experience prior to Take Our Kids To Work day. On Take Our Kids To Work day, students observe workers and conduct interviews to find out about Essential Skills used in that workplace.
- Note the Career Cruising and Ontario Skills Passport websites on the school website and in the school newsletter for parent and student access at home or in public libraries.

Resources

- Career Cruising - [www.careercruising.com](http://www.careercruising.com)
- Ontario Skills Passport - [http://skills.edu.gov.on.ca](http://skills.edu.gov.on.ca)
- Essential skills and descriptions may also be found on the Human Resources and Skills Development website - [http://www15.hrdc-English/general/Understanding_ES_e.asp](http://www15.hrdc-English/general/Understanding_ES_e.asp)
- Take Our Kids To Work - [www.thelearningpartnership.ca](http://www.thelearningpartnership.ca)
Appendix 1

Grades 9-12: Why are we still learning this?

Career Cruising Information

<table>
<thead>
<tr>
<th>Career Cruising: Occupations that Relate to this Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

Ontario Skills Passport Information

<table>
<thead>
<tr>
<th>Occupation &amp; NOC Code</th>
<th>Essential Skill</th>
<th>Sample Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendix 2

Grades 9-12: Why are we still learning this?

Essential Skills
(as described in The Ontario Skills Passport)

Reading:
The comprehension of text consisting of sentences and paragraphs

Writing:
The preparation of written materials for a variety of purposes

Use of documents:
The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials

Use of computers:
The use of any type of computerized technology

Money math:
The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments

Scheduling or budgeting and accounting:
Planning for the best use of time and money, as well as monitoring of the use of time and money.

Measurement and calculation:
The measurement and calculation of quantities, areas, volumes, and/or distances

Data analysis:
The collection and analysis of data in numerical form

Numerical estimation:
The production of estimates in numerical terms

Oral communication:
The use of speech for a variety of purposes

Job task planning:
The planning and organization of one’s own work

Decision making:
The making of any type of decision, using appropriate information

Problem solving:
The identification and solving of problems

Finding Information:
The use of a variety of sources, including written text, people, computerized databases, and information systems
Title: Post Secondary Myths 2
Theme: Developing Personal Pathways

Synopsis:
Students complete short true-false/ multiple choice quiz questions relating to post secondary choices and employment and participate in class discussion on these topics.

Criteria for Assessment—‘Look Fors’
Students are able to:
- explain aspects of the different post secondary options – apprenticeship, college, university, work

Overview

Background
- The quiz questions provided can be used in a variety of different ways (e.g., for students, one or two at a time during the weeks leading up to the course selection process; for parents at a parents’ evening; on a school website). The purpose of the quiz questions is to generate discussion and further research.

Purpose
This experience will help students to:
- develop an awareness of their post secondary choices for learning and work. A general discussion of post secondary destinations should precede investigation of occupations related to the subject area.

Pay off
- Teachers can use the answers and referenced sources to update their own information. Teachers help students understand each of the post secondary destinations. This lays the foundation for discussion of secondary school pathways and course selection.

Planning
- Copy the questions for students or use an overhead projector (see Appendix 1).
- materials: sticky notes, chart paper

Links to Choices Into Action:
Career Development: Self-Assessment
- apply their knowledge of their personal interests, strengths, abilities, and accomplishments to choosing and planning a postsecondary education or career path

Awareness of Opportunities
- describe the variety of volunteer, employment, educational, and career opportunities, including self-employment
HOW TO...

**Instructional Approach**

**Grades 9-12: Post Secondary Myths 2**

### Activate

- Ask students question 1 or 3 on the High School and Beyond Quiz, Appendix 1.
- Provide the answer and initiate a short discussion on the importance of attaining a secondary school diploma.
- Explain to students that they will have an opportunity to answer several more questions and to engage in similar discussions.

### Instruct

- Students work in groups of four. Provide them with some of the questions on the High School and Beyond Quiz, Appendix 1.
- Students discuss the questions and choose their ‘best guess’ answer.
- Provide students with answers and initiate a class discussion for areas of particular interest.

**Alternate Approach**

- In the weeks leading up to course selection, use the questions on the High School and Beyond Quiz as a Destinations Trivia Game to start or end the class.

### Check

- Clarify any questions raised in the discussion.

### Reflect

**Parking Lot**

- Encourage students to raise questions by providing them with sticky notes. Students jot any questions that they have on the sticky notes and put them on a posted piece of chart paper – the ‘parking lot’.
- Confer with the guidance counsellor before the next class and/or invite a guidance counsellor to the class to answer questions.

### Apply

This learning experience can be replicated in any subject area.

- **Grade 9 Technological Studies** - Integrated Technologies: can use the High School and Beyond quiz prior to helping students explore the range of post secondary options in the technology fields.
Support

- Access the support of guidance counsellors and teacher colleagues in finding answers to student questions.
- The guidance department could use the ‘High School and Beyond’ Quiz as part of a parent information evening and follow up with discussion.
- Post a daily quiz question on the school’s website in the weeks prior to course selection.

Resources

- Post Secondary Destinations Explained, Appendix 3
- Earning and learning through apprenticeship  
  http://www.edu.gov.on.ca/eng/general/postsec/settingout/choosing/earnlearn.html
- Ontario School Counsellors’ Association  www.osca.ca
- Source: Job Futures Ontario  
  http://www1.on.hrdc-drhc.gc.ca/ojf/ojf.jsp?lang=e&section=Overview&noc=0000
- Class of 2000: How are they faring two years later?  
Appendix 1

Grades 9-12 ‘High School and Beyond’ Quiz

1. What percentage of new jobs will be held by those who have not finished high school?
   a) 6%
   b) 16%
   c) 26%
   d) 36%
   e) 46%

2. By 2007, what percentage of all new job openings will require some form of post-secondary education?
   a) 30%
   b) 40%
   c) 50%
   d) 60%
   e) 70%

3. Canada’s overall unemployment rate is about 6%. For high school dropouts, the rate is close to:
   a) 10%
   b) 15%
   c) 20%
   d) 25%
   e) 30%

4. A college offers a wide variety of programs that last one to four years.
   ■ True or False?

5. An apprenticeship is a two year college course to learn a skilled trade.
   ■ True or False?

6. Both college and university prepare you for the working world.
   ■ True or False?

7. In a recent news article on the high cost of marine fuel, a 35 year-old Hamilton man said that although it cost him $1000 every time he filled the fuel tank of his 39 foot cabin cruiser, he still planned to continue to take summers off his regular job and spend every day on the water. What kind of work does he do? Is he:
   a) a doctor
   b) a professional athlete
   c) a lawyer
   d) a pipefitter
   e) a sign language interpreter?
8. University is for smart students, while skilled trades are for students who do not do well academically.
   ■ True or False?

9. Other post-secondary options, like college and university, provide a better future than an apprenticeship in the skilled trades.
   ■ True or False?

10. In the Windsor area, it is not uncommon for skilled tool and die makers to earn an average annual salary of:
   a) $30,000
   b) $40,000
   c) $50,000
   d) $75,000
   e) $100,000

11. If I decide to transfer from university to college, or vice versa, I'll probably have to start all over again and get no credit for the courses or program I've completed.
   ■ True or False?

12. Once I've finished a postsecondary program, I won't ever have to go back to school.
   ■ True or False?

13. The number one reason students drop out of postsecondary programs is:
   a) lack of money
   b) academic difficulties
   c) personal problems
   d) lack of fit between them and their program
   e) program was boring

14. It's really difficult to get accepted into any college program.
   ■ True or False?

15. An apprenticeship program involves on-the-job training only.
   ■ True or False?

16. For which of the following occupations can you complete your training in an apprenticeship program:
   a) child and youth worker
   b) chef
   c) early childhood educator
   d) aircraft technicians
   e) all of the above
17. Of new jobs created in Ontario to the year 2009, those requiring less than a high school diploma will account for about:
   a) 6%
   b) 11%
   c) 17%
   d) 22%
   e) 28%

18. Of new jobs created in Ontario to the year 2009, those requiring a university degree will account for
   a) 5%
   b) 12%
   c) 17%
   d) 22%
   e) 29%
Appendix 2

Grades 9-12 ‘High School and Beyond’ Quiz - Answers

1. What percentage of new jobs will be held by those who have not finished high school?
   a) 6%
   b) 16%
   c) 26%
   d) 36%
   e) 46%

     a) 6%
     Source: Knowledge Matters: Skills and Learning for Canadians

2. By 2007, what percentage of all new job openings will require some form of post-secondary education?
   a) 30%
   b) 40%
   c) 50%
   d) 60%
   e) 70%

     e) 70%

3. Canada’s overall unemployment rate is about 6%. For high school dropouts, the rate is close to:
   a) 10%
   b) 15%
   c) 20%
   d) 25%
   e) 30%

     d) 25%
     StatsCan Youth in Transition Survey

4. A college offers a wide variety of programs that last one to four years.

   True.

   - There are a total of 24 Colleges of Applied Arts & Technology across the province. In addition, the Michener Institute of Applied Health Sciences and the Agricultural Colleges are part of this system. Colleges offer a wide variety of programs including one-year certificates, two and three-year diplomas and four-year applied degrees.
5. An apprenticeship is a two year college course to learn a skilled trade.

False.

- Apprenticeship is a practical method of learning specific work skills. The apprentice observes a qualified journey-person performing skills on the job, practices the skills, and finally performs those skills himself or herself. An apprenticeship is a real job that pays wages, which increase as you develop your skills. The province monitors your on-the-job training and certifies your qualifications when you complete your apprenticeship. More than 130 types of apprenticeships are available in four sectors: automotive, industrial, construction, and services.

- The usual way is to become an apprentice complete Grade 12 (with good marks in math, science, and English), then find a job with a qualified employer who is willing to sponsor your apprenticeship. Apprenticeship takes from two to five years and includes a classroom component that is delivered by a community college or private institution. You’ll spend 80 to 90 per cent of your time on the job, and 10 to 20 per cent at school.

- The second way to complete an apprenticeship has the advantage of giving you a head start on your career at an earlier age while you’re still attending high school. This way involves registering for cooperative education and the Ontario Youth Apprenticeship Program (OYAP). OYAP allows students who have completed Grade 10, and who are at least 16 years old, to start their apprenticeships by working part-time while they continue to earn credits towards the Ontario Secondary School Diploma.

Source: Ontario Ministry of Education:
http://www.edu.gov.on.ca/eng/general/postsec/settingout/choosing/earnlearn.html

6. Both college and university prepare you for the working world.

True

- Ontario’s colleges offer programs that help prepare you for a variety of careers in business, applied arts, technology, and health sciences. Usually, you have a pretty good idea of what kind of job you want when you graduate, and you’re in a program specifically tailored for that occupation.

- Universities have a broader range of courses that are more academic in nature, and though they too help prepare you for the working world by increasing your knowledge, they are not as practical and job-oriented as college courses. There are exceptions, of course.

Source: Career Matters -
http://www.ilc.org/cfmx/CM/AfterHighSchool/cm_faq.cfm?Menu_ID_Sel=5882&Lang_Sel=1&section=college
7. In a recent news article on the high cost of marine fuel, a 35 year-old Hamilton man said that that although it cost him $1000 every time he filled the fuel tank of his 39 foot cabin cruiser, he still planned to continue to take summers off his regular job and spend every day on the water. What kind of work does he do? Is he:
   a) a doctor
   b) a professional athlete
   c) a lawyer
   d) a pipefitter
   e) a sign language interpreter?

   d) a pipefitter

8. University is for smart students, while skilled trades are for students who do not do well academically.

   False.

   - Skilled trades require individuals with a strong academic foundation of literacy, mathematical and analytical skills, not to mention creativity, problem solving, coordinations, and most importantly, a passion for their trade.
   - Selecting a skilled trade and entering into an apprenticeship is a first-choice post-secondary option. Similar to other options, successfully completing an apprenticeship takes intelligence, dedication, focus, and hard work. Students who enter these programs prefer careers that are ‘hands-on’, and enjoy applying their knowledge and skills to produce visible results at the end of the day.

   (Source: The Myths and Realities about Skilled Trades Careers, Canadian Apprenticeship Forum)

9. Other post-secondary options, like college and university, provide a better future than an apprenticeship in the skilled trades.

   Not necessarily -
   - Achieving a Certificate of Qualification for a skilled trade is also a ticket to a good future, given the high demand, good pay, ability to travel across the country, and lower rates of unemployment.
   - By 2007, more than one-third of jobs created in Canada will require trade certification or a college diploma.
   - Skilled trades careers provide income levels which are above the national average for employed Canadians. For example, an instrument technician working in Alberta, who installs, maintains, and repairs the control and metering systems used in commercial and industrial processing, can earn up to $40 an hour.

   (Source: The Myths and Realities about Skilled Trades Careers, Canadian Apprenticeship Forum)
10. In the Windsor area, it is not uncommon for skilled tool and die makers to earn an average annual salary of:
   a) $30,000
   b) $40,000
   c) $50,000
   d) $75,000
   e) $100,000

   e) $100,000

11. If I decide to transfer from university to college, or vice versa, I'll probably have to start all over again and get no credit for the courses or program I've completed.

   False.
   In fact, the Ontario College University Transfer Guide now lists over 250 agreements between colleges and universities in Ontario.

12. Once I've finished a postsecondary program, I won't ever have to go back to school.

   False.
   In a Statistics Canada survey, almost 40% of postsecondary graduates returned after graduation for more education.

13. The number one reason students drop out of postsecondary programs is:
   a) lack of money
   b) academic difficulties
   c) personal problems
   d) lack of fit between them and their program
   e) program was boring

   d) lack of fit

14. It's really difficult to get accepted into any college program.

   False.
   Although there are some "oversubscribed" college programs that are very competitive, for many programs, students having an OSSD with the required courses and average grades will be offered admission.

15. An apprenticeship program involves on-the-job training only.

   False.
   In fact, for most programs, apprentices spend 80% of their time training on the job but 20% of their time is spent in classrooms.
16. For which of the following occupations can you complete your training in an apprenticeship program:
   a) child and youth worker
   b) chef
   c) early childhood educator
   d) aircraft technicians
   e) all of the above

   e) all of the above

17. Of new jobs created in Ontario to the year 2009, those requiring less than a high school diploma will account for about

   a) 6%
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   b) 11%

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   a) 5%
   b) 12%
   c) 17%
   d) 22%
   e) 29%

   d) 22%
Appendix 3

Post Secondary Destinations Explained

While many students will go directly to the workplace once they’ve finished secondary school, most will eventually participate in some form of postsecondary education. Here’s a quick snapshot of the current reality in Ontario

Apprenticeship Training

Early Childhood Educator, Child and Youth Worker, Electrician and Tool & Die Maker are among the over 130 opportunities for which this type of training is available. There are lots of great online resources that provide details about the type of work, the salary you can expect, and the process involved in an apprenticeship.

**How do I apply?**
While there are a few exceptions, it’s going to be almost impossible to get accepted without your OSSD. In addition, you’ll need to find an employer who’s willing to train you. Before you begin the program, you’ll sign a contract that outlines when you’ll be working, when you’ll be attending classes, and how much you’ll be paid.

**Will I get in?**
The best way to improve your chances of getting into an apprenticeship program is to start early. If you’re still in school, check out the Ontario Youth Apprenticeship Program OYAP will allow you to start working on your apprenticeship while you’re still in secondary school. In addition, since you will need to convince an employer to hire you, you’ll need some work experience that you’ll be able to use to demonstrate that you are a reliable potential apprentice who is serious about making a commitment to the training program required. It’s also worthwhile making use of your network to make sure potential employers know that you are ready to start an apprenticeship program.

**Do grads get jobs?**
The best part of an apprenticeship program is that you’ll already have a job. You will get paid while you learn.

For more information
www.osca.ca/apprenticeship.htm

Colleges of Applied Arts & Technology

There are a total of 24 colleges across the province. In addition, the Michener Institute of Applied Health Sciences and the Agricultural Colleges are part of this system. Colleges offer a wide variety of programs including one-year certificates, two and three-year diplomas and four-year applied degrees. Some offer collaborative programs in partnership with universities and most have agreements that will allow students to transfer from one college to another or from college to university. All Colleges have programs in place to assist students in making the transition from high school to college.
How do I apply?
Most applicants now apply online. You’ll be allowed 5 choices on your application. You can choose as many as 3 different programs at the same college. Applications are due before February 1st for programs starting the following September.

Will I get in?
For some College programs, competition is pretty tough. It’s important to note that Colleges now offer postgraduate programs that are limited to those who have already completed a degree or a diploma. Admission to some very specialized College programs will always be competitive. But for the majority of programs, students with their OSSD and reasonable marks in the required courses will receive an offer of admission. Make sure you research which courses are required as well as those that are recommended for the particular program you’d like to pursue. For some programs, additional factors will be used. You may be asked to submit a portfolio, attend an interview/orientation session, or provide additional information about your related volunteer or paid work experience.

Do grads get jobs?
In the most recent report available, almost 90% of College grads had jobs within 6 months of graduation. All Colleges are required to track their graduates and post Key Performance Indicators that show how many students graduated and how many got jobs, program by program, every year.

For more information:
www.osca.ca/colleges.htm

Universities

There are now 19 universities and the Ontario College of Art & Design that are part of this system. Universities typically offer 3 and 4 year Bachelor’s degrees as well as postgraduate degrees at the Master’s and Doctoral level. Many universities offer cooperative education programs as well as internships and opportunities to study abroad as part of an organized exchange program. All Universities have programs in place to assist students in making the transition from high school to university.

How do I apply?
Most students apply online. The deadline is usually early in January for programs starting the following September. You can apply to as many as 3 programs at every university in the province.

Will I get in?
You’ll need a combination of at least six 4U and/or 4M courses. Note that the required courses, such as English, must be “U” courses. Specific requirements will vary by program and by university. In most cases, admission is based largely on your marks in those 6 courses. Some programs will be much more competitive than others but if you’re willing to do some research, you should be able to find an institution and a program that are right for you.

Do grads get jobs?
According to the most recent graduate survey, almost 94% of university grads found jobs within 6 months of graduation. Universities are required to publish their Key Performance
Indicator data that will indicate how many graduated and how many got jobs in each program.

For more information
www.osca.ca/universities.htm

**Private Career Colleges**

There are over 400 private career colleges in Ontario offering certificates and diplomas in a wide range of fields. Some of these Colleges are quite new but others have been in business for over 100 years. Unlike Colleges of Applied Arts & Technology, Private Colleges don’t receive funding from the government. As a result, tuition fees tend to be higher. On the other hand, programs in these schools are very focused and often are much shorter than comparable programs in the other Colleges.

**How do I apply?**
Each college has its own application form and process. It’s important to note that an application to a Private Career College is a contract that outlines the costs and how payments will be made.

**Will I get in?**
For most programs in Private Career Colleges, applicants who have their diploma and the required courses will be offered admission.

**Do grads get jobs?**
According to the most recent information available, almost 80% of grads had jobs 6 months after graduation. Key Performance Indicator data is available from individual schools and on the Ministry of Education web site.

For more information
www.osca.ca/otherins.htm
**AT A GLANCE**

**GRADES 9-12**

**Title:** Finding The Way  
**Theme:** Developing Personal Pathways

**LINKS**

Learning Skills: initiative - uses information technologies in creative ways to improve learning for self and others  
Essential Skills: thinking skills: finding information; computer use

---

**Synopsis:**

Students use internet resources to explore education pathways to a variety of occupations of interest

---

**Criteria for Assessment—‘Look Fors’**

Students are able to:  
- use Career Matters and/or Career Cruising websites to find information on how to prepare for occupations of interest

---

**Overview**

**Purpose**

This experience will help students to:

- access information that will help them make decisions about high school courses and post secondary destinations (ie., apprenticeship, college, university, workplace)

**Pay off**

- Teachers have an opportunity to illustrate the connections between their subject area and the world of work. When students see the connections between a subject area and an occupation of interest, they are more likely to consider future courses in the subject as viable and appropriate choices for their education plan.

**Planning**

- Book a computer lab with Internet access; find out school’s username and password for Career Cruising at: [www.careercruising.com](http://www.careercruising.com).
- Bookmark Career Matters on all computers.
- Provide newspaper ‘classified sections’ – 1 page per group

**Links to Choices Into Action:**

*Career Development - Exploring And Obtaining Information About Education, Training, And Careers*

- demonstrate how to locate, interpret, evaluate, and use various sources of education and career information
- **Awareness of Opportunities**
  - describe the variety of volunteer, employment, educational, and career opportunities, including self-employment
**Activate**

- Provide a classified section of the newspaper to students in groups of 4. Students select one or two jobs and discuss the high school courses and/or post secondary experiences or education that they think may be required to prepare for these jobs.
- Explain that there are several excellent resources that will help them find out the answer to that specific question as well as to questions that more specifically relate to their areas of interest.
- Indicate to students that they will be exploring occupations, for a specific purpose – to consider course selection possibilities and post-secondary destinations (apprenticeship, college, university, workplace).

**Instruct**

**Individual or Pairs Investigation – Career Matters**

- Students explore occupations of interest on the Career Matters website. They work individually or in pairs at their computers to complete the *Pathway Information* chart, Appendix 1.

- Students:
  - Go to: Career Matters:
  - Register: as a student so that work and planning can be saved
  - Click on: ‘Careers’ on the menu bar at the top of the page
  - Select: ‘All Careers’
  - Select an occupation of interest

- Watch the video and explore the options listed in the upper left hand side of the page: description, specific duties, related careers, high school path, post-secondary options.

- Complete, in bulleted form, the *Pathway Information* chart, Appendix 1 for the sample Police Officer occupation.

- Ask students to locate similar information for an occupation of their own choice paying particular attention to recommendations for high school courses. Assist as required. Students may work in pairs to assist each other.

- Students record their information on the *Pathway Information* chart, Appendix 1 in point form.

**Alternatives:**

- Students may also begin their search on Career Matters with ‘Career Themes’, which will focus their search. Students select a career theme that seems interesting then select an occupation of choice.

- Students may also search using Career Cruising site. See Appendix 2. Career Cruising allows students to begin their search from a specific subject area.

- Students may also wish to use Career Matters or Career Cruising to find out how to prepare for the job in the classified ad above and to check their results with their initial guess.
**HOW TO...**

**Instructional Approach**

**Grades 9-12: Finding The Way**

<table>
<thead>
<tr>
<th>Check</th>
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<tbody>
<tr>
<td>Ask students to compare the information on recommended Grade 12 optional courses for Police Officers at either/both the Career Cruising and the Career Matters websites. Check to see that students access and interpret the information accurately.</td>
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</table>

<table>
<thead>
<tr>
<th>Reflect</th>
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<tbody>
<tr>
<td>Encourage students to continue their research on Career Matters and/or Career Cruising in the library or, if possible, at home with parents.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Apply</th>
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<tbody>
<tr>
<td>This learning experience can be replicated in any subject area.</td>
</tr>
<tr>
<td><strong>Grade 10 Dramatic Arts:</strong></td>
</tr>
<tr>
<td>− Students go to the Career Themes page of Career Matters. <a href="http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm">http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm</a></td>
</tr>
<tr>
<td>− Brainstorm with students the skills/knowledge they learn when they take a course in Dramatic Arts – e.g., communication skills, teamwork, knowledge of the theatre, theatre history, etc.</td>
</tr>
<tr>
<td>− Generate a list of Career Themes that may contain occupations that require skills and knowledge learned through Dramatic Arts courses (e.g., Arts, Culture and Media, Technology and Telecommunication, Education and Social Science)</td>
</tr>
<tr>
<td>− Students select a Career Theme of interest that relates to Dramatic Arts and then browse occupations in that Career Theme cluster. (Some students will be more interested in Dramatic Arts than others.)</td>
</tr>
<tr>
<td>− Students may also use Career Cruising to search occupations related to Dramatic Arts.</td>
</tr>
<tr>
<td>− Students complete the Pathway Information Chart (Appendix 1) for occupations of interest that relate to Dramatic Arts.</td>
</tr>
<tr>
<td>− Students share some of the occupations researched, the recommended courses and the post secondary destinations that relate to them.</td>
</tr>
<tr>
<td>− As a Dramatic Arts teacher, encourage students to follow up their research by visiting the guidance department in the school and by researching some of the post secondary experiences possible to them (apprenticeship, college, university or work).</td>
</tr>
</tbody>
</table>
HOW TO...

Instructional Approach

Grades 9-12: Finding The Way

Support

- At home, in the school or public library or in the guidance department, students may wish to use the Personal Planner feature of Career Matters –

  http://www.ilc.org/cfmx/CM/Planner/index.cfm?Menu_ID_Sel=200&Lang_Sel=1

  This will help interested students examine the implications of adding Dramatic Arts to their course load for the following year. Students can check prerequisites and the courses required for an occupation of interest by using the Prerequisites and Ed Path Search menu options at the top of the Planner page. Encourage students to use the school’s course calendar so that they know the courses available in their school.

Resources

- Career Matters:  http://www.ilc.org/cfmx/CM/Careers/cm_career_themes.cfm
- Career Cruising:  http://www.careercruising.com/
- High school course calendar
# Pathway Information Chart

<table>
<thead>
<tr>
<th>Occupations of Interest</th>
<th>Brief Description of Occupation and Related Careers</th>
<th>High School Path – Grade 10, 11 &amp;/or 12 Optional Courses</th>
<th>Post-Secondary Destinations (apprenticeship, college, university, workplace)</th>
<th>Additional Recommendation (e.g., Cooperative education)</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tr>
</tbody>
</table>
Internet Exploration Options

Career Matters

- Career Matters
  - Go to: [http://www.ilc.org/cfm/cm/index.cfm?Menu_ID_Sel=200&Lang_Sel=1](http://www.ilc.org/cfm/cm/index.cfm?Menu_ID_Sel=200&Lang_Sel=1)
  - Register: as a student so that work and planning can be saved
  - Click on: ‘Careers’ on the menu bar at the top of the page
  - Select: ‘All Careers’ – an occupation of interest

Career Cruising

- Career Cruising
  - Go to: [http://www.careercruising.com/](http://www.careercruising.com/)
  - Select: Explore Careers
  - Select: Search by school subject
  - Select: Subject (e.g., English)
  - Click on: an occupation
  - Read: Job Description
  - Click on: Education
  - Click on: Interviews