

Catholic District School Board Writing Partnership

Course Profile

Leadership and Peer Support

Grade 11

Open

GPP30

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Acknowledgments

Catholic District School Board Writing Teams – Leadership and Peer Support

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Course Overview

Leadership and Peer Support, Grade 11, Open, GPP30

Prerequisite: Career Studies, Grade 10, Open

Course Description

The focus of this course is to provide students with the knowledge and skills necessary for effective communication, leadership, and service to others in the school and community. It recognizes that the students must understand the concept of leadership and must be able to lead themselves before they can be effective leaders for others. It also recognizes the qualities of leaders and holds Jesus as our role model of a leader. The goal of the course is to bring self and others into a more personal relationship with Jesus through service in the school, parish and the global community. It will provide the student with a process for effective learning which the learner can use throughout his/her life. The student will identify and effectively use personal management skills and demonstrate an understanding of effective learning strategies and barriers to effective learning that will help him/her to be successful in leadership and peer support roles.

Throughout this course students will develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, solidarity, and the common good. Students will also develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management. This course offers the student the opportunity to provide assistance to others and to address the needs of the community by utilizing their God-given talents and abilities and applying them to roles such as tutoring, mentoring, student council involvement, and other leadership positions within the greater community.

How This Course Supports the Ontario Catholic School Graduate Expectations

The intent of this course is to have the learner actualize his/her human potential toward the fullness of life; to become a whole person as God intends. Through various service learning activities, assignments, and reflections students will gain a deeper understanding of who they are and how they have been blessed by God with talents and skills necessary to be effective Christian leaders. As the student gains further understanding of the abilities and qualities necessary to be an effective leader the student will gain insight into his/her relationship with self, others, and God. By adopting the life roles outlined in the *Ontario Expectations Catholic Graduate Document*, students will exercise leadership as they build community, participate in Church activities and provide service for the common good.

The course is designed so that students have numerous opportunities to adopt the life roles of discerning believer, effective communicator, reflective and creative thinker, self-directed responsible life-long learner, collaborative contributor, caring family member, and responsible citizen. In this course the learner is called to build community and promote a way of life rooted in the Christian call to discipleship and service. As students work through this course they will discover the connection between the values of gospel and those of the present age, and will be called to become more Christ-like in relations with self, others, and society.

Course Notes

The nature of this course provides the learner and the teacher with the unique opportunity to meet course expectations in a variety of forms. One school may offer a more comprehensive course within the regular timetable for any student interested in developing his/her leadership skills. An alternative model may place an emphasis on applied leadership development by placing the student in a peer-tutoring or mentoring role supplemented with classroom instruction. This course will allow each school to tailor the leadership and peer support program to meet the local and individual needs of its students. The course must maintain a Christian focus and draw on the teachings of the Catholic Church.

The first two units of this course were selected to allow students the opportunity to first discover what is meant by concepts such as leader, leadership, service, community mission, and vision. By also discerning their own personal strengths and skills students will understand how to use these skills in healthy interpersonal relationships in leadership roles.

The emphasis of the next unit is on learning strategies. The learner will now understand how he/she and others learn and will be able to use this knowledge in the practical application of the leadership activities. The emphasis here must be on respecting the differences in people and treating others in a caring and respectful way.

The last unit allows students to learn and apply the leadership skills required to organize and operate effective community or school activities. Once students have practised and gained an understanding of the necessary skills required to be an effective leader, the last unit offers students the opportunity to apply these skills. The last unit has been allotted 62 hours. It is up to the teacher, however, to determine how much of that time is used for the skill and knowledge development and how much is used for the practical experience.

The teacher must find a balance of classroom and practical experience. However, it is extremely important the students receive instructions of key concepts and skills prior to being placed in a leadership position. These key concepts should include leader, leadership service, and community.

The teacher needs to form partnerships within the school and/or the community. A needs assessment questionnaire is necessary to identify the types of leadership support required in the school and/or community.

The scope of this course also allows students to participate in culminating performances of leadership and service opportunities which directly meet the needs of the community. For example, students may design and deliver workshops to peers or community members on issues impacting the communities (e.g., drugs, alcohol, good study habits, time management. Positions of student governance and ministry to others may also integrate theoretical and experiential learning of leadership and life management skills.)

A structured assessment and attendance procedure must be in place in order to monitor student progress.

Reflection papers will be a regular component of the learning process and will be helpful in assessing students' applications and understanding of course concepts.

For work outside of the classroom, the use of log sheets will be required to record students' progress and attendance. It will be important for students to understand that their role as a leader extends beyond the context of the classroom. Students are role models in the school and are called to act responsibly and morally as a person formed in Catholic traditions.

The teacher must be aware of board policies regarding off-campus activities including transportation, liabilities, and health and safety. This information may be found in the local board policy and procedure manuals.

It will be helpful if the student has access to computers and communication technology to explore trends and opportunities in the communities, to complete assignments and to help others with remediation.

There are a variety of interest inventories available on the Internet. They will be referenced in the bibliography.

The teacher needs to be aware of the Freedom of Information Act, the protocols of confidentiality and privacy, and to convey this information to students.

Students may not use this leadership credit work towards the 40 hours community service graduation requirement.

Units: Titles and Time

Unit 1	Personal Knowledge and Management Skills	15 hours
* Unit 2	Interpersonal Knowledge and Skills	21 hours
Unit 3	Learning and Thinking Strategies	12 hours
Unit 4	Exploration of Opportunities	62 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: Personal Knowledge and Management Skills

The focus of this unit will enable the student to identify the personal strengths and skills that are needed to be effective in leadership and peer support roles. Through personal assessment and management exercises, the student will evaluate his/her strengths and weaknesses before entering a leadership or peer support role. The unit will focus on personal knowledge and personal management skills that include effective communication, decision making, problem solving, time and resource management skills, and spiritual growth.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	PKV.01, PKV.02, PK3.01, EO.V.03, PK2.01, PK2.03, PK2.04, CGE4g, CGE5c, CGE1d, CGE1e, CGE1g	Application Knowledge/ Understanding Thinking/Inquiry Communication	Personal Assessment
2	PKV.02, PK2.02, PK3.01, PK3.02, PK3.03, CGE2d, CGE2c, CGE2b, CGE3b	Application Knowledge/ Understanding	Leadership styles and skills
3	PKV.03, PK3.01, PK3.02, PK3.03, CGE3d, CGE4e, CGE4f	Application Thinking/Inquiry	Personal Management

Unit 2: Interpersonal Knowledge and Skills

Students will demonstrate an understanding of positive and healthy interpersonal relationships. Through group work and self-assessment activities they will identify and reflect on the relationships in their lives. The unit also provides the student with role-playing activities to allow for opportunities to demonstrate conflict resolution skills. Oral presentations and group work activities also will be used to have the student use communication skills and demonstrate the skills required to work with others effectively.

The student also will examine selected leadership styles and strategies and assess how they affect group interactions. The student will participate in team building activities which will allow him/her to demonstrate an understanding of the theories and strategies related to leadership and group dynamics.

The student will practise making community contacts by asking community members to discuss diversity and social justice issues with the class. The student will demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles by presenting to the class his/her conclusions on his/her research about social justice and contemporary social problems.

In conclusion, the focus of this unit is to give the student an understanding of how he/she fits as a Christian leader and peer supporter in his/her diverse community. This unit is designed so that the student has numerous opportunities to adopt the life roles of discerning believer, effective communicator, reflective and creative thinker, self-directed, responsible, life long learner, collaborative contributor, caring family member, and responsible citizen.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	IKV.01, IKV.03, PKV.01, PKV.02, IKI.01, IK1.02, IKI.03, IKI.04, IKI.05, IKI.06, IK4.03, IK4.04, CGE1d, CGE1j, CGE3c, CGE4a, CGE4b, CGE4d, CGE4e, CGE4g, CGE5a, CGE5c, CGE5e, CGE5f, CGE7c, CGE7e, CGE7f	Application Knowledge/ Understanding Thinking/Inquiry Communication	Interpersonal Relations
2	IKV.02, PKV.04, PKV.05, IK2.01, IK2.02, IK2.03, IK2.04, CGE2a, CGE2b, CGE2c, CGE4c, CGE4d, CGE4f, CGE5e	Application Knowledge/ Understanding Thinking/Inquiry Communication	Communication Skills
3	IKV.01, IKV.03, IK3.01, IK3.02, IK3.03, IK3.04, IK3.05, IK3.06, IK4.03, CGE1d, CGE1i, CGE2a, CGE2b, CGE2c, CGE3b, CGE3e, CGE5a, CGE5c, CGE5f, CGE7e	Application Knowledge/ Understanding Thinking/Inquiry Communication	Group Dynamics
4	IKV.01, IKV.03, EOV.01, IKI.05, IK3.01, IK3.04, IK3.05, IK4.01, IK4.03, IK4.04, IK4.05, PK2.03, EO2.02, CGE1d, CGE1h, CGE2c, CGE3e, CGE4a, CGE5a, CGE5e, CGE7e, CGE7f, CGE7j	Application Knowledge/ Understanding Thinking/Inquiry Communication	Connecting with the Community

Unit 3: Learning and Thinking Strategies

The student will demonstrate an understanding of effective learning strategies that can be applied to help others learn. The student will be able to recognize barriers to learning and determine the role in helping others address these barriers (e.g., emotional barriers, motivation barriers, learning disabilities). Through a peer tutoring or mentoring program the student will demonstrate an understanding of the principles and protocols of confidentiality and privacy, and outline the school and community programs available to support students' needs. The learner will also recognize the importance of treating others in a loving, compassionate and respectful manner.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	PKV.04, PKV.05, PK1.01, CGE7b	Application	Effective Learning Strategies
2	PK1.02, PK1.03, IK4.01, PK1.04, CGE7i, CGE7f, CGE7g, CGE4b	Knowledge/ Understanding Thinking/Inquiry	Barriers to Learning
3	IK2.04, IK4.02, PK3.04, CGE5f, CGE7a, CGE5e	Knowledge/ Understanding Application Thinking/Inquiry	Individual Rights

Unit 4: Exploration of Opportunities

This unit will focus on managing and assessing information and the trends and opportunities available for student leadership development. Through the effective use of print, electronic and human resources, students will demonstrate the ability to organize and operate an effective community or school activity. The student will also apply his/her skills and knowledge in a variety of peer support roles (tutoring, mentoring, student government, coaching, etc.) The student will identify how his/her leadership experience in the school will help him/her to become a more contributing member of his/her Christian community now and in the future.

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	EOV.01, EO1.01, EO1.02, EO1.03, CGE2e, CGE5h, CGE5d	Application	Accessing and Managing Information
2	EOV.02, EOV.03, EO2.01, EO2.02, EO2.03, EO2.04, EO2.05, CGE6e, CGE7j, GCE7a, GCE7b, CGE5g, CGE4c	Application Communication	Trends and Opportunities

Teaching/Learning Strategies

During this course the student will:

- complete personal self-interest inventories;
- complete skills and aptitude assessments;
- complete leadership questionnaires;
- participate in group discussions and presentations;
- participate in team building activities;
- practise public speaking and debating skills;

- analyse and apply a variety of models, e.g., conflict resolution, decision making;
- present research findings in an oral presentation;
- use computer technology, software, and the Internet for research and personal exploration;
- maintain an organizer/agenda, log sheets, and a journal;
- use case studies;
- learn how to make community contacts and use proper protocol for welcoming and thanking guest speakers;
- participate in active learning exercises and role-playing activities;
- record and reflect on material presented by the teacher, student, or both;
- develop an evaluation tool to assess the program(s) they have developed;
- use effective communication skills;
- formulate an action plan encompassing personal leadership styles, personal goals and spiritual growth;
- define and explain concepts presented in the course, (e.g., conflict resolution, learning disabilities);
- learn to plan and organize an event (e.g., assembly, pep-rally, intramural activities);
- develop skills to conduct an effective meeting;
- learn how to market a product or program via advertisements, posters, and other media forms;
- use community resources to learn and reinforce knowledge and skills;
- develop a leadership contract;
- examine issues of social justice and participate in social service activities (i.e., food drives, poverty lunch, Habitat for Humanity, senior buddies, etc.);
- analyse information to distinguish facts from opinions;
- model purposeful and repeated demonstration of leadership styles consistent with Christian values;
- practise leadership skills and perform peer support roles throughout the school and/or community.

Assessment & Evaluation of Student Achievement

Assessment Purposes

Assessment may be diagnostic, formative, and summative. Diagnostic assessment includes informal observation checklists, quizzes and all class questions and answers. The following strategies and tools may be used for both formative and summative purposes.

Method	Strategy	Tool
Paper-and-Pencil	Test - selected response - true/false - constructed response	Marking Scheme
Performance Task	Oral presentation Science experiment lab report Debate	Rubric Checklist
Personal Communication	Student-teacher conference Classroom question and answer	Rating Scale Anecdotal record

Course Evaluation/Mark Breakdown

The summative evaluation for the course will represent thirty percent of the course mark, for example: a major reflection paper upon the completion of practical experience, the organization, evaluation, and operation of a major event, or a combination of practical experience and a written examination.

The formative evaluation will represent seventy percent of the final mark and will include the numerous activities, assignments, and presentations completed throughout the course. Evaluation should reflect each student's most consistent level of achievement, although consideration should be given to the more recent evidence of achievement.

When identifying the level at which the student has achieved the expectations of the course, the teacher must refer to the specific Achievement Chart provided in *The Ontario Curriculum, Grade 11 and 12, Guidance and Career Education, 2000* (p. 34-35)

Accommodations

Integration into the regular classroom is a primary consideration in the placement of exceptional pupils. The teacher is expected to be acquainted with students' Individual Educational Plans (IEPs) and the unique learning characteristics of the individual student and to make necessary accommodations. The subject teacher should meet with any special education staff to discuss the specific IEP accommodations. The following is a list of strategies suggested to assist exceptional students.

- Meet with students one-on-one to discuss strategies that the student feels help him/her to be successful.
- Set up groups to provide peer support.
- Make use of a variety of teaching strategies to address various ability levels and learning styles.
- Students' roles within groups may be assigned based on strengths and weaknesses.
- Notes may be photocopied for the student who experiences difficulty making comprehensive, legible notes. The student should be encouraged to highlight photocopied notes and/or make jot notes to promote understanding.
- Allow for extra time on tests requiring written answers.
- Reduce the amount of reading material, present material on tape, or provide alternate reading material
- Encourage the use of spell and grammar check for written assignments.
- Reduce the quantity of work while retaining the demand for quality for the student who is unable to complete assignments, e.g., assign only the even numbered questions.
- Provide written guidelines or a template, chart, or rubric model to allow the student the opportunity to visualize the end product.
- Allow the student to videotape his/her presentation or find alternative ways of presenting, e.g., to the teacher and/or resource teacher or to a small group, rather than presenting in front of the class.
- The student may use a tape recorder to tape the presentations.
- Read instructions aloud.
- Use checklists for completion of assignments.
- Model necessary skills.
- The student may have to complete the practical component of the course outside of the regular school timetable (e.g., evenings, weekends, summertime)
- The gifted student may be given more flexibility and input with assignments.
- As an option to the regular class assignment, the gifted student may be given independent projects.
- The gifted student may be encouraged to use his/her knowledge and skills as a tutor and/or mentor
- The teacher needs to be sensitive and aware of prior learning experiences.
- Be sensitive to the fact that many ESL/ELD students may require some of the accommodations listed.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Printed Matter

Brackenbury, Cheryl. *Peer Helpers Plus a Comprehensive Training Manual to Help Student Tutors and Other Facilitators Make the Grade*. Pembroke Publishers Ltd., 1995. ISBN 1-55138-050-1

Canadian Conference of Catholic Bishops. *Catechism Of The Catholic Church*. Publication Service, 1994. ISBN: 0-88997-281-8

Canada Career Consortium. *Canada Prospects - Canada's Guide to Career Planning for People 2000-2001 of all Ages*. Ottawa: Canada Career Consortium, 2000. ISBN 1-895813-64-6

Canadian Conference of Catholic Bishops. *Dreams, Dilemmas, Decisions: Deciding To Be Church In Today's World*, Resource Book. Ottawa: Publication Service, 1994. ISBN 0-88997-306-7

Canadian Association of Student Activity Advisors. *CASAA Leadership Handbook Lessons for Students Resources for Advisors*. Copyright 1998. Publication Rep. Dave Conlon Glenview Park S.S 55 Mckay St. Cambridge, On N1R 4G6 fax (519) 621-5860.

Canadian Intramural Recreation Association. *CIRA Post-Secondary Student Leadership Development Guide*. Published by the CIRA, 1998. 1600 James Naismith Drive, Gloucester, Ontario, K1B 5N4 ISBN 1-895716-08X

COPS. *Interest Inventory*. Published by Edits San Diego. Ca. 92107. Copyright @1995 by ERAS/Educational Research And Services

Covey, Sean. *The 7 Habits of Highly Effective Teens*. Franklin Covey Co., Published by Simon & Schuster, 1998. ISBN 0-684-85609-3 (A text for student leaders; a student journal and workbook are also available.)

Foster Sabrinsky, Elisabeth. *Energizers and Icebreakers For All Ages and Stages*. Published by Educational Media Corporation, 1998. ISBN 0-932796-25-7

Jackson, Tom and Patricia Rizzo Toner. *Activities That Teach 60 Hands-On Activities Covering Problem Solving, Values, Working Together, Communication, Self Esteem, Goal Setting, Decision Making*. Just For The Health Of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993. ISBN 0-9664633-1-5

Jackson, Tom and Patricia Rizzo Toner. *More Activities That Teach Over 80 Hands-On Learning Activities For Today That Make A Difference For Tomorrow*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1995. ISBN 0-9664633-3-1

Kalil Carolyn. *Follow Your True Colors To the Work You Love*. Willsonville, Oregon: Book Partners, Inc., 1999. ISBN 1-885221-94-0

NASSP. *Leadership Lessons Lesson to Lead By 50 Lesson Plans for Teaching Leadership Concepts and Skills*. 1998. ISBN 0-88201-328-8

Provost, J.A. and S. Anchors. *Myers Briggs Type Indicator*. 1987 Manual. Davis-Black Publishing, Palo Alto, CA, 94303. ISBN 0-89106-0278

Toner Rizzo, Patricia. *Relationships and Communication Activities*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993. ISBN 0-87628-847-6

Toner Rizzo, Patricia. *Stress Management and Self-Esteem Activities*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993. ISBN 0-87628-874-3

Trafford, Lary. *Educating The Soul Writing Curriculum For Catholic Secondary Schools*. Program Services Toronto Catholic District School Board In Consultation with Institute for Catholic Education Catholic Curriculum Cooperative Central Ontario Region, 1998. ISBN 0-9699178-5-6

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canada Prospects

www@.careercc.org./English/prospects00/01

Contact Point - A Canadian website dedicated to professional development needs of career counsellors
www.contactpoint.ca

Health & Safety/Workers Rights

www.gov.on.ca/LAB/su/studente.htm

Interpersonal Communication Skills Test

<http://queendom.com/communic.html>

Keirsey Personality Sorter

<http://www.keirsey.comMazemaster>

www.mazemaster.on.ca

Overview of interest assessments

<http://www.ericae.net/db/edo/ED389961.htm>

Office for Social Justice - www.osjspm.org/cst/q_work.htm

St. Mary's Press - www.smp.org

"Youth Updates" monthly articles from St. Anthony's Messenger.

www.americancatholic.org

Agencies

Ontario Peer Helper's Assoc. S. Allcorn, R.R. # 1 Picton, Ont. Ph./Fax: (613) 393-1744

e-mail ophasid@los.net

OSS Considerations

Choices Into Action, Guidance and Career Education Program and Policy For Ontario Elementary and Secondary Schools, 1999

Ontario Secondary Schools Grades 9 to 12 Program and Diploma Requirements, 1999

The Ontario Curriculum, Grades 9 to 12 Program Planning and Assessment, 2000

The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education, 2000

Coded Expectations, Leadership and Peer Support, Grade 11, Open, GPP30

Personal Knowledge and Management Skills

Overall Expectations

- PKV.01** · explain how their aspirations, competencies, talents, temperaments, and characteristics may affect their interactions with others;
- PKV.02** · identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities;
- PKV.03** · identify and effectively use the personal management skills and characteristics required to succeed in leadership and peer support roles;
- PKV.04** · demonstrate an understanding of effective learning strategies for use in tutoring and mentoring roles;
- PKV.05** · demonstrate an understanding of barriers to effective learning and of school and community resources available to address these barriers.

Specific Expectations

Learning and Thinking Strategies

- PK1.01** - demonstrate an understanding of a range of effective learning strategies (e.g., study, research, note-taking, and recall strategies) that can be applied to helping others learn;
- PK1.02** - identify and describe barriers to effective learning (e.g., emotional barriers, motivational barriers, learning disabilities);
- PK1.03** - explain how to recognize barriers to learning in others and how to determine their own role in helping others address these barriers;
- PK1.04** - describe school and community programs and services available to support students' needs (e.g., guidance services, social service agencies, mentorship programs) and explain how to access them.

Personal Knowledge

- PK2.01** - produce a personal profile that describes how they interact with others and how others see them, using a variety of assessment techniques (e.g., personality inventories, feedback from others) that identify personal characteristics such as interests, skills, emotional intelligence, and temperament;
- PK2.02** - identify and describe the leadership style that is best suited to their personality profile;
- PK2.03** - explain how a variety of factors (e.g., culture, family background, personal experiences, the media) have influenced their motivation and skills related to support and leadership roles;
- PK2.04** - describe a set of criteria to assess the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own strengths and needs for further development.

Personal Management

- PK3.01** - identify the personal management skills and personal characteristics that are needed to be effective in leadership and peer support roles;
- PK3.02** - demonstrate the effective use of personal management skills in a variety of leadership and peer support roles;
- PK3.03** - identify and describe personal management strategies that contribute to academic success (e.g., strategies for dealing with homework, tests, missed classes, work load, procrastination) and demonstrate how to communicate these strategies in tutoring and mentoring roles;
- PK3.04** - demonstrate an understanding of the principles and protocols related to confidentiality and privacy rights and their relevance to leadership and peer support roles.

Interpersonal Knowledge and Skills

Overall Expectations

- IKV.01** · demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;
- IKV.02** · demonstrate an understanding of and use theories and strategies related to effective communication;
- IKV.03** · demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals;
- IKV.04** · demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles.

Specific Expectations

Interpersonal Relations

- IK1.01** - demonstrate an understanding of the characteristics of positive relationships and of the early signs of an abusive relationship;
- IK1.02** - demonstrate an understanding of the elements of good mental health;
- IK1.03** - describe the elements of effective interpersonal relations (e.g., respect for differences, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or community;
- IK1.04** - describe a conflict resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions;
- IK1.05** - define and explain concepts (e.g., bias, stereotyping, prejudice) and contemporary social problems (e.g., substance abuse, poverty, violence) that denote barriers to individual success, and identify strategies to address these barriers;
- IK1.06** - identify the types and sources of pressure on adolescents (e.g., peer pressure, family tensions, media influence), describe the behaviours that may result, and identify appropriate strategies to deal with pressure.

Communication Skills

- IK2.01** - explain the benefits and pitfalls of expressing emotions and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions;
- IK2.02** - describe the elements of effective communication (e.g., active listening, non-judgemental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects);
- IK2.03** - use feedback effectively and appropriately to help others identify their strengths and areas needing improvement;
- IK2.04** - demonstrate an understanding of how to respond appropriately to peers' disclosures of serious personal matters (e.g., health problems, physical and emotional abuse, family issues, harassment, substance abuse).

Group Dynamics

- IK3.01** - explain how cultural background may affect communication, interpersonal relations, and leadership styles;
- IK3.02** - demonstrate the skills required to help others define and achieve their goals (e.g., action planning, coaching);
- IK3.03** - describe theories of group dynamics (e.g., theories describing stages of group development, roles of group members) and produce an analysis of the dynamics of groups in which they participate;

IK3.04 - describe a variety of team-building strategies and explain how they facilitate positive interaction and improve group and individual results;

IK3.05 - explain how selected leadership styles and strategies affect group interaction and results;

IK3.06 - identify skills of effective leadership (e.g., building consensus, identifying and using strengths of group members) and demonstrate their use in classroom groups and in planning school or community events.

Connecting With the Community

IK4.01 - describe the dimensions of diversity within their community (e.g., gender, culture, race, ability, age, religion, socio-economic level) and identify the value of diversity as well as the challenges it poses;

IK4.02 - describe their rights and responsibilities as a part of a community whose members come from diverse backgrounds;

IK4.03 - identify how their rights and responsibilities and those of others influence the ways they perform various leadership and peer support roles;

IK4.04 - explain how power can be used positively or misused in work, family, and peer contexts and identify strategies to deal with situations where power is misused (e.g., gang aggression, child abuse, workplace harassment);

IK4.05 - describe the causes and costs to individuals, families, and communities of discrimination, harassment, violence, and poverty, using appropriate documentation and statistical information;

IK4.06 - describe a personal vision of a just and equitable society and propose means of addressing social and individual problems.

Exploration of Opportunities

Overall Expectations

EOV.01 · demonstrate the effective use of data-gathering techniques and print, electronic, and human resources to identify leadership and peer support opportunities in the school and the community;

EOV.02 · demonstrate the effective use of program design techniques to design peer support/leadership programs to address needs they have identified in the school;

EOV.03 · evaluate their own suitability for selected leadership and peer support opportunities (e.g., fundraising, peer mentoring, tutoring).

Specific Expectations

Accessing and Managing Information

EO1.01 - produce a comprehensive list of the leadership and peer support opportunities available in their school and community, using print, electronic, and human resources;

EO1.02 - demonstrate the ability to use desktop publishing or other appropriate software in accessing and managing information (e.g., to produce marketing materials promoting school events or peer support programs);

EO1.03 - produce and present effective proposals (e.g., for the development of new peer support programs or for soliciting support from community partners).

Trends and Opportunities

EO2.01 - describe selected peer support roles (e.g., tutoring, mentoring) in terms of responsibilities of the role, skills required, time commitments, and benefits and challenges for the volunteer, and evaluate their own suitability for these opportunities;

EO2.02 - demonstrate the ability to design and use a needs assessment questionnaire to identify the types of support needed in their school;

EO2.03 - demonstrate the ability to design programs to meet identified needs (e.g., welcoming students who are new to the school);

EO2.04 - demonstrate the ability to design and use an evaluation tool to assess the programs that they have designed;

EO2.05 - explain how experience in leadership and peer support roles at school and in the community can help them achieve their future occupational and community involvement goals.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: Interpersonal Knowledge and Skills

Time: 21 hours

Unit Description

Students will demonstrate an understanding of positive and healthy interpersonal relationships. Through group work and self-assessment activities they will identify and reflect on the relationships in their lives. The unit also provides the student with role-playing activities to allow for opportunities to demonstrate conflict resolution skills. Oral presentations and group work activities also will be used to have the student use communication skills and demonstrate the skills required to work with others effectively.

The student also will examine selected leadership styles and strategies and assess how they affect group interactions. The student will participate in team building activities which will allow him/her to demonstrate an understanding of the theories and strategies related to leadership and group dynamics.

The student will practise making community contacts by asking community members to discuss diversity and social justice issues with the class. The student will demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles by presenting to the class his/her conclusions on his/her research about social justice and contemporary social problems.

In conclusion, the focus of this unit is to give the student an understanding of how he/she fits as a Christian leader and peer supporter in his/her diverse community. This unit is designed so that the student has numerous opportunities to adopt the life roles of discerning believer, effective communicator, reflective and creative thinker, self-directed, responsible, life long learner, collaborative contributor, caring family member, and responsible citizen.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Focus
1. Positive Healthy Relationships	420 min	IKV.01, IKV.03, PKV.01, PKV.02, IKI.01, IK1.02, IKI.03, IKI.04, IKI.05, IKI.06, IK4.03, IK4.04, CGE1d, CGE1j, CGE3c, CGE4a, CGE4b, CGE4d, CGE4e, CGE4g, CGE5a, CGE5c, CGE5e, CGE5f, CGE7c, CGE7e, CGE7f	Application Communication Knowledge/ Understanding Thinking/Inquiry	Identify and assess Role playing Group work Checklists Self-reflection Brainstorming Note taking Case studies
2. Communication Skills	300 min	IKV.02, PKV.04, PKV.05, IK2.01, IK2.02, IK2.03, IK2.04, CGE2a, CGE2b, CGE2c, CGE4c, CGE4d, CGE4f, CGE5e	Thinking/Inquiry Application Communication Knowledge/ Understanding	Note taking Group work Case studies Oral presentation Research Active learning exercises

3. Group Dynamics	240 min	IKV.01, IKV.03, IK3.01, IK3.02, IK3.03, IK3.04, IK3.05, IK3.06, IK4.03, CGE1d, CGC1i, CGE2a, CGE2b, CGE2c, CGE3b, CGE3e, CGE5a, CGE5c, CGC5f, CGE7e	Thinking/Inquiry Application Knowledge/ Understanding Communication	Group work Cooperative learning activities Checklists Goal-setting exercises Inventories Developing a contract Active learning
4. Connecting with the community	300 min	IKV.01, IKV.03, EO.V.01, IKI.05, IK3.01, IK3.04, IK3.05, IK4.01, IK4.03, IK4.04, IK4.05, PK2.03, EO2.02, CGE1d, CGE1h, CGE2c, CGE3e, CGE5a, CGC4a, CGC5a, CGC5e, CGE7e, CGE7f, CGE7j	Knowledge/ Understanding Thinking/Inquiry Communication	Research Oral presentations Active learning Analyse and synthesize information Group work Making community contacts

Activity 1: Understanding the Characteristics of Positive Relationships

Time: 140 minutes

Description

The student will gain an understanding of the components of a healthy positive relationship by examining and assessing some of the relationships that exist in his/her life. Through class discussion and group work the student will understand the early signs of an abusive relationship. Relationships with friends, parents or guardians, teachers, coaches, and employers will be specifically examined.

Strand(s) & Learning Expectations

Overall Expectations

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

PKV.02 - identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities.

Specific Expectations

IK1.01 - demonstrate an understanding of the characteristics of positive relationships and of the early signs of an abusive relationship;

IK2.03 - describe the elements of effective interpersonal relations (e.g., respect for differences, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or community;

IK3.06 - identify the types and sources of pressure on adolescents (e.g., peer pressure, family tensions) describe the behaviours that may result, and identify appropriate strategies to deal with pressure;

IK4.04 - explain how power can be used positively or misused in work, family, and peer contexts and identify strategies to deal with situations where power is misused (e.g., gang aggression, child abuse, workplace harassment).

Ontario Catholic School Graduate Expectations

CGE1j - recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross the ultimate sign of forgiveness is at the heart of redemption (Witness to Faith);

CGE2a - listens actively and critically to understand and learn in light of gospel values;

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- CGE2b - reads, understands and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d - makes decisions in light of gospel values with an informed moral conscience;
CGE4e - respects the rights, responsibilities and contributions of self and others;
CGE6a - relates to family members in a loving, compassionate and respectful manner;
CGE7a - acts morally and legally as a person formed in Catholic traditions.

Prior Knowledge & Skills

- Characteristics of positive healthy relationships

Planning Notes

- The teacher should try to contact someone from the community to be a guest speaker about early signs of abusive relationships, e.g., school chaplain, local priest, a lawyer, a counsellor from a women's shelter or sexual assault crisis centre, guidance counsellors, youth worker, etc.
- The teacher must be aware of the Catholic Church's teachings on positive healthy relationships.
- The website provided at the end of this activity has great resources on topics of healthy relationships.
- The teacher needs to be sensitive to the fact that students in the class may have been affected by abusive relationships. Awareness of support services which are available will be important.
- The teacher should prepare a unit overview to hand out to the class at the beginning of this activity.

Teaching/Learning Strategies

1. The teacher will introduce this activity by explaining that it will begin with the student examining interpersonal relationships and then outline the components of the rest of the unit.
2. The teacher will ask students to list and brainstorm as a class all the relationships that they know (e.g., friend to friend, parent to child, teacher to student, sibling to sibling, cousin to cousin, employer to employee, etc.). The teacher will ask the student to pick three important relationships in his/her life and assess these relationships by asking the student to list the likes and dislikes in these relationships. Students will be asked to share their likes and dislikes with the class. The teacher will stress that only students who are comfortable sharing with the class need do so.
3. The teacher will have a discussion with the class about the characteristics of positive and abusive relationships. The class will produce a list of characteristics which students will copy into their notebooks and be asked to reflect on throughout this activity, e.g.,

Characteristics of Positive Relationships	Characteristics of Abusive Relationships
<ul style="list-style-type: none">• Supporting each other• Respecting each other• Trusting each other• Being loving and caring	<ul style="list-style-type: none">• Controlling one another• Being disrespectful to one another• Lying and manipulating one another• Hurting each other physically and/or psychologically
4. If community resources are available, the teacher may contact someone from a women's shelter or a sexual assault crisis centre, or their school chaplain or local priest to come and talk to the class about early signs of abusive relationships.

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5. The teacher will ask students to examine the relationships in their lives and assess if they fall into the category of positive or abusive. This assessment and reflection could occur in journal form. Students will begin by looking at the relationships with their friends by trying to design a “Perfect Friend.” Students will be given a sheet with a silhouette of a male and female head. Students will be asked to write the qualities of a perfect friend around the silhouette. The teacher will ask students to share their qualities with the class and will produce a class list of the qualities of a perfect friend. The teacher encourages the class to discuss how they feel about the qualities that are being identified. Students will then reflect on the qualities and circle the qualities that they possess and highlight the qualities that they believe their own best friend possesses.
 6. The teacher then will explain to students that they will be performing the same type of process with other relationships. The teacher will divide the class into four groups and each group will try to identify the perfect qualities of a specific type of relationship. One group will examine the relationship of parent and child, another the relationship of student and teacher, another the relationship of student and coach, and another the relationship of employee and employer. In groups, the teacher will ask students to complete the following tasks:
 - (i) list all of the characteristics of a perfect parent, teacher, coach, or employer
 - (ii) circle the characteristics that your perfect parent, teacher, coach, or employer has
 - (iii) identify the top three characteristics that your group considers to be the most important
 - (iv) demonstrate how these top three qualities are used effectively in a leadership or peer support role by performing a role-play for the class. After each role-play the class will have a short discussion expressing their feelings about the presentation. This will be an opportunity for others in the class to provide input into the types of relationships that they were not working on.
 7. The teacher will conclude this activity by asking students to write a reflection paper explaining how they feel power can be used positively or misused in a variety of relationships with family, at work, and/or school with peer contexts and identifying strategies to deal with situations where power is misused (e.g., gang aggression, child abuse, workplace harassment).

Assessment & Evaluation of Student Achievement

- The rubric for Written Work may be used to assess students’ critical thinking and application skills. (see Appendix F)

Accommodations

- See students’ IEPs for specific accommodations.
- Provide additional structure for the reflection paper or give more time to complete it.
- The student will be put into a group where he/she will find peer support.

Resources

Community guest speakers

Canadian Conference of Catholic Bishops. *Catechism of The Catholic Church*. Publication Service, 1994. ISBN: 0-88997-281-8

St. Mary’s Press www.smp.org

Toner Rizzo, Patricia. *Relationships and Communication Activities*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993. ISBN 0-87628-847-6

“Youth Updates” monthly articles from *St. Anthony’s Messenger*.

– www.americancatholic.org

Appendix

Appendix F – Rubric for Written Work

Activity 2: Good Mental Health

Time: 140 minutes

Description

Students will work individually or with partners to complete inventory lists and have discussions which will allow students to demonstrate an understanding of the elements of good mental health. The student will identify the stressors and the symptoms of stress in his/her life and will focus on the positive ways of dealing with stress. The teacher will focus the discussion on the importance of positive self-esteem to good mental health and the class will do a variety of group activities in which the student will use feedback effectively and appropriately to help others identify his/her strengths and areas needing improvement.

Strand(s) & Learning Expectations

Overall Expectations

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

PKV.01 - explain how their aspirations, competencies, talents, temperaments and characteristics may affect their interaction with others.

Specific Expectations

IK1.02 - demonstrate an understanding of the elements of good mental health;

IK2.01 - explain the benefits and pitfalls of expressing emotions and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions.

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE4e - respects the rights, responsibilities and contributions of self and others;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

Planning Notes

- The teacher should create a number of handouts for the student to complete the activities.
- The teacher needs to create a sheet with example situations of factors that may make the student feel uncomfortable. Some examples are provided in the teaching and learning strategies.
- The teacher may need to research the symptoms of stress and prepare an information sheet or overhead.

Teaching/Learning Strategies

1. The teacher has a class discussion about the different comfort zones that individuals have and the need to respect these differences. The teacher should point out that some relationships may put people out of their comfort zone and make them feel vulnerable. The teacher may ask students to identify their own comfort zone by asking them to identify things that make them feel uncomfortable and vulnerable and explain why this occurs. The teacher may choose rather to give students a handout with examples of specific situations and ask students to place a “Y” beside the situations that they would feel comfortable doing, an “N” if the situation would cause a little discomfort and an “X” if it takes students out of their comfort zone. The teacher will ask students to add any other situations that take students out of their comfort zone to the sheet provided. The following are sample situations that can be used:
 - Introduce yourself to a stranger
 - Try out for a sports team
 - Audition for a play
 - Tell your friend that they have body odour
 - Sit at a lunch table with people you do not know if no other seats are available
 - Break up with a boyfriend or girlfriend
 - Make a speech in front of the student body
 - Sell items for a fund raiser
2. The teacher will conclude with the class that some of these situations are very stressful and cause people to lose their composure. The teacher also will discuss that it is important to identify the stressors in order to learn how to lessen their effect. The teacher will ask the class to work in pairs and identify what things cause them to lose their composure. The teacher may choose to give out a handout using some of the following factors. Students will be asked to place a check mark next to each factor that causes them stress. Students are encouraged to add to the list any other factors not mentioned.
 - being late
 - not enough time given
 - your siblings’ demands
 - family disagreements
 - not being prepared
 - not being believed
 - no date for a dance
 - no money
3. The teacher will provide the students with a handout which identifies the symptoms of stress. It should include physical, emotional, and behavioural symptoms. Students will be asked to check all of the symptoms that have applied or currently apply to them. The teacher will ask students to discuss this chart with a partner in the class and to answer the following questions:
 - (i) Do you and your partner have any similar symptoms of stress?
 - (ii) How much stress do you believe you are currently under?
 - (iii) Discuss ways that each of you could eliminate some of the stressors that cause these symptoms.
4. The teacher will follow-up this activity with a class discussion on healthy and unhealthy ways to deal with stress. One healthy way would be to exercise and an unhealthy way would be to use drugs and/or alcohol. The teacher will continue the class discussion by explaining the importance of having positive self-esteem with regard to good mental health, and will ask the class to identify things that make them feel good about themselves and explain why they do these things.

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5. The teacher will ask students to pair up and interview each other. The focus of the interview will be to find out positive characteristics about each other and then to share with the class how your partner can use these positive characteristics in a leadership and peer support role. The teacher will explain to students that receiving and giving compliments can build a person's self-esteem. Students will practise giving and receiving compliments by doing the following activity. Each student will put their name on a blank sheet and then everyone in the class will write at least one positive comment on every, or every other person's sheet. The teacher will emphasize that only positive comments must be used. When students return to their desks they will read the positive comments about themselves. A class discussion should follow on how this made everyone feel.
 6. The teacher may want to close this activity with a discussion on how to give sincere compliments and model for students. One example would be to change your compliment from an "I" statement to a "you" statement. Here is one example. "I really like your pink sweater" vs. "You have made a very good choice in selecting that pink sweater; the colour suits you well." The teacher will explain that the last statement makes the compliment focus on the person being complimented rather than the person doing the complimenting and that will make the compliment more effective. The teacher will ask students to always try to build up self-esteem in others in everything that they do, but especially in leadership and peer support roles.

Accommodations

- See students' IEPs for specific accommodations
- The student will be put into a group where they will find peer support

Resources

Toner Rizzo, Patricia. *Stress Management and Self-Esteem Activities*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993.
ISBN 0-87628-874

The community

"Youth Updates" monthly articles from *St. Anthony's Messenger*
www.americancatholic.org

Activity 3: Conflict Resolution

Time: 140 minutes

Description

Student will describe a conflict resolution model and demonstrate its use to reduce conflict and reach mutually agreeable solutions in a variety of role-playing activities and games.

Strand(s) and Learning Expectations

Overall Expectations

PKV.01 - explain how their aspirations, competencies, talents, temperaments, and characteristics may affect their interactions with others;

PKV.02 - identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities;

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals.

Specific Expectations

IKI.01 - demonstrate an understanding of the characteristics of positive relationships and of the early signs of an abusive relationship;

IKI.04 - describe a conflict resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions;

IK3.04 - describe a variety of team-building strategies and explain how they facilitate positive interaction and improve group and individual results;

IK4.03 - identify how their rights and responsibilities and those of others influences the ways they perform various leadership and peer support roles;

IK4.04 - explain how power can be used positively or misused in work, family, and peer contexts and identify strategies to deal with situations where power is misused (e.g., gang aggression, child abuse, workplace harassment).

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes, and values founded in Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1j - recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith);

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b - demonstrates flexibility and adaptability;

CGE4d - responds to, manages and constructively influences change in a discerning manner;

CGE5a - works effectively as an interdependent team member;

CGE5e - respects the rights, responsibilities and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE7c - seeks and grants forgiveness;

CGE7e - witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7j - contributes to the common good.

Planning Notes

- The teacher must be prepared to handle certain discussions with a sensitivity to individual differences and rights, e.g., socio-economic level, gender, race, religion, sexual orientation, etc.
- The teacher needs to purchase enough chocolate kisses for everyone in the class.
- The teacher should be familiar with a conflict resolution model to utilize with the class in this unit; an example is provided in the teaching and learning strategies.

Teaching/Learning Strategies

1. The teacher will ask students to think of a recent conflict he/she has experienced, and to answer the following questions.
 - (i) Who was involved in the conflict?
 - (ii) What was the conflict about?
 - (iii) How did you feel about the conflict?
 - (iv) How did you express yourself?
 - (v) How did the other party express him/herself?
 - (iv) Did you resolve the conflict? If so, how?

The teacher will ask students to brainstorm ideas of how they believe people deal with conflict. The teacher will write the list on the board and ask students to copy it into their notes. The list should include these ways: avoid, compromise, collaborate, confront or compete, and accommodate.

The teacher will ask students to pair up and discuss with a partner, a personal situation in which one of the examples mentioned on their list was used to deal with conflict. Students will be asked to assess if it was a successful way to resolve the conflict.

2. The teacher will have a class discussion with students on the steps involved in resolving conflict. The teacher will provide the class with this information via an overhead, a note on the board, or a handout. The steps to conflict resolution are:

- (i) State the problem
- (ii) Define the scope of the problem
- (iii) Brainstorm possible solutions
- (iv) Identify the consequences of each possible solution
- (v) Choose a solution

The teacher will ask students to use the steps to conflict resolution in a role-play situation. Students will be asked to work with a partner. The teacher will provide the class with role-play situations or they can make up their own. Some sample role-play situations are:

- (i) Two students of different races confront each other by calling out racial slurs.
- (ii) Your sister or brother borrowed an expensive sweater from you. When you planned to wear the sweater, it was not available and when it was returned you noticed a stain on the sweater.
- (iii) A teacher confronts a student with an accusation that a research paper written by that student was plagiarized.
- (iv) You have discovered that your boyfriend/girlfriend went on a date with one of your good friends.
- (v) You want to go to a movie with your friend but your friend has his/her heart set on going ice skating and would like you to go with her/him.

The teacher will reinforce the idea of working towards a win-win solution when possible. The teacher will ask the class to assess each role-play for effective conflict resolution. The teacher will then ask students to outline some possible conflict situations that they may encounter in leadership or peer support roles and identify ways of resolving these conflicts by using the conflict resolution model. If time allows, students may role-play these situations.

Assessment & Evaluation of Student Achievement

- Summative evaluation by having the student analyse specific case studies and assessing student knowledge and understanding of the conflict resolution model and the ability of the student to apply this knowledge to specific case studies.
- The rubric for role-play may be used to assess student knowledge and application skills.

Accommodations

- See students' IEPs for specific accommodations.
- The student will be put into a group where he/she will find peer support.
- The student who is not comfortable role-playing may be the script writer or videotape him/herself in a role-play.

Resources

Jackson, Tom and Patricia Rizzo Toner. *Activities That Teach 60 Hands-On Activities Covering Problem Solving, Values, Working Together, Communication, Self Esteem, Goal Setting, Decision Making*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993. ISBN 0-9664633-1-5

Toner Rizzo, Patricia. *Stress Management and Self-Esteem Activities*. Just for the Health of It! Health Curriculum Activities Library, The Centre For Applied Research In Education, 1993. ISBN 0-87628-874

Appendix

Appendix C – Role-Play Rubric

Activity 4: Interpersonal Relations Influenced by Social, Peer and Family Influences

Time: 140 minutes

Description

The student will examine barriers that prevent individuals from being successful and create imbalances in their lives and community (e.g., substance abuse, poverty, and violence). The student will also examine the types of pressures that may confront many adolescents, and strategies to deal with these pressures effectively

Strand(s) & Learning Expectations

Overall Expectations

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

IKV.04 - demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles.

Specific Expectations

IK1.02 - demonstrate an understanding of the elements of good mental health;

IK1.05 - define and explain concepts (e.g., bias, stereotyping, prejudice) and contemporary social problems (e.g., substance abuse, poverty, violence) that denote barriers to individual success, and identify strategies to address these barriers;

IK1.06 - identify the types and source of pressure on adolescents (e.g., peer pressure, family tensions, media influence), describe the behaviours that may result, and identify appropriate strategies to deal with pressure;

IK3.01 - explain how cultural background may affect communication, interpersonal relations, and leadership styles.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE3c - thinks, reflectively and creatively to evaluate situations and solve problems;

CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;

CGE7f - respects and affirms the diversity and interdependence of the worlds' peoples and cultures;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Planning Notes

- Review Activity 1 for examples of positive relationships.
- The following resources will be required; magazines, scissors, glue, construction paper, white paper, string, one coat hanger for each student, and cardboard.
- The teacher will need a copy of *The Sneetches and Other Stories* by Dr. Seuss to read to the class for this activity.

Teaching/Learning Strategies

1. The teacher will lead the class in a discussion about bias, stereotyping, and prejudice, as well as social issues such as poverty, violence, and substance abuse. Students will brainstorm ideas as to how to deal with these issues and the types of problems created by them. The teacher will provide the class with a note after the discussion. The teacher may assign the definitions as a task for research.
2. The student will work individually on an activity to demonstrate how substance abuse creates imbalance in his/her life. The student will cut out from magazines pictures of activities in which he/she likes to participate, and places he/she would like to visit. He/she will glue these pictures onto a piece of construction paper so that both the picture and construction paper are even. Next, the student will attach strings to the bottom part of the coat hanger to make a mobile. The student will draw a poster a little larger than his/her photos, showing some kind of drug (Students may adapt this poster to be a picture of poverty, stereotyping, violence, or bias). This should be drawn on white paper and glued to the cardboard. The student will tie the poster to the end of the coat hanger so the mobile is off balance and tilts towards the larger picture. After discussion they can remove the larger poster from the mobile and mount it on the wall with an X through it. This symbolizes the return to balance in one's life when the negative influence is removed.
3. When the activity has been completed the teacher facilitates a discussion about the types of pictures students chose for their mobile and how drugs (or stereotyping, bias, prejudice, etc.) create an unbalanced life. The students will brainstorm possible solutions to create balance in their lives or community.
4. The teacher reads the story "Sneetches" to the class to demonstrate the pressure adolescents experience and how it affects their behaviour. The class will brainstorm about the various groups that are presented in the story and the teacher will provide a list of the groups as a note.
5. The teacher will facilitate a discussion to elicit responses from the class regarding the treatment of the various groups and the lessons that were learned by each group in the story. The teacher also may choose to discuss the story *The Grinch Who Stole Christmas* and discuss the reasons why the Grinch was ostracized. The student will work in a group setting and discuss the following issues: i) What groups are considered in or out? ii) What happens in society when groups think they are better than others? iii) How do people feel if they are labelled in or out? iv) Does the student know anyone who was part of the in or out groups without naming specific individuals? v) What role does the media or family play in developing self image? A student in the group will act as a scribe and write down the group's responses; each of the group's responses will be shared with the class.
6. Students will discuss current examples where ostracism has led to a tragic consequence in a school as a result of bias, status, prejudice, media influence, violence, or substance abuse, and how these tragedies could have been avoided.

Assessment & Evaluation of Student Achievement

- The teacher may use the mobile rubric to assess students' inquiry skills and application of concepts. A sample rubric is provided in the appendix.
- The student will complete a quiz to assess the knowledge and understanding of the various concepts and definitions introduced.

Accommodations

- Groups may be assigned based on learning strengths and weaknesses.
- The student may have his/her notes or test scribed.
- Oral testing or taped responses may be used, if indicated on the IEP
- The student may be challenged further to research a particular person who experienced adversity due to prejudice, stereotyping, substance abuse, or poverty. The student may also research the role of the media and its influence on society's views regarding these issues.
- See IEP for specific accommodation

Resources

Jackson, Tom. *More Activities That Teach Over 80 Hands-on Learning Activities for Today That Make a Difference for Tomorrow*. Just for the Health of It! Health Curriculum Activities Library, The Centre for Applied Research in Education, 1995.

Dr. Seuss. *The Sneetches and Other Stories*. Random House

Dr. Seuss. *The Grinch Who Stole Christmas*. Random House

Appendix

Appendix E – Collage/Poster/Mobile Rubric

Activity 5: Communication Skills

Time: 280 minutes

Description

The student will identify the elements of effective communication and demonstrate his/her skill in selected leadership and peer support roles. The student will have the opportunity to practise effective listening skills and the use of effective feedback when working with peers.

Strand(s) & Learning Expectations

Overall Expectations

IKV.02 - demonstrate an understanding of and use theories and strategies related to effective communication;

PKV.04 - demonstrate an understanding of effective learning strategies for use in tutoring and mentoring roles;

PKV.05 - demonstrate an understanding of barriers to effective learning and of school and community resources available to address these barriers.

Specific Expectations

IK2.01 - explain the benefits and pitfalls of expressing emotions and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions;

IK2.02 - describe the elements of effective communication (e.g., active listening, non-judgmental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects);

IK2.03 - use feedback effectively and appropriately to help others identify their strengths and areas needing improvement;

IK2.04 - demonstrate an understanding of how to respond appropriately to peers' disclosures of serious personal matter (e.g., health problems, physical and emotional abuse, family issues, harassment, substance abuse).

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE4c - takes initiative and demonstrates Christian leadership;

CGE4d - responds to, manages and constructively influences change in a discerning manner;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE5e - respects the rights, responsibilities and contributions of self and others.

Planning Notes

- The teacher should prepare a list of “hot topics” on cue cards that will be used in an active listening exercise.
- Role-play scenarios should be prepared on cue cards (see Teaching Learning Strategies).
- Teacher may wish to invite students who have tutored effectively in the past to attend the seminar on tutoring and mentoring techniques. Experienced tutors/mentors may share their leadership experiences with their peers. The teacher may have to contact the student service department to identify the students who have been effective peer tutors.

Teaching Learning Strategies

1. The teacher will break the class into diads and give each pair a “hot topic” for discussion. (e.g., abortion, capital punishment, superiority of males in sports over females, lowering the drinking age, etc.) One partner will draw the topic and try to persuade the other person to believe he/she is right about the topic (approx. 45 seconds.). The listener must face the speaker and repeat by paraphrasing what the speaker has said. The speaker must agree on what the partner has heard before the two switch roles. After the diads have completed the exercise, the teacher will conduct a class discussion on the process. Possible questions could include:
 - How did you feel when you were unable to summarize the speaker’s remarks?
 - Did it help your understanding of his/her point of view?
 - Was communication enhanced in this process?
 - Would using this process make conflict resolution easier or more difficult?
 - What have you learned from this activity that you could apply as a student leader?
2. The teacher will lead a class discussion with an opening question such as “Have you ever tried to talk to someone who you knew was not listening to you? How did it make you feel? What can you do to let someone know you are listening to them?” The teacher will list the following ways to listen actively which students will copy into their notebook
 - lean forward/nod
 - eye contact
 - ask questions
 - don’t interrupt
 - give verbal encouragement
 - agree with the speaker
 - paraphrase the speaker’s ideas

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3. To demonstrate an understanding of active listening techniques, the class will be divided into two even groups and form two concentric circles (one inside the other). The class should pair up and face each other. The teacher will explain to the class that a topic will be called out and that one partner (inside circle) will talk about it and then call out an active listening skill (e.g., ask questions) that the other partner (outside circle) will practise. Allow 35-45 seconds to talk and respond. Next have students in the inside circle move one person to the left. The teacher will then call out the next topic that one partner (the outside circle this time) will talk about, and a listening skill that the other partner (the inside circle) will practise. Repeat as time allows. The teacher will review active listening techniques and emphasize that good listening skills are an essential quality of successful leaders and an important aspect of good communication skills.
 4. The teacher will create a variety of role-play scenarios on cue cards. It is suggested that the role-play scenarios be reflective of the peer support roles that student leaders are involved in. In pairs, the student will role-play the characters paying particular attention to effective communication skills by the student in the peer support role of the role-play scenarios.
 - (a) Bill is a student who needs extra help in math. The teacher asks John (the peer tutor for the class) to work one-on-one with Bill in the library. On the way to the library Bill says to John, “The only reason you are helping me is because you get a credit for peer tutoring! You could care less about me!”
 - (b) Betty is a member of student council who worked very hard in the first semester but has faltered considerably early in semester two. Lately she has been missing meetings and rarely does her share of the work. Susan, a fellow student council member, feels it is not fair to the rest of the group that Betty is doing less and decides to confront Betty privately to discuss the issue.
 - (c) Patrick is a Grade 12 student who volunteers his time as a coach for the elementary basketball league. A parent of one of the players accuses Patrick of favouring the better players with more court time. The parents set up a meeting with Patrick and the Athletic Director to discuss Patrick’s coaching abilities and techniques.
 - (d) Phyllis, a grade 9 student confides to Samantha (a peer mentor) that her step-father has hit her on more than one occasion. Phyllis pleads with Samantha to keep her secret.

Upon completion of each role play the teacher should lead a class discussion on the effective use of communication skills in each scenario and the effectiveness of the student in the peer support role.

Possible discussion questions

- (a) How effective was the student in the leadership role?
- (b) What did you like or dislike in their responses?
- (c) What would you have done differently?
- (d) What other ways could the situation have been handled?
- (e) Is there always a “right way” to handle every situation?
- (f) Whom could either individual turn to for help?

Note: It is important that scenario d) be given appropriate attention. Students must know that there are limits to peer confidentiality when a person is in danger or may place another person in danger.

5. The teacher will conduct a class seminar on the effective use of peer tutoring and mentoring techniques
 - (a) Students will identify the qualities of a favourite teacher. What makes a good teacher? Students can refer to Activity 1 where qualities of a good teacher were identified.
 - (b) List responses on the board. Common answers will include: friendly, outgoing, positive outlook, caring, well organized, good discipline techniques, good motivator, and consistent witness to Gospel values.
 - (c) Are the traits of a good teacher learned or are they innate?
 - (d) The class will construct a list of strategies to help students in a peer support role to “learn” the qualities that make successful teachers and student leaders.

-
6. The teacher will lead a large group discussion and outline on the board the skills and strategies necessary to be effective in leadership and peer support roles. The teacher will encourage students to brainstorm the methods that seem to work in the classroom based on his/her personal experiences. The class as a whole will construct a peer tutor “tip sheet” that outlines effective peer tutoring techniques. The class will be expected to record effective tutoring experiences on an ongoing basis using a journal.

Assessment & Evaluation of Student Achievement

- An oral communication rubric may be used to assess the student’s communication skills in both the large and small group settings.
- A rubric for written work may be used to assess the student’s journal for critical thinking and application skills.

Accommodations

- See students’ IEPs for specific accommodations.
- Students will be partnered with peers who can provide support for small group activities.
- The teacher may provide additional structure for group work.
- The student may tape their journal entries if indicated on the IEP.

Resources

Canadian Association of Student Activity Advisors. *CASAA Leadership Handbook Lessons for Students Resources for Advisors*. Copyright 1998. Publication Rep. Dave Conlon Glenview Park S.S 55 Mckay St. Cambridge, On N1R 4G6 fax (519) 621-5860

NASSP. *Leadership Lessons Lesson To Lead By 50 Lesson Plans for Teaching Leadership Concepts and Skills*. 1998. ISBN 0-88201-328-8

Appendices

Appendix B – Oral Communication Rubric

Appendix F – Rubric for Written Work

Activity 6: Leadership Styles

Time: 70 minutes

Description

The purpose of this activity is to demonstrate various types of leadership styles and the role that cultural background plays in influencing leadership styles and interpersonal relations. This is a short activity to introduce the concept that each individual has a unique leadership style. The activity then leads into a discussion of cultural influences on the individual’s leadership style and how it affects interpersonal relationships and roles within the group.

Strand(s) & Learning Expectations

Overall Expectations

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals.

Specific Expectations

PK2.02 - identify and describe the leadership style that is best suited to their personality profile;

PK3.01 - identify the personal management skills and personal characteristics that are needed to be effective in leadership and peer support roles;

IK3.01 - explain how cultural background may affect communication, interpersonal relations, and leadership styles;

IK3.02 - demonstrate the skills required to help others define and achieve their goals (e.g., action planning, coaching);

IK3.03 - describe theories of group dynamics (e.g., theories describing stages of group development, roles of group members) and produce an analysis of the dynamics of groups in which they participate;

IK3.05 - explain how selected leadership styles and strategies affect group interaction and results;

IK4.03 - identify how their rights and responsibilities and those of others influence the ways they perform various leadership and peer support roles.

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2a - reads, understands and uses written materials effectively;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Prior Knowledge & Skills

- An understanding of the terms autocratic, democratic, and laissez-faire

Planning Notes

- The following materials will be required: balloons, toothpicks or straws, and masking tape.

Teaching/Learning Strategies

1. The teacher will ask students to put their hands out in front of them and clasp them together. Students will then separate their hands and then do this exercise again. The teacher will ask students to notice which thumb is on top and point out to students that this is their natural position. The teacher will ask students to clasp their hands together again with the other thumb on top. Students will realize from this activity that they have a natural tendency. The teacher will discuss with the class that natural tendencies often influence the leadership styles that one exhibits. The teacher facilitates a discussion asking students to compare how it felt to switch positions. Students will be asked to reflect on why it was difficult to clasp their hands in another way and why the process was not a natural one. The key here is to develop an understanding of what influenced the manner in which the student clasped their hands and how this can be related to the development of different leadership styles.
2. The class will be divided into groups to construct a structure using straws, balloons, toothpicks, etc., and masking tape. Each group will be given a handout with the description of one specific leadership style. The group will be given a specific time frame in which to complete the construction task using the specific leadership style. Suggested leadership styles: autocratic, laissez-faire, and democratic.) The teacher will ask students to evaluate each leadership style by identifying and explaining which type of leadership style they believed to be most effective and how each style affected the members of each of the groups.

The teacher and the class will produce a list of the characteristics of each of the leadership styles and will identify when the specific styles are effective and when they are ineffective (for example autocratic, laissez-faire, and democratic). Students to copy this note into their notebook.

Accommodations

- The student may have his/her notes scribed or photocopied.
- Groups may be assigned based on their learning strengths and weakness.
- See individual IEPs for specific accommodations.

Resources

Canadian Association of Student Activity Advisors. *CASAA Leadership Handbook Lessons for Students Resources for Advisors*. Copyright 1998. Publication Rep. Dave Conlon Glenview Park S.S 55 McKay St. Cambridge, On N1R 4G6 fax (519) 621-5860

Activity 7: Team Building

Time: 70 minutes

Description

The main focus of this activity is to help the student to develop an understanding of what a team is and how it is developed. The student will also develop an understanding of the order in which a group develops and how each of the members' contribution is important to the success of the group.

Strand(s) & Learning Expectations

Overall Expectations

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals.

Specific Expectations

IK3.03 - describe theories of group dynamics (e.g., theories describing stages of group development, roles of group members) and produce an analysis of the dynamics of groups in which they participate;
IK3.04 - describe a variety of team-building strategies and explain how they facilitate positive interaction and improve group and individual results;

IK3.06 - identify skills of effective leadership (e.g., building consensus, identifying and using strengths of group members) and demonstrate their use in classroom groups and in planning school or community events.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE5a - works effectively as an interdependent team member;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Planning Notes

- When discussing students' lists of qualities that make up a team it is important to note the similarities between the various group lists since recurring items are usually essential to the notion of a team.
- Materials required: felt tip marker for each group, chart paper and masking tape.

Teaching/Learning Strategies

1. The teacher will divide the class into groups. Each group is given a marker and a piece of chart paper. One student is chosen to act as a scribe. The group will be given 10-15 minutes to brainstorm a list of things that they consider are qualities that characterize a group of people as a team. The characteristics are written on chart paper and put up on the wall for discussion. A spokesperson for each team explains the items that the team has listed. The teacher facilitates a discussion with the class to prioritize the list. The class produces a new list when a consensus has been reached. The teacher will have a discussion with the class about what happens to group teamwork when some of the qualities listed are not present. The class is given a copy of the list of elements of a group.
2. As a practical application of the exercise the student who is active in leadership and peer support roles will chair a meeting of his/her leadership group and facilitate the development of a leadership contract which incorporates teamwork. This contract will be signed by all team members and posted in a common work place. This contract may evolve and/or change.

Assessment & Evaluation of Student Achievement

- Formative assessment of the contract may be done by using the Rubric for Written Work which is provided in Appendix F. This may be used to assess students' understanding and application skills.
- Peer and self-assessment of the development of the contract may be used to assess students' communication, inquiry, and application skills.

Accommodations

- The student may be paired within a group to complement the student's skills and learning styles.
- The student may be challenged to research Maslow's Hierarchy of Needs and how individual needs are met within a group.
- See students' IEPs for specific accommodations.

Resources

Canadian Association of Student Activity Advisor. *CASAA Leadership Handbook Lessons for Students Resources for Advisors*. Copyright 1998.

Appendix

Appendix F – Rubric for Written Work

Activity 8: Building Consensus

Time: 70 minutes

Description

Students will develop an understanding of the difficulties of a group arriving at a consensus. Students will become aware of the individual influences of group members in arriving at a consensus and how various experiences and cultural backgrounds can influence decisions.

Strand(s) & Learning Expectations

Overall Expectations

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals.

Specific Expectations

IK3.01 - explain how cultural background may affect communication, interpersonal relations, and leadership styles;

IK3.06 - identify skills of effective leadership (e.g., building consensus, identifying and using strengths of group members) and demonstrate their use in classroom groups and in planning school or community events.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE5a - works effectively as an interdependent team member;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5f - exercises Christian leadership in the achievement of individual and group goals.

Planning Notes

- The teacher will need to provide a handout for each student with a list of twenty professions and a column for the student to check for individual ranking of the profession and a column for group ranking of the profession.

Teaching/Learning Strategies

1. Each student classifies the twenty professions according to how they view its prestige, from 1-20 (most prestigious to least prestigious), e.g., doctor, priest, truck driver, teacher, waitress, athlete, computer programmer, secretary, lawyer, custodian, athletic coach, Rabbi, stay at home parent, etc. The class is divided into groups to discuss the rankings and try to arrive at a consensus on a classification that everyone can agree on. The teacher facilitates a discussion to examine the individual influences exercised by each person in the group and its impact on the final decision. The teacher will ask students to indicate how his/her cultural background influenced his/her decisions. The class will evaluate why or why not a consensus was achieved.
2. Journal: (Homework) From this activity explain why it is sometimes important as a group to come to a consensus on an issue. Do you think your group was successful in arriving at a consensus in your classroom activity? Why or why not? Explain how not arriving at a consensus could affect the planning of an activity or event that your group may be responsible for organizing.

Assessment & Evaluation of Student Achievement

- Assess the journal for knowledge and understanding and communication skills using the Rubric for Written Work.

Accommodations

The student may record the journal entries on tape if indicated on the IEP

See students' IEP for specific accommodations.

Resources

Canadian Association of Student Activity Advisors. *CASAA Leadership Handbook Lessons for Students Resources for Advisors*. Copyright 1993.

Appendices

Appendix F – Rubric for Written Work

Activity 9: Diversity Within the Community

Time: 210 minutes

Description

Students will focus on the subject of diversity. Students will describe the dimensions of diversity within the community and gain an understanding of the value of diversity and why diversity in some cases could divide the community. Students will have the opportunity to investigate the profile of his/her school and in doing so better understand the diversity that exists in the school community.

Strand(s) & Learning Expectations

Overall Expectations

IKV.04 - demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles;

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals;

EOV.01 - demonstrate the effective use of data-gathering techniques and print, electronic, and human resources to identify leadership and peer support opportunities in the school and the community.

Specific Expectations

IK4.02 - describe their rights and responsibilities as a part of a community whose members come from diverse backgrounds;

IK4.01 - describe the dimensions of diversity within their community (e.g., gender, culture, race, ability, age, religion, socio-economic level) and identify the value of diversity as well as the challenges it poses;

IK4.03 - identify how their rights and responsibilities and those of others influences the ways they perform various leadership and peer support roles;

IK4.04 - demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles;

IK4.05 - describe the causes and costs to individuals, families, and communities of discrimination, harassment, violence, and poverty, using appropriate documentation and statistical information;

IK3.01 - describe theories of group dynamics (e.g., theories describing stages of group development, roles of group members) and produce an analysis of the dynamics of groups in which they participate;

IK3.04 - describe a variety of team-building strategies and explain how they facilitate positive interaction and improve group and individual results;

IK1.05 - define and explain concepts (e.g., bias, stereotyping, prejudice) and contemporary social problems (e.g., substance abuse, poverty, violence) that denote barriers to individual success and identify strategies to address these barriers;

PK2.03 - explain how a variety of factors (e.g., culture, family background, personal experiences, the media) have influenced their motivation and skills related to support and leadership roles;

EO2.02 - demonstrate the ability to design and use a needs assessment questionnaire to identify the types of support needed in their school.

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1h - respects the faith traditions, world religions and the life-journeys of all people of good will;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just peaceful and compassionate society;
CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
CGE7j - contributes to the common good.

Prior Knowledge & Skills

- Library/Resource Centre research skills
- Computer skills

Planning Notes

- The teacher must be prepared to handle certain discussions with a sensitivity to individual differences and rights, e.g., socio-economic level, gender, race, religion, sexual orientation, learning disabilities, etc.
- The teacher may wish to discuss a video or movie of someone who has overcome the obstacles or barriers that sometimes result from cultural diversity.
- The teacher should be familiar with the cultural make-up of the class and encourage students to access guest speakers from a variety of culturally diverse backgrounds.
- The teacher should book the Library/Resource Centre or computer lab and work closely with the library staff during the research project.
- Magazines and newspapers should be available for the collage exercise.
- The teacher should have sample copies of well-written questionnaires for the Diversity Survey exercise.
- The teacher needs to have a class supply of lollipops of a variety of shapes, sizes, and colours.

Teaching/Learning Strategies

1. The teacher will print the letters spelling DIVERSITY on the board. Divide the class into groups of 2-5 participants and ask them to think of and write down as many words as possible for each letter that would help to define the concept of diversity. When the time is up, have each group share the words for each letter and record these words using a flip chart. Encourage the class to question each other's responses and summarize by pointing out the variety of words used to define diversity, and that diversity is much more than race and gender. As an extension to the above activity, the student will create a collage that represents the concept of diversity. Encourage and challenge the student to go beyond race and gender in his/her collage to represent a broader understanding of the term, diversity, e.g., religion, music, language, interest, culture, etc.
2. After discussing with the class the concept of diversity the following exercise promotes the concept of pluralism and that people belong to many groups simultaneously. The teacher will call out the name of a group to which students can identify. Students respond by raising their hand. The rest of the students will applaud. Examples of groups to be called: only child, visited another country, pierced ears, etc. Be creative with the categories and allow students to make up categories as well. After the last set of categories has been called out the teacher should ask the class the following questions:
 - What did this exercise show?
 - Would the exercise have been different if the categories were ethnicity, religion or geographical background?

Students will reach the conclusion that although each of us is unique, we also have many similarities and each one of us is a valuable part of the whole.

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3. The following activity illustrates the basic sameness of people despite the diversity that exists in the school community. The teacher will instruct students to sit in a circle. The teacher will have a large variety of coloured lollipops available. The teacher will “physically disable” some lollipops by bending the stick. The teacher will instruct students to hold the lollipop from the bottom of the stick. Students will be asked to check out each lollipop by passing them around the circle commenting on the similarities and differences. Students will be asked to make as many observations as possible about the lollipops, and to decide the differences that were noticed.
Answers will include size, shape, colour, condition (bent), etc. Students will see that the differences can be applied to humans as well. The teacher will continue the discussion by asking the questions: What is the best part of the lollipop? Students will suggest that the centre is the best. The class discussion should then focus on the fact that the “centre” is where all of the different lollipops are the same. The teacher will continue the discussion with the following questions:
 - (i) How do we get past the wrapping, colour, and shape in our relationships with others?
 - (ii) What does getting to the centre of a person mean?
 - (iii) How are we all the same in the centre?
 - (iv) Why are people with disabilities treated differently?
 - (v) Is prejudice learned or genetic?
 - (vi) Why does it seem skin tones are more divisive than eye colour?
 - (vii) Why must leaders get past the wrapping?
 - (viii) How can you apply your experience from this activity to your role as a student leader?
 4. The teacher may wish to introduce the terms: exceptional student, learning disability, and intellectual exceptionality. The teacher will explain how these terms are related to the diversity of the student population. Peer tutors and peer mentors may work with some exceptional students and this is an excellent opportunity to introduce this information to them.
 5. The teacher will assign the following individual project. Students will be asked to research the life of an individual who has overcome one of the barriers that may result from diversity (gender, racism, religion, socio-economic status, etc.) Generate a list of possible candidates with the class, e.g., Gandhi, Jesus, Craig Kilberger, a saint, Casey Martin (handicapped golf professional), Oprah Winfrey, Pope John Paul, Michael Jordan, Martin Luther King, Erin Brokovich, etc. Students will need at least one class period to do the necessary research for the completion of this assignment. The teacher should predetermine the nature of the final product, e.g., one-page essay, an oral presentation, or a bristol board display.
 6. Students will brainstorm a list of all the differences we enjoy as humans. The teacher will list all of the responses on the board (e.g., sex, religion, language, brothers/sisters, favourite subjects, sports, music). In groups of three to four students a diversity survey will be created using the categories the group feels will create a good profile of the student body. A copy of a sample diversity survey is included in the Appendix D. The teacher should closely monitor the appropriateness of the questions contained in the survey. It would be helpful if examples of effective surveys were available. Each group could present the survey to the class. The class as a whole could be asked to combine the best qualities and questions from all of the surveys and construct the “best of the best” diversity survey. This survey could then be administered to a volunteer sample of the student population and the class could analyse the results and compile a profile of the school community’s diversity. This information can be used to assess school needs for peer support and leadership roles.
 7. The teacher may choose to have the class discuss a clip of a movie that illustrates the concepts of diversity, discrimination, the power of a positive attitude, and team building through hard work. The movie can serve as a starting point for discussion on the above topics of diversity, discrimination, etc.

-
8. The teacher will lead a class discussion outlining the effective protocol for bringing a guest speaker into their school. Students will be asked to invite a person to speak to the class on the subject of diversity. The class is encouraged to contact speakers from a wide variety of cultural backgrounds. The teacher will determine if the students will do this activity individually or in groups. Students will be given a list of possible topics to be given to a guest speaker. The list may include cultural traditions, religious beliefs, holidays, and celebrations.

Assessment & Evaluation of Student Achievement

- Formative assessment of the research project may occur by using the Rubric for Written Work to assess students' knowledge, understanding, thinking, communication, and application skills.
- The Collage Rubric may be used to assess students' knowledge, understanding, communication, and application skills.
- The Oral Communication Rubric may be used to assess communication skills in class discussions and group work.

Accommodations

- The teacher may pair students to provide peer support
- See students' IEPs for specific accommodations
- The teacher may provide additional structure for the research project

Resources

Canadian Association of Student Activity Advisors. *CASAA Leadership Handbook Lessons for Students Resources for Advisors*. Copyright 1998. Publication Rep. Dave Conlon Glenview Park S.S 55 McKay St. Cambridge, On N1R 4G6 fax (519) 621-5860

NASSP. *Leadership Lessons Lesson to Lead by 50 Lesson Plans for Teaching Leadership Concepts and Skills*. 1998. ISBN 0-88201-328-8

Stand and Deliver. 1998, video.

Community guest speakers

Appendices

Appendix D – Sample Diversity Survey

Appendix B – Oral Communication Rubric

Appendix E – Collage Rubric

Appendix B

Oral Communication Checklist and Rubric

Instructions

This rubric may be used to assess student's communication in both large and small group discussions. The teacher may wish to place the student's name and date at the top of the checklist and identify an achievement level in the grid below. Over time, a pattern of each student's skill in oral communication will emerge. It is not necessary to assess every student every time. The teacher may predetermine whom he/she will be assessing in a given activity. No more than five students at a given time is recommended.

Student Name: _____

Date: _____

Checklist

1. Communicates information, ideas, experiences				
2. Uses effective language				
3. Listens actively				
4. Participates				

Achievement Category	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Communication				
Communicates information, ideas, experiences	- with limited clarity	- with some clarity	- with considerable clarity	- with a high degree of clarity and confidence
Uses effective language	- uses effective language rarely	- sometimes	- most of the time	- always
Listens actively	- rarely listens actively	- listens actively some of the time	- listens actively most of the time	- listens actively all of the time
Participates	- limited participation	- some participation	- considerable participation	- constant participation

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C

Role-Play Rubric

Instructions

This rubric may be used to assess student's knowledge, communication, and application skills. The teacher may wish to place the students' name and date at the top and identify an achievement level on the grid below. It is not necessary to assess every student every time. The teacher may predetermine whom he/she will assess in a given role-play activity.

Name: _____

Date: _____

Topic: _____

Criteria	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge/ Understanding	- student presented limited knowledge in their presentation	- some knowledge of facts/issues were presented	- considerable knowledge of issues/facts were presented	- thorough knowledge of facts/issues were presented
Communication (Oral)	- student communicated with limited effectiveness	- student communicated with some effectiveness	- student communicated with considerable effectiveness	- student communicated with a great deal of effectiveness
Communication (Visual) e.g., Costume/props	- visuals were used with limited effectiveness	- visuals were used with some effectiveness	- visuals were used with considerable effectiveness	- visuals were used in an effective manner which greatly enhanced the role
Application	- role was portrayed with limited believability	- role was portrayed in a somewhat believable manner	- role was portrayed in a believable manner	- role was portrayed in a highly believable manner

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix D

Diversity Survey

1. I am	<input type="checkbox"/> male <input type="checkbox"/> female
2. I am	<input type="checkbox"/> student <input type="checkbox"/> non-student
3. I am	<input type="checkbox"/> from 12-15 <input type="checkbox"/> from 16-19 <input type="checkbox"/> in the 20s <input type="checkbox"/> in the 30s <input type="checkbox"/> 40 or older
4. I am	<input type="checkbox"/> tall <input type="checkbox"/> average <input type="checkbox"/> short
5. I am	<input type="checkbox"/> overweight <input type="checkbox"/> average weight <input type="checkbox"/> underweight
6. In order to see well I	<input type="checkbox"/> need glasses <input type="checkbox"/> do not need glasses
7. I have	<input type="checkbox"/> blonde hair <input type="checkbox"/> black hair <input type="checkbox"/> other <input type="checkbox"/> brown hair <input type="checkbox"/> red hair
8. I am	<input type="checkbox"/> right-handed <input type="checkbox"/> left-handed
9. I like to listen to	<input type="checkbox"/> Rock <input type="checkbox"/> Country <input type="checkbox"/> Metal <input type="checkbox"/> R&B <input type="checkbox"/> Easy Listening <input type="checkbox"/> All kinds <input type="checkbox"/> Alternative <input type="checkbox"/> Rap <input type="checkbox"/> Jazz <input type="checkbox"/> Classical <input type="checkbox"/> Other
10. I have a	<input type="checkbox"/> dog <input type="checkbox"/> cat <input type="checkbox"/> fish <input type="checkbox"/> bird <input type="checkbox"/> no pets <input type="checkbox"/> all kinds
11. Sibling ranking	<input type="checkbox"/> only child <input type="checkbox"/> middle child <input type="checkbox"/> youngest child <input type="checkbox"/> oldest child
12. Language skills	<input type="checkbox"/> Speak English only <input type="checkbox"/> Bilingual <input type="checkbox"/> English as a second language
13. I am	<input type="checkbox"/> shy <input type="checkbox"/> outgoing <input type="checkbox"/> social
14. My religious affiliation is	<input type="checkbox"/> Muslim <input type="checkbox"/> Jewish <input type="checkbox"/> Buddhist <input type="checkbox"/> Hindu <input type="checkbox"/> Christian <input type="checkbox"/> Other
15. I am active in clubs or organizations	<input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> more than two <input type="checkbox"/> none
16. I am living with	<input type="checkbox"/> both birth parents <input type="checkbox"/> one step parent and one birth parent <input type="checkbox"/> single mother <input type="checkbox"/> single father <input type="checkbox"/> other
17. Brothers	<input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three <input type="checkbox"/> more <input type="checkbox"/> none
18. Step-Brothers	<input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three <input type="checkbox"/> more <input type="checkbox"/> none
19. Sisters	<input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three <input type="checkbox"/> more <input type="checkbox"/> none
20. Step-Sisters	<input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three <input type="checkbox"/> more <input type="checkbox"/> none
21. I have a strong cultural identity with my ancestral culture	<input type="checkbox"/> no <input type="checkbox"/> yes
22. My cultural background is	_____
23. I keep the traditions of my ancestral culture	<input type="checkbox"/> yes <input type="checkbox"/> no
24. Those traditions are important to me	<input type="checkbox"/> yes <input type="checkbox"/> no
25. We speak a language other than English in our home	<input type="checkbox"/> no <input type="checkbox"/> yes
26. I am	<input type="checkbox"/> first generation Canadian <input type="checkbox"/> second generation Canadian <input type="checkbox"/> long time Canadian citizen <input type="checkbox"/> not a Canadian citizen
27. My athletic ability is	<input type="checkbox"/> very good <input type="checkbox"/> average <input type="checkbox"/> not very good <input type="checkbox"/> not existent
28. I exercise every day	<input type="checkbox"/> yes <input type="checkbox"/> no
29. I enjoy participating in organized sports	<input type="checkbox"/> yes <input type="checkbox"/> no

Appendix D (Continued)

30. I am physically challenged yes no
-
31. Our family income is above average average below average
-
32. I have a job yes no
-
33. I am a sculptor painter/sketch artist potter combination of fine art disciplines
 none
-
34. I learn best by listening seeing doing
-
35. Getting good grades is easy difficult fairly easy fairly hard impossible
-
36. Reading I enjoy it and do it a lot I enjoy it and do it a little I don't enjoy it
 I find it difficult I can't
-
37. My favourite kind of classroom experience is listening to lectures working in groups
 working alone watching ideas participating in discussions
-
38. I am creative yes no
-
39. I am good in math yes no
-
40. I learn foreign languages easily yes no
-
41. I am good at taking tests yes no
-
42. I intend to go on for more formal education after high school yes no
-
43. I am well informed about other cultures in this country yes no
-
44. I complete and turn in all my homework assignments yes no

Appendix E

Collage/Poster/Mobile/Rubric

Instructions: This rubric may be used to assess the student's, knowledge and understanding, thinking, communication, and application skills. The teacher may wish to assess the student, have the student do a self-assessment, or have a student peer do the assessment.

Topic: _____ Student's Name: _____
 Evaluator: Teacher: _____ Peer: _____ Self: _____

Criteria	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge/ Understanding <ul style="list-style-type: none"> Were key facts and terms included in the completed task? 	- completed tasks demonstrated limited understanding of facts and terms	- completed task demonstrated some understanding of facts and terms	- completed task demonstrated considerable understanding of facts and terms	- completed task demonstrated thorough understanding of facts and terms
Thinking/Inquiry <ul style="list-style-type: none"> Has the student thought about and completed the task in a creative manner? 	- creative thinking skills have been utilized with limited effectiveness	- creative thinking skills have been utilized with moderate effectiveness	- creative thinking skills have been utilized with considerable effectiveness	- creative thinking skills have been utilized with a high degree of effectiveness
Communication <ul style="list-style-type: none"> Were a title, symbols, visuals, and colour employed accurately and effectively? Did the visual material accurately depict the theme? 	- a title, symbols, visuals, and colour have been employed with limited accuracy and effectiveness - visual material depicted the theme with limited accuracy	- a title, symbols, visuals, and colour have been employed, with some accuracy and effectiveness - visual material depicted the theme with moderate accuracy	- a title, symbols, visuals, and colour have been employed with considerable accuracy and effectiveness - visual material depicted the theme with considerable accuracy	- a title, symbols, visuals, and colour have been employed in a highly accurate and effective manner - visual material depicted the theme in a thoroughly accurate manner
Application <ul style="list-style-type: none"> Were concepts from prior work transferred to this new task? 	- student has displayed limited ability in transferring concepts to a new context	- student has displayed moderate ability in transferring concepts to a new context	- student has displayed considerable ability in transferring concepts to a new context	- student has displayed a great degree of ability in transferring concepts to a new context

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix F

Rubric for Written Work (A framework which must be adapted for a specific task.)

This rubric may be used to assess the student's knowledge and understanding of key concepts and the relationships between concepts. It may be also used to assess thinking and inquiry, communication, and application skills. Over time a pattern for each student's skills, and knowledge and understanding will emerge.

Name: _____

Date: _____

Achievement Category	Level 1 (50 -59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
Knowledge/ Understanding <ul style="list-style-type: none"> Understanding of concepts related to reflection topic Understanding of relationships between concepts related to the reflection topic and others taught 	- demonstrates limited understanding of concepts - demonstrates limited understanding of relationships between concepts	- demonstrates some understanding of concepts - demonstrates some understanding of relationships between concepts	- demonstrates considerable understanding of concepts - demonstrates considerable understanding of relationships between concepts	- demonstrates thorough and insightful understanding of concepts - demonstrates thorough and insightful understanding of relationships between concepts
Thinking/Inquiry <ul style="list-style-type: none"> Uses critical and creative thinking skills to reflect Uses inquiry skills to reflect 	- uses critical and creative thinking skills with limited effectiveness - applies few of the skills involved in an inquiry process	- uses critical and creative thinking skills with moderate effectiveness - applies some of the skills involved in the inquiry process	- uses critical and creative thinking skills with considerable effectiveness - applies most of the skills involved in the inquiry process	- uses critical and creative thinking skills with a high degree of effectiveness - applies all or most all of the skills involved in the inquiry process
Communication <ul style="list-style-type: none"> Communication of ideas and experiences 	- communicates information, ideas, and experiences with limited clarity	- communicates information, ideas, and experiences with some clarity	- communicates information, ideas, and experiences with considerable clarity	- communicates information, ideas, and experiences with a high degrees of clarity and confidence
Application <ul style="list-style-type: none"> Transfers ideas to new contexts 	- transfers ideas and skills to new contexts with limited effectiveness	- transfers ideas and skills to new contexts with moderate effectiveness	- transfers ideas and skills to new contexts with considerable effectiveness	- transfers ideas and skills to new contexts with a high degree of effectiveness

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.